

Assessment at Wensum Junior School



The planning for and assessment of reading, writing, speaking and listening are done using *Herts for Learning*, with termly judgements recorded on SIMS. SL(English) plans with each year team for each project to ensure coverage and progression through the year and across the key stage.

English is fully embedded into REAL projects to ensure work is purposeful and relevant.

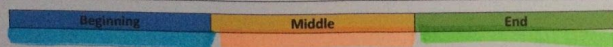
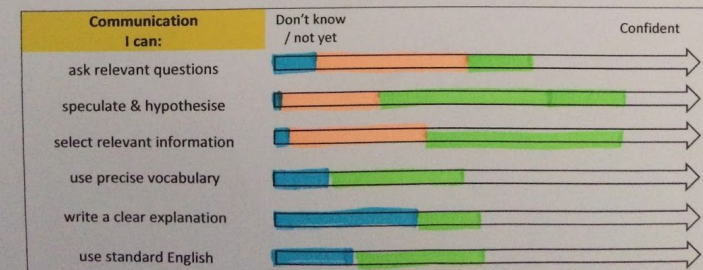
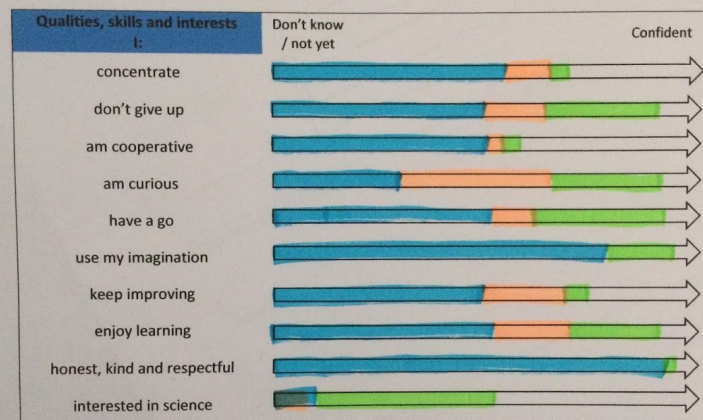
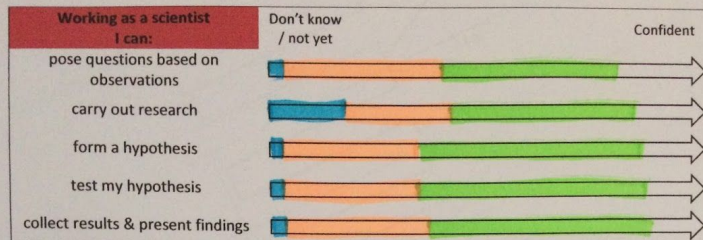
Bookend assessment

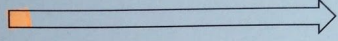
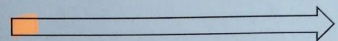
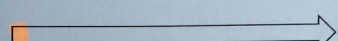
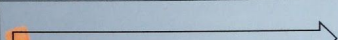
This A4 document will be pasted into the front of a child's REAL project book.

It has 21 criteria divided into 3 sections:

1. Authentic, real-world working e.g. *working as a scientist*. Created with a local scientist these articulate the scientific process.
2. Qualities, skills and interests (8 Learning Powers, our core values, subject enjoyment).
3. Communication articulated by the English subject lead.

Children will use this at the start, middle and end of the project to record where they feel they are on a continuum from *Don't know / not yet* through to *Confident* for each of the criteria. Each judgement will be colour coded so it is easy to see when the judgement was made and progress through the project. Teachers will need to dedicate time early on in the year to ensuring children understand what the criteria look like in practice and how to use the blank arrow. It is important to note that it doesn't matter if there is a discrepancy between judgements (either between the teacher and the child or between two children working at what the teacher considers to be the same stage). It is all about the follow-up conversation where the child and the teacher discuss the justification for the judgement. Over time this on-going dialogue will deliver improved levels of articulacy (Vision statement #3: *We are articulate about our work*).



Initial assessment: <u>Self</u> / peer	Date: August 5th	Piece of work: Why do bees sting?
Assessment focus: <i>I can pose a question based on my observations.</i>	Don't know / not yet	Confident
Success Criteria: <i>I can use a magnifying lens to carefully observe.</i>		
Success Criteria: <i>I can accurately describe what I can see.</i>		
Success Criteria: <i>I can turn my observations into questions.</i>		
Success Criteria: <i>I can select and refine the best question.</i>		
I am most pleased with:	I would like advice on:	
Advice 1 (peer / teacher / expert adult / other):		
Advice 2 (peer / teacher / expert adult / other):		
Next steps:		

BEGINNING

Cooperative Assessment - Part 1

This proforma is designed to be flexible enough to be used by children, staff and expert adults throughout the Precision and Generalisation phases for the full range of learning outcomes. It is intended to embed cooperative assessment (self and peer) through on-going critique sessions.

The first stage is for the child to prepare the Cooperative Assessment paperwork. This is done at the start of an assessed task. Fill in the details at the top recording who, what and when. The Assessment Focus will usually be one of the strands from the original Bookend Assessment. In the example opposite *I can pose questions based on my observations* has been selected from the *Working as a Scientist* criteria and entered into the the Assessment Focus box. The Success Criteria boxes below more specifically articulate what this looks like. Do this through class discussion and analysis of *what a good one looks like*.

The child now shades the arrows using a suitable colour code (orange in this example).

Cooperative Assessment - Part 2

Following taught content / teacher input and probably the completion of an initial draft children move to stage two. Having reviewed their work in relation to the Success Criteria they shade the arrows with a new colour (blue in this example) to indicate where they feel they are now at with their learning. They then say what they are most pleased with and what they want advice on. They pass the form to their Talk Partner for feedback and advice. Advice is recorded in the first Advice box. Peer is circled. Children respond to the advice and suggestions for improvement.

Initial assessment: <u>Self</u> / peer	Date: August 5th	Piece of work: Why do bees sting?
Assessment focus: I can pose a question based on my observations.	Don't know / not yet	Confident
Success Criteria: I can use a magnifying lens to carefully observe.		
Success Criteria: I can accurately describe what I can see.		
Success Criteria: I can turn my observations into questions.		
Success Criteria: I can select and refine the best question.		
I am most pleased with: my careful observations and describing what I can see.	I would like advice on: Turning my Ideas and observations into questions.	
Advice 1 (<u>peer</u> / teacher / expert adult / other): Experiment with adding why? e.g. the bees abdomen is striped brown and yellow. <u>WHY?</u> or why is.....		
Advice 2 (peer / teacher / expert adult / other):		
Next steps:		

BEGINNING MIDDLE

Initial assessment: <u>Self</u> / peer	Date: August 5th	Piece of work: Why do bees sting?
Assessment focus: I can pose a question based on my observations.	Don't know / not yet	Confident
Success Criteria: I can use a magnifying lens to carefully observe.		
Success Criteria: I can accurately describe what I can see.		
Success Criteria: I can turn my observations into questions.		
Success Criteria: I can select and refine the best question.		
I am most pleased with: my careful observations and describing what I can see.	I would like advice on: Turning my Ideas and observations into questions.	
Advice 1 (<u>peer</u>) teacher / expert adult / other): Experiment with adding why? e.g. the bees abdomen is striped brown and yellow. <u>why?</u> or why is.....		
Advice 1 (peer / teacher / expert adult / other):		
Next steps: Spend more time improving my questions rather than going for the first idea I have.		

BEGINNING

MIDDLE

END!

Cooperative assessment - Part 3

Having received feedback and advice the child then completes a final draft. Once the task is completed they review their work and shade the arrows for a third and final time. In the Next Steps box they record any areas that still need improvement. In this example it is refining the questions. The teacher can then review the work and add their comments in the second advice box.

Evidence: it is essential that staff genuinely and actively engage in the assessment dialogue. We need to find ways to evidence genuine impact on learning. While this will most likely be the work itself, conversations, comments made by staff and children may also constitute powerful evidence. This is new and relatively untested so we need to be open, reflective and attentive about its role and impact in pushing learning on.