Assessment at Featherstone…
with Frog Progress at the heart of it.

Aspire, Believe, Succeed

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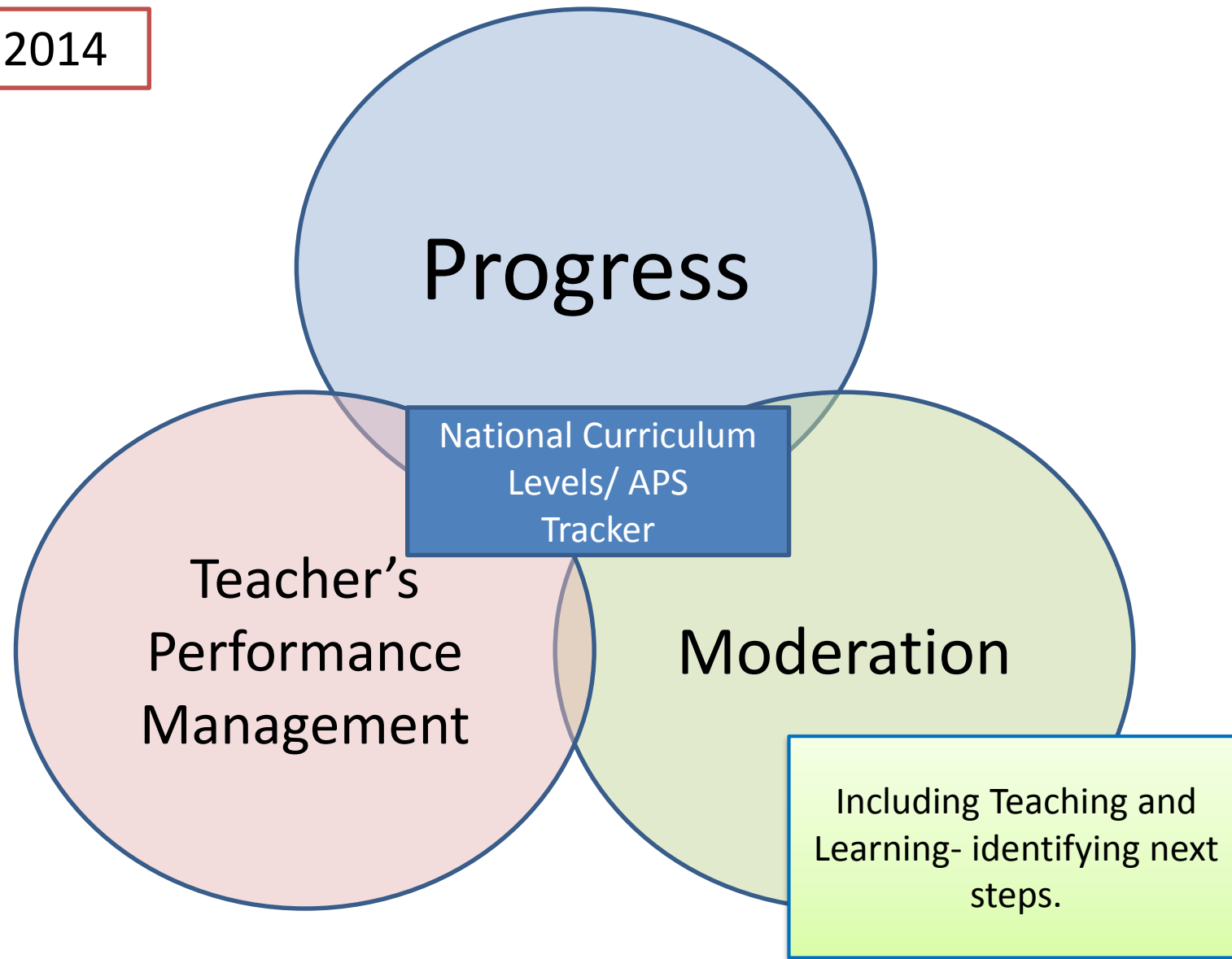
September 2014- New Curriculum

- New curriculum designed in school, tailored to our children's needs and interests in Y1, 3, 4, 5 (obviously, now in all year groups). Schools given autonomy to make these decisions.
- School's drive to maintain continuity in tracking progress, moderation cycle, Teacher's PM.
- A need to 'reinvent the wheel'.
- Ensuring that the new assessment system is robust, reliable, valid, etc.
- At the time there was a lack of advice/ guidance
- Local schools were not at the same point in their journey as us, so collaboration was not an option. We didn't want to wait- sense of urgency.
- Our tracker forced a certain way of assessing – didn't fit with our curriculum- we weren't happy with it- it dictated to us…
- We did as much research as we could- there wasn't much around at that time, we attended courses, spoke to experts, found out as much as we could!

Moderation

- Spring term 2015
- 5 schools, 5 different approaches- common ground?
- The findings were very interesting
- Standards Files

NAHT standardisation project

- Using KPIs- but amending to suit our curriculum.

- Exemplifying each of Reading, Writing and Maths.

- Need for it to be robust, reliable, valid, etc.

- AND universal!

Exemplifying KPIs

The process was important:

Internally, we found pieces of work we felt exemplified each KPI. Created standards documents.

External validation from 5 other chosen schools.

National validation from other schools involved in NAHT project and Mick Walker/ Graham Herbert.

Compiling Exemplification- Writing

Left document:

KPIs exemplified:
Ensures the consistent and correct use of tense throughout a piece of writing
Indicates degrees of possibility using modal verbs
Uses commas (brackets/ dashes) to clarify meaning or avoid ambiguity
Selects the appropriate form and uses other similar writing as models for their own

Context:
The children had written a poem about going on a journey. Their task was to convert this poem to narrative. They r
'Eldorado' by Edgar Allan Poe. SPaG teaching prior to this included relative clauses and commas for parenthesis. Be
published their work they proof read and edited. This is an extract from this child's writing.

Fronted adverbial , followed by comma

Modal verb indicates degree of possibility

Uses organisation presentational de structure text and the reader

Select a handwriting appropriate t task (see bek

Relative pronoun 'who' begins relative clause

Commentary:
This child made the decisions independently about how to present the writing and chose to include the letter withi
text. This is a technique he had seen in previous text that he had been reading. He knew that the character who w
within his narrative was rushing when he wrote it, so he changed the handwriting style accordingly. He confidently
sentences using fronted adverbials and relative clauses as part of his writing style. He chooses the appropriate form for this text
type.

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Right document:

KPIs exemplified:
Describes characters and atmosphere.
Uses commas to clarify meaning or avoid ambiguity
Ensures the consistent and correct use of tense throughout a piece of writing

Context:
In our English lessons we were developing composition and effect. The child is writing from the viewpoint of a character
who is going to move away, leaving their friends and family behind. The children were challenged to encapsulate
the feelings of that character in this moment. During the introduction to the lesson the children were taught to
use modal verbs and given a list of possible modal verbs to use. This is an extract.

Complex sentence, including list and more than one clause.

consistent and correct use of tense throughout a piece of writing

Modal verb

Commas used throughout consistently to clarify meaning within

Use of rhetorical questions to engage reader and create the effect of helplessness.

Commentary:
This child has been able to capture the frustration of this character, using rhetorical questions, modal verbs and commas
to enhance meaning of and within sentences. She has written in the present tense and this is sustained throughout.
Commas are used within lists, to avoid ambiguity and for parenthesis. The writer uses multi- clause sentences which add
to the overall effect of the text. The writer is aware of the reader and addresses this through rhetorical devices.

Compiling Exemplification- Mathematics

KPI: Addition and subtraction- Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)

Children can use the written method to add and subtract number with more than four digits.

Children apply their knowledge of the written method in a range of different contexts

E.g. in this example where children were investigating three consecutive numbers which make a given value.
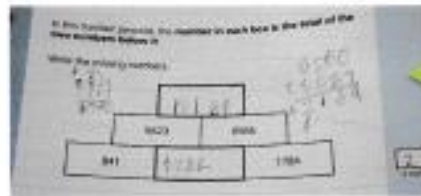
Children apply their knowledge of written methods in the context of a test.

Commentry:
The child is secure in the use of columnar method for addition and subtraction. They are able to apply this to problem solving. For example, in the example above the children were investigating three consecutive numbers which make a given value. They are able to add/ subtract numbers with a varied number of digits.

KPI: Fractions (including decimals) - Compares and orders fractions where denominators are all multiples of the same number.
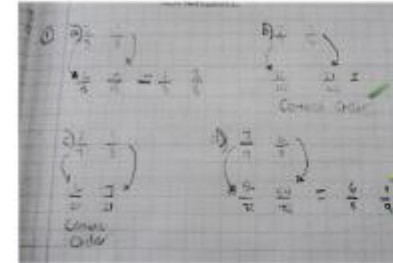
Children can convert factions so they have the same denominator, recognising denominators that are multiples of the same number.

Children order the fractions according to their original format.

Children can apply what they know about converting fractions in the context of a test
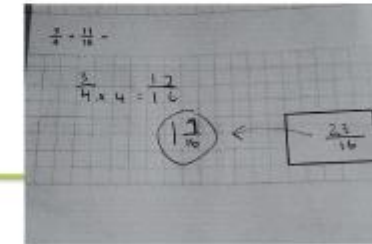
Commentry:
The children can confidently compare fractions which have common denominators. Where they are asked to compare fractions with different denominators, they are able to convert the fractions, so that their denominators are common, enabling them to order/ compare them.

Compiling Exemplification- Reading

- Reading was by far the most difficult to exemplify.
- Where could we find the evidence, so that it is available and useful for others to see?
- Thinking outside the box- video, transcripts, written work/ presentations.

Compiling Exemplification- Reading

The video is in two parts:

Part One- Context: A guided groups session consisting of four Year 5 children, who have read up to the end of chapter 4 (and subsequently the rest of the book) of Pinochio by Michael Morpurgo.

Content	Key Performance Indicators
They are discussing some of the themes in the book. They are asked to summarise what they have read in chapter 4.	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Participates in discussions about books that are read to the child and those that can be read independently. Provides reasoned justifications for their views about a book.
They discuss particular word choices that the author made (Wooden Head) to describe characters. Children identify the play on words and are able to verbalise this.	Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.
They discuss the use of the word 'honest' and how by adding a prefix they can change the meaning of this word to its opposite.	Applies a growing knowledge of root words, prefixes and suffixes
During discussion about the story the children are able to compare this story and its characters to other stories they have read.	Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
They are also able to give justification for their views and can use technical terms to describe this (rhetorical).	

Part Two- Context: Each child has chosen a book, out of three children 2 chose a fiction book from the library and one chose a non fiction book that was being used for History research in their History lessons.

Content	Key Performance Indicators
They read the book aloud. They are reading with increasing fluency, self checking and correcting to ensure that their reading makes sense to them. They are able to read in this way most books (for example any book that they chose from the school library, within reason).	Checks that the book makes sense to the reader

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Guided reading – Transcript of session   (Follow up to video session)

Teacher: Yesterday, we were discussing what we have read so far from our story "Pinocchio" by Michael Morpurgo. Let's start by revisiting our opinions of the text, I will be asking you to give examples from the text.

Child A: I did enjoy it because when he is talking to us he gets the reader really involved and makes us laugh. It's a bit like a rhetorical questions because he is speaking to us but the writer isn't expecting a response.

Teacher: Can you find me an example?

Child A: On page 29 he says "Go through his legs" I thought. "It's the only way to get past him". But he grabbed me by the nose. Can you imagine? The indignity of it!'

Teacher: I like that you picked up the rhetorical style that Pinocchio uses when he is talking to the reader. Are there any other ways that Morpurgo has used language to engage the reader? Re-read page 65. Can you find any examples?

Child B: He uses similes and metaphors to make the writing more interesting.

Teacher: Read us your example.

Child B : On page 65 he says 'I was wriggling like an eel and screeching like an owl'.

Teacher: Great example. What affect do these words have on the reader?

Child C: It helps to make a picture in my head. I can hear the owl noise and see him wriggling.

Task – Children were asked to review books they had read this year (from across the curriculum) and classify them according to text type.

KPI
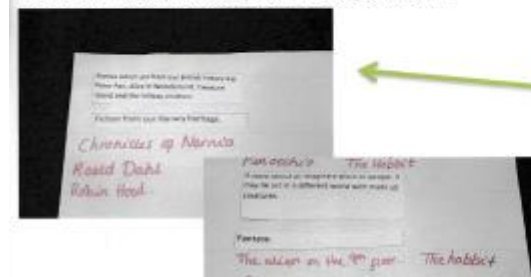
Provides reasoned justifications for their views about a book.

A child understands some of the technical and other terms needed for discussing what is heard and read.

KPI

Provides reasoned justifications for their views about a book.

Increases familiarity with a wide range of books including myths, legend and traditional stories, modern fiction, fiction from other our literary heritage, and books for other cultures and traditions.

Reading

Context :
The children have been reading the biography of Virginia Hall in their Guided reading sessions. They then used this as a stimulus to create a presentation for the rest of the class to feedback what they have learnt/read.

INTRODUCTION

We have been reading a book called
'Virginia Hall World War II Spy' By Adrian Bradbury. It is a non-fiction information book
and also a biography. It is about the life of an American known as Virginia Hall, who worked during World War II as a spy.

Fun Facts!
As well as a writer, the author was also an actor.

The children have an increasing familiarity with a wide range of books and have identified text types.

SPIES

Virginia Hall was a spy. She gathered information from the enemy. She collected data which included – how many people they had, what their battle plans were, who their leaders were and most importantly how were they spying on us?

She had her leg amputated.

EARLY LIFE

Virginia Hall was born in 1906 in Baltimore. Her Father Edwin Hall owned a chain of cinemas. In the 20th century, he took her to Europe for the first time (at the age of 3). She went to lots of countries and learnt different languages, which included German, Italian and French later, this became very useful in her future career.

Fun facts
Believed in the Best Livestock America.

After reading, the children used the contents page to locate the information they needed to complete each slide.

VIRGINIA'S CAREER

1933:
Virginia Hall Joins the US Consular service

1939:
Germany invades Poland. Virginia joins the French ambulance service

1941:
Goes to France posing as an American journalist

1943:
Is awarded the MBE by King George VI

1945:
After war ends in Europe, Virginia is awarded the distinguished service cross and returns to the USA

December 1933:
Loses left leg below the knee during a hunting accident

1940:
France surrenders.
Virginia escapes to England
And trains to become a spy

1942:
Escapes France via Spain to London

1944:
Returns to France disguised as a French peasant

The children extracted key information from the text and chose to record this in the style of a timeline.

KEY INFORMATION

Key Facts
D.O.B: April 6th 1906
Death: July 12th 1982
Husband: Paul Golliott
Job: To spy on the German Army.
2nd Job: World War II Ambulance Service

The children retrieved key information related to Virginia Hall's life.

Review

Our favourite chapter in this biography was 'War'. We enjoyed this chapter because this is where Virginia's career as a spy began and it tells us about how she became a spy. It tells us about the difficult training she had to take and the challenges that she faced.
We know training was hard because the text says that, 'training took place in remote mountain areas in Scotland and consisted of gruelling physical challenges.

The children provided reasoned justifications for their views about the book.

Reading Standard – Year 1

http://www.featherstoneprimaryschool.co.uk/page/?title=Reading+Standard+year+1&pid=169

Cross School Moderation

- 5 schools from different parts of the country
- 5 different approaches to the standardisation project
- Presentation of work
- 10 minutes for others to discuss between themselves
- A final decision about the validity of exemplification documents
- Outcome: 'our procedures are capable of producing assessm̲ Curriculum and assessment cycle- to inform Teaching and Learning ̲ purpose'.

Greater Depth

- Having established a standard for ARE, we needed to track Greater Depth across KS1 and KS2.

- We wrote our own Greater depth KPIs, which build on ARE without encroaching on the next year's curriculum.

- More focused teaching and assessment for the Most Able group.

- We are now evaluating these and the ARE standards against outcomes from statutory testing to ensure that they remain robust and relevant.

Featherstone's Assessment Journey

Our curriculum is designed around the children's needs and uploaded to Frog Progress. This dictates:

Greater Depth KPIs (exemplification is under development)

Standardised score tests in R, GPS, M for every year group (under development)

ARE Standard Exemplification documents…

… to support Teaching and Learning, Teacher Assessment, and the moderation process

Frog Progress

Teachers' Performance Management- using attainment and progress data

Snapshot Reports to Parents

Whole school data tracking for progress and attainment- including all statutory assessment

Raise online/ Data Dashboard/ ASP

Assessment at Featherstone

1

Curriculum first…

Frog Progress- teachers input TA for each objective, using assessment statuses. Teachers add evidence when a child reaches ARE.

Teachers know the gaps in Learning and next steps and plan to teach those.

Teachers use standards to validate their judgements against KPIs.

Year 1

Year 2

All Subject Areas ▼			1J Blue Group	Azee...	Kai	Charlie	Alfie	Ibrahim	Mohammed
Write sentences by:	KPI	›							
Saying out loud what they are going to write about		›							
Composing a sentence orally before writing it		›							
Sequencing sentences to form short narratives	KPI	›							
Re-reading what they have written to check that it makes sense	KPI	›							
Discuss what they have written with the teacher or other pupils		›							
Read their writing aloud, clearly enough to be heard by their peers and the teacher		›							
Sit correctly at a table, holding a pencil comfortably and correctly		›							
Begins to form lower-case letters in the correct direction using cursive formation	KPI	›							

Assessment at Featherstone

Frog Progress- run reports for internal use and to inform parents.

Class teachers use data to inform future planning/ interventions.

Subject leaders look for whole school patterns and moderate using standards- inform Curriculum planning.

SLT use to hold to account for Pupil Progress- are teachers acting quickly to close gaps in learning (Teaching and Learning)?

2

Assessment at Featherstone

3

The 'by-product' is...

SLT whole school data tracking- key stage to key stage.

Progress from starting points

Performance management

Whole school data tracking

Attainment term by term- ARE and GD (in all yr grps)- whole cohorts and contextual groups

Pupil Performance (On track for ARE or above) –All Pupils										
Class	no. of pupils	Autumn			Spring			End of Year		
		R	W	M	R	W	M	R	W	M

Progress- expected and more than expected - term by term- whole cohorts and contextual groups

		Autumn			Spring			Summer		
	No of pupils	Reading EXP progress	Writing EXP progress	Maths EXP progress	Reading EXP progress	Writing EXP progress	Maths EXP progress	Reading EXP progress	Writing EXP progress	Maths EXP progress

Table title: **Pupil Performance (Expected Progress) All Pupils-**

End of year outcomes- tracking individuals

Child's name	gender	SEN	EAL	PP	FSM	EYFS	Y1 TA	Y1 SS	Y1 Phonics	Y2 TA	Y2 SS	Y2 Phonics	Y3 TA	Y3 SS	Y4 TA	Y4 SS	Y5 TA	Y5 SS	Y6 TA	Y6 SS
Child 1	M					EYFS EME	Below	89	DNP	WTS	92		Below	91	Below	96	Below	95	WTS	99
Child 2	F		Y			EYFS EXP	ARE	101	PASS	EXS	101		ARE	104	ARE	106	ARE	108	EXS	110
Child 3	M			Y	Y	EYFS EXC	GDS	110	PASS	GDS	116		ARE	102	ARE	107	GDS	110	GDS	116

Starting Point Prior Attainment (PA)	Year 5 not on track	Year 5 on track	Year 5 at ARE	Year 5 on track Greater depth	Year 5 at Greater depth
Low PA Maggie MINHAS Usmaan ALI Jude MARTIN	PP Usmaan ALI Jude MARTIN	Maggie MINHAS			
Middle PA Judy ABDEL-GAWAD Yousaf AKBAR PP Anam ANAM Amazing Grace ANISHERE Joshua BAGNALL PP Kairo BAXTER-DONALDSON Tyree BENNETT Jessica BLYTHE	Khuram MAHMOOD	PP Anam Arooj Joshua BAGNALL Judy ABDEL-GAWAD PP Kairo BAXTER-DONALDSON Tyree BENNETT Trae BRISCOE	Yousaf AKBAR Amazing Grace ANISHERE	Mariam Sani KHAN	
High PA Mya FORBES Jacob GREGORY Charlotte MURRAY Naomi OGOLOMA Victoria Chioma OKOLO Aqeel Rizwan		Naomi OGOLOMA	Charlotte MURRAY	Jacob GREGORY Mya FORBES Victoria Chioma OKOLO Aqeel Rizwan	

Assessment at Featherstone

Curriculum first…

Frog Progress- teachers input TA for each objective, using assessment statuses. Teachers add evidence when a child reaches ARE.

Teachers know the gaps in Learning and next steps and plan to teach those.

Teachers use standards to validate their judgements against KPIs.

Frog Progress- run reports.

Class teachers use data to inform future planning/ interventions.

Accountability: Subject leaders look for whole school patterns and moderate using standards.

Accountability: SLT use to hold to account for Pupil Progress- are teachers acting quickly to provide interventions?

SLT whole school attainment tracking.

Progress from starting points.

Performance management.

Key points for consideration

- Have you designed the curriculum with your pupils in mind?
- Have you designed the best way to assess for your pupils and the school's needs?
- Is the data you are getting accurate/ reliable? How do you know?
- Is it easy for the staff to upload data? Can they add evidence to validate judgements? Can this be moderated easily?
- Can you use the data to identify next steps for pupils/ inform planning?
- Is the data useful for senior staff for Performance Management and tracking progress/ raising standards?