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# Understanding assessment at NAIS



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# How often do we assess our pupils?

Parents often ask us how often we assess our pupils. The answer is,

every 45 minutes!

During each lesson teachers monitor children's progress towards the curriculum objectives and their personal targets. They then use this information to plan future lessons and strategies to support their pupils.

We call this Assessment for Learning or AFL.



# Marking and feedback

One of the ways we regularly assess is through marking pupils work.

Most schools have a policy on marking and feedback and may use a range of strategies including; highlighting the learning intention and success criteria, using stamps, writing comments, using agreed symbols, rewarding with stickers or house points, showing errors by underlining or circling...the list is endless!

Many of these methods can be used with similar levels of success so which one do we use at our school?



# All of them!

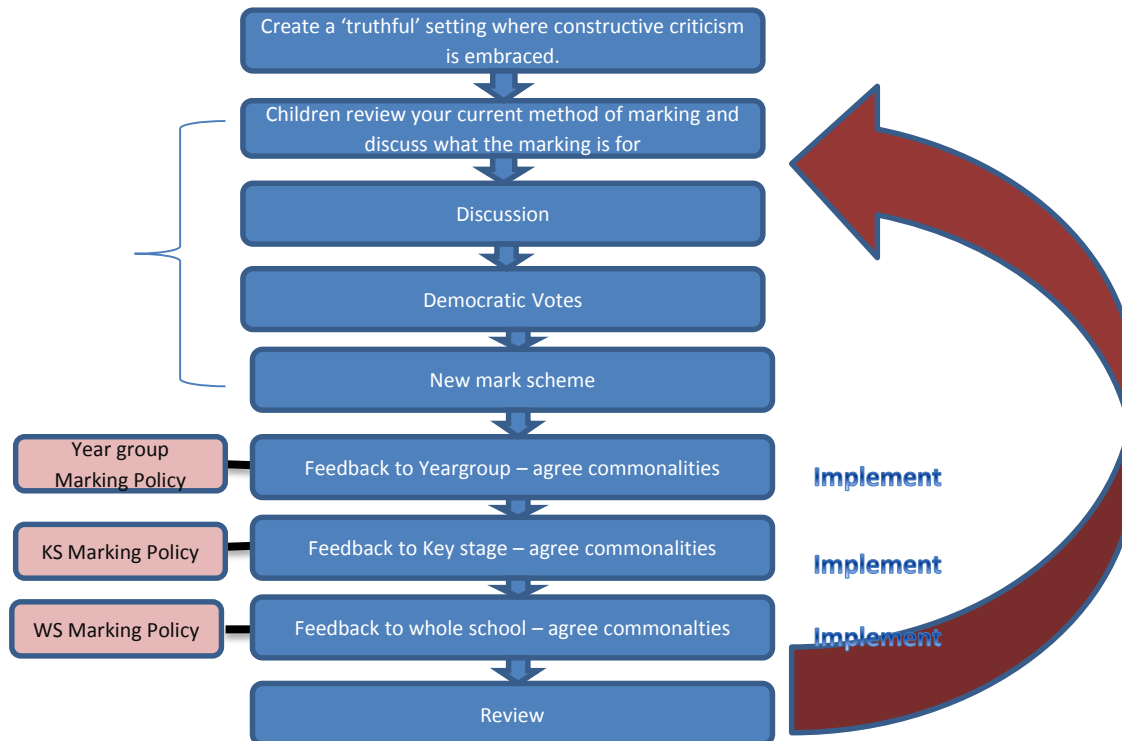
While ticks, stickers and smiley faces give pupils instant feedback on their work, it is not enough information to promote progress or address misconceptions and areas of difficulty.

We know that all children are different and what inspires and excites a Year One pupil won't necessarily work for a 9 year old.

For this reason we have discussed with our pupils how they want to receive feedback and what they find effective.



## Overview of the project process





# Year One

## How we mark in Year 1

### English



Teachers mark in **green** pen

= 1 house point

WALT = We Are Learning To  
WILF = What I'm Looking For  
The WALT and WILF will be highlighted

*This will be showed on all our work to explain what we have been learning and how we have achieved.*

**Green** = I've achieved this

**Orange** = I've almost got it

**Pink/ Red** = I've found this tricky and need more help

= A star, something I've done very well and worked very hard on.

= A wish, this is my target, what I need to improve on next time.

= This is what I've done really well.

= A tricky word or a word I need to learn how to spell.  
It will be written correctly underneath my work where I can practise it.

Missing full stops and capital letters are circled.

= this doesn't make sense.

TLA – Teaching and Learning Assistant support





I – Independent work



CT – Class Teacher (I was working with the class teacher)

VF – Verbal Feedback given (My teacher spoke to me about my work)



# Year Three

Marking Scheme.	
Mark	What it means
WALT✓	You have achieved the WALT
WALT✓✓	You have gone further in your learning than expected.
WALT?	We are unsure if you have achieved the WALT
	You have tried very hard in this lesson
	You have completed your task but could you have tried harder?
	You could have tried much harder this lesson
	This is what we would like you to try to do next lesson, this is you next steps in learning.

	<b>This is what you have done well today</b>
	Your work has been peer assessed (by friends)
Word is <u>Underlined</u>	You have not spelt this word correctly
Wiggly line underneath	This does not make sense
Green highlighter	This is a great example of what we were learning
Pink highlighter	This is an area you could have made better
	You have done a great job today, very well done
HP	You have been awarded a housepoint
<b>We also agreed not to:</b>	
Use R <sub>x3</sub>	Write long comments
Not use crosses in marking the work	Write corrected words amongst the work and write them at the bottom instead



# Marking and Feedback

Consistency is often so important when working with children but we have found that tailoring our feedback so that it is relevant to a particular group of pupils is far more effective than a 'one size fits all' approach.

To ensure standards are maintained throughout the school the Senior Leadership Team monitor books regularly and provide teachers with feedback. Year Team Leaders moderate books within their year group to make sure these targets are met and ensure consistency across the year group.





# Marking and Feedback

To be effective the marking process should be a dialogue between the teacher and the pupil.


For this reason teachers will build in time for pupils to reflect on their work and record this. For younger pupils this may be done through traffic lights on their work. Older pupils will often respond to teacher comments and prompts by writing their own.



# Year 2

Monday 15th September 2014  
LO: To use adjectives to describe  
Success Criteria  
I can listen to a story  
I can think about the different types of characters  
I say why a character is good and bad  
I can give reasons for my ideas linked to the text  
I can use adjectives to describe the different characters

describe  
this character:



happy friendly clever  
caring angry beautiful  
rude handsome evil  
helpful smart moody  
honest ugly kind  
wicked nasty scary  
cross shy mean pretty  
horrible sly polite  
grumpy calm furious  
unkind fierce bold

THE PRINCE IS KIND  
The prince is kind  
Why is the prince kind? He LOOCXAFR  
THEPEL

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz



# Year 5

LO: To add and subtract fractions with the same denominator  
13/1/15

Strategy (What are you going to use to help you with your learning?)	Traffic light	Peer/teacher assessment
comparison finding		

①  $\frac{1}{3} = \frac{4}{12}$  ✓  
②  $\frac{1}{3} < \frac{8}{3}$  ✓  
③  $\frac{1}{4} = \frac{9}{36}$  ✓  
④  $\frac{12}{3} > \frac{4}{3}$  ✓  
⑤  $\frac{5}{1} = \frac{10}{2}$  ✓  
⑥  $\frac{18}{6} > \frac{2}{6}$  ✓  
⑦  $\frac{2}{1} = \frac{40}{20}$  ✓  
⑧  $\frac{7}{21} < \frac{9}{21}$  ✓

①  $\frac{2}{8} - \frac{2}{8} = 0$  ✓  
②  $\frac{8}{10} - \frac{2}{10} = \frac{6}{10}$  ✓  
③  $\frac{4}{8} - \frac{3}{8} = \frac{1}{8}$  ✓  
④  $\frac{7}{10} - \frac{5}{10} = \frac{2}{10}$  ✓  
⑤  $\frac{3}{7} - \frac{5}{7} = \frac{12}{70}$  ✓  
⑥  $\frac{8}{12} - \frac{5}{12} = \frac{3}{12}$  ✓  
⑦  $\frac{5}{20} + \frac{6}{20} = \frac{11}{20}$  ✓  
⑧  $\frac{2}{4} - \frac{5}{4} = -1$  ✓  
⑨  $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$  ✓  
⑩  $\frac{1}{3} - \frac{1}{3} = 0$  ✓  
⑪  $\frac{4}{5} + \frac{1}{5} = \frac{5}{5} = 1$  ✓  
⑫  $\frac{4}{5} - \frac{2}{5} = \frac{2}{5}$  ✓  
⑬  $\frac{7}{8} - \frac{5}{8} = \frac{2}{8} = \frac{1}{4}$  ✓

Excellent work!  
Well done

Next step: Simplify these fractions

$\frac{4}{8}$     $\frac{4}{16}$     $\frac{9}{12}$     $\frac{50}{100}$



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# Assessment week

Three times a year (once a term) we run an 'assessment week' for all pupils. During this week teachers will assess children's learning in reading, writing, phonics and maths.

For the older pupils this usually takes the form of a test or exam paper as we believe it is important to develop their exam skills prior to starting secondary school.

Our younger pupils are assessed in small groups or individually by the teacher. Often the assessments are presented as fun quizzes and in most cases the children will not know that they are being assessed at all. While the information we gather from assessments is vital for us to ensure that all pupils make progress we do not want children to feel anxious or worry about tests and exams.



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# Pupil Progress Review

Teachers record the results of these assessments and monitor each child's progress.

Following each assessment week teachers meet with the Senior Leadership Team to discuss each pupil and together we decide on how we can further support every child to make excellent progress.

Teachers will then share targets with pupils and parents so that they are aware of what to focus on. Detailed information about children's attainment and progress is shared through school reports and parents evenings.



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# GL Assessment



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- Assessments have been used by education professionals for over 30 years
- Used in over 100 countries worldwide
- Lead literacy, numeracy & ability testing in the U.K.



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# CAT 4 - what is it?





- Recently standardised version of the well-established Cognitive Abilities Test
- Most widely used test of reasoning ability, with over 1,000,000 pupils tested last year
- Helps understand pupils' developed abilities and likely academic potential
- Indicator grades for iGCSE and IB
- Does not rely on a pupil's understanding of English



# Standardised Tests – benefits

- Simple, quick and efficient
- Not based on taught curriculum
- Quantifiable on scales and levels
- Can compare results of individuals and groups



- Efficient and objective tracking of individual and group performance
- Intervention impact can be measured
- Data informs teaching, learning to outcomes



# CAT 4 Structure

Verbal Reasoning  
Capability  
Verbal Classification  
Verbal Analogies

Quantitative Reasoning  
Number Analogies  
Number Series

Spatial Ability  
Figure Analysis  
Figure Recognition

Non-verbal Reasoning  
Figure Classification



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# What does CAT 4 look like?

## CAT4 Digital Demo



- CAT 4 testing is done on entry to NAIS and in Years 4 and 7 currently. The data provides a comprehensive profile of a pupil's reasoning abilities and as such the core abilities related to learning.



# Progress in Maths

- This tests a pupil's mathematical skills and concepts at a given point in the year (June).
- We use the digital test from Year 2 and a paper version from Year 1
- PiM 6-8 (Years 1-3 have verbal instructions so that reading is not a factor)



# Progress in English

- Progress in English tests a pupil's reading and writing ability. This consists of non-fiction and fiction comprehension passages.
- Spelling and grammar exercise
- Writing tasks





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- PiM and PiE are used to monitor pupil progress year on year to over 500,000 pupils per year
- Feedback to parents



# SAS or Standardised Age Score

- The SAS is the most important piece of information derived from any standardised test. It is based on the pupil's raw score (the number of qIs answered correctly) which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of pupils of the same age across the U.K.
- The average score is 100 and GL Assessments define scores between 85 and 115 as the average range.



# Percentile Rank

- This indicates the percentage of pupils in an age group who have obtained scores below a particular score e.g. a pupil with a percentile of 70 has a score which was as good as or better than 70% of the normative/ sample for his/ her age group.
- (NB should not be confused with the term 'percentage' which indicates the proportion of assessment items answered correctly.)



# Reading Test

## Suffolk Reading Scale

- In addition to running reading records kept by the teacher and the annual PiE test, we also use the Suffolk Reading Scale.
- This assesses reading ability using a multiple choice sentence completion format and provides additional information about pupil attainment and progress.



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- All these tests are designed to provide an assessment of your child at a set point in time. They should not be viewed in isolation and are analysed alongside the on-going assessment by the class or subject teacher.



# Reporting to Parents

- Settling-in Report – first 6 weeks of new academic year or if starting mid year
- 9<sup>th</sup> March – Mid-Year Report
- 18/19<sup>th</sup> March – Parents' Evening
- 22<sup>nd</sup> June – End of Year Report
- 24<sup>th</sup> / 25<sup>th</sup> June – Parents' Evening