

Meeting the Standards – ‘Making accurate and productive use of assessment’ (Standard 6) Task

Rationale:

This is an SE3 task designed in order to support you with your final interview at the end of placement (tripartite model), to help you set targets for transition into ECT year and to help you gain confidence in using data to assess pupil progress and record and report on pupils’ outcomes.

During your SE3 placement you will be required to complete the following-

Talk to the class teacher and assessment coordinator in your school about how summative assessment is used to assess pupil progress at-

- Whole school level
- Key Stage / Phase level
- Class level

You may want to consider the following useful prompts to inform your conversations-

- Look at how the School Improvement / Development Plan reflect areas for improvement – look for trends across year groups (e.g. is there an issue with boys’ writing in KS1?). How does the school identify these issues and what comparisons do they make?
- What external reports are important in this process? Ofsted dashboard (national benchmarks). Maybe ask to see a summary of the school data and discuss with your class teacher or assessment coordinator how to interpret this.
- Look at groups of children and how they compare looking at progress (e.g. do the Pupil Premium children make same progress as other children? What about gender, SEND, Ever Six, EY, EAL?)
- Ask to look at Key Stage / Phase action plans and how this data is used at this level in the school? Some schools may use RAPs (Raising Achievement Plans) in certain areas particularly in maths or English.
- Attend some Pupil Progress meetings and listen in to the conversations on how data is used and moderated and then linked back into planning and teaching. What record systems do schools use to record pupil progress?
- At class level how is this reflected in the teaching and learning? Does it link to differentiation, target setting, interventions etc?
- Have a look in children’s books to see how feedback is used to move learning forward? How are children engaged in this process? How do AfL strategies link here?
- Reflect on all of the above and also consider some of the challenges schools may be facing currently linked to S6.

Prepare a mind map showing the overview of the above and how all the processes link together to ensure the completion of Standard 6. Be prepared to show this at your final interview at end of SE3.