



Learn-AT

Learning ~ Fellowship

Assessment Framework

This framework was agreed by the Learn-AT Assessment Working Group as a result of extensive research, engagement with current and respected commentators and primary assessment specialists, reflection and consultation. The group's work has been informed by:

- Attendance at Beyond Levels Assessment Conferences – hearing from eminent speakers and commentators on principled assessment such as Tim Oates, Sean Harford (HMI); Alison Peacock; James Pembroke; Michael Tidd; Mick Walters and more;
- Collaborative study of key texts such as Embedded Formative Assessment by Dylan Wiliam; Assessing Pupil Progress by Daisy Christodoulou; Assessment for Learning Without Limits by Alison Peacock; Leaders of their own Learning by Ron Berger;
- Influential, authoritative reports on assessment such as the NAHT Commission on Assessment Report 2014; What Makes Great Assessment? (2017); EEF Toolkit.

Aims

The aim of this document is to provide an assessment framework for Learn-AT schools which:

- embeds formative assessment in quality first teaching, impacting positively on pupils' learning outcomes and supporting teachers and leaders to secure at least one year's progress for every year of teaching, for every pupil, in every year of primary school;
- provides a reliable mechanism for school leaders and teachers to evaluate progress and moderate standards and expectations in maths and English, for individual academies and across the trust;
- supports the collection of simple, clear data and pertinent analysis relating to pupil attainment in Maths and English which supports continued progress in pupil learning, as well as academy and trust self-evaluation and school improvement.

Assumptions

The expectations set by the National Curriculum (2014) are high. If a pupil is a 'secure learner' in one year-group, and remains a secure learner a year later, it is assumed that he/she has made one year of progress for one year of teaching. This represents good progress. Excellent progress would be represented by achieving a deeper level of understanding, making lateral connections across contextual and subject boundaries, using knowledge mastered for extended reasoning and problem solving etc. Good or better progress *would not involve moving on to the programme of study for the year group above.*

If a pupil has fallen behind and requires additional support to work securely within the programme of study for their year group, or is working below their year group expectations, it is assumed that their progress needs to accelerate; they need to 'catch-up'. Action is required to accelerate progress – e.g. further additional support or effective intervention informed by research evidence. These pupils need to make rapid progress.

1. Universal Expectations

Learn-AT expects all its academies to be working to establish research-informed, quality first teaching, for all pupils, including formative assessment strategies such as:

- clear learning objectives
- co-constructed success criteria
- effective questioning
- retrieval practice activities
- effective feedback
- the use of a repertoire of low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets etc to support teachers' evaluation of pupil learning, inform their planning for next steps, addressing misconceptions and pupils' individual learning needs.

2. Formative Assessment at Academy Level

School leaders at all levels and class teachers engage in Pupil Progress Meetings (PPMs) *at the end of each half term*. These meetings are structured conversations which consider the range of evidence relating to pupil achievement (attainment and progress) during the previous several weeks. They provide a regular opportunity to:

- moderate expectations and standards in each class and year group through triangulation of evidence which includes pupils' work, outcomes of their assessment activities, tests and quizzes and so on;
- evaluate pupils' progress from their key stage starting points and, where concerns emerge, consider what needs to be done at class, school or trust level to ensure pupils' do not continue to fall behind;
- provide responsive professional development for teachers relating to quality first teaching, assessment literacy and practice, effective learning interventions; effective differentiation for mastery (provision of additional support, rapid intervention, pre-teaching, scaffolding, time etc) and the provision of opportunities for deeper learning.

PPMs would consider all pupils at least termly, while interim meetings may consider a sample of pupils rather than the whole class – but will include a representative sample of groups within the cohort e.g. more-able, disadvantaged, SEND, looked-after, boys and girls.

3. Summative Assessment at Academy Level

Teachers' summative assessment

Taking account of all the evidence accumulated over a half term, including the results of standardised tests or any other tests or other assessment activities, teachers arrive at a summative assessment of pupil achievement in reading, writing and mathematics. They evaluate current attainment by considering how well children have learned what teachers have taught during this half term and enter their judgements into O-Track according to the following key:

Pupils who are working securely within the programme of study for their age are considered 'secure learners' and are coded 'green'. Those who are achieving a deeper level of understanding of objectives from the programme of study for their year group, are coded 'purple'. Those who are working within the programme of study for their age, but require regular and significant additional support, are coded 'yellow'. For those

pupils working within a programme of study below that of their age, teachers record the PoS (e.g. 0,1,2,3,4 or 5) and whether the pupil is working at yellow, green or purple in that PoS. This summative data is updated in O-Track each half term and discussed at the Pupil Progress Meeting. It is expected that teachers will not change their judgement about every child at each update, only those for whom it is agreed that significant change in attainment has been achieved.

4. Standardised Tests (Rising Stars – PUMA and PIRA and GaPS) are conducted three times a year – during the weeks preceding the half term breaks in October, February and May. The results of these tests inform:

- an evaluation of the progress pupils make throughout the year and year-on-year;
- moderation and bench-marking of standards and expectations across year groups within schools and between trust schools.
- triangulation of the evidence available to inform teachers' summative assessment judgements.
- Formative assessment of whole class and cohort gaps in learning and misconceptions to inform teachers' planning for future teaching and learning and school leaders' planning for professional learning and school improvement.

Scores from standardised tests (not age standardised) are recorded in the 'Scores' section of O-Track.

5. Statutory Assessment

National tests and statutory assessments are conducted in the year groups and at the points dictated by the DfE.

Optimum O-Track

Members of the Learn-AT Assessment Group have worked with key personnel at O-Track to create a tracking and assessment analysis system which reflects this assessment model. Teachers enter their summative judgements into the software as outlined above, in addition to the scores their pupils achieve in the standardised tests at the intervals described. From this simple, 'once-only' data input, the system can generate a suite of reports which support comprehensive analysis of pupil attainment, including groups, at academy and trust level. Further evaluation of pupils' progress is supported by analysis of pupils' standardised test outcomes.

Monitoring and Review

This policy is reviewed annually by the Learn-AT Assessment Working Group.

Date of last review: December 2018

Appendix 1: Learn-AT Assessment Framework

	Sep	Oct	Nov	Dec	Jan	Feb	Feb	March	April	May	June	July
5. Statutory Assessment										SATs etc		
4. Trust level Summative Assessment – Standardised Tests		Standardised tests – PUMA/PIRA Scores > O-Track				Standardised tests PUMA/PIRA Scores > O-Track				Standardised tests PUMA/PIRA Scores > O-Track		
3. Trust level Summative Assessment		Summative Teacher Assessments (TA) -> O-Track		Summative TA -> O-Track		Summative TA -> O-Track		Summative TA -> O-Track		Summative TA -> O-Track		Final summative end of year TA -> O-Track % below EXS; at EXS; GDS
2. Strategic formative and summative assessment at academy level		Pupil Progress Meetings		Pupil progress meetings		Pupil progress meetings		Pupil progress meetings		Pupil progress meetings		Pupil Progress Meetings
	<p>Pupil Progress Meetings These meetings are the fulcrum of the Learn-AT assessment model. Leaders at all levels engage class teachers in a carefully structured discussion about pupil achievement which also serves a range of school improvement purposes: CPDL for teachers: assessment literacy; progress – <i>showing not measuring</i>; dialogue around pupils' starting points; triangulation of evidence; know your impact; evaluation of the quality of teaching; understanding what mastery and deeper learning might look like; differentiation for mastery; curriculum; accountability; effective intervention; Moderation: opportunity for school leaders to moderate teacher assessment judgements; consideration alongside standardised tests scores. Monitoring: opportunity for triangulation of assessment evidence including work scrutiny, range of assessment activities; differentiation – in terms of support provided, time allowed, deeper learning opportunities; expectations; pitch; curriculum breadth. Intervention planning: evaluation of pupils' needs and how to ensure they are met. These meetings may focus on a target group of pupils, but should include pupils identified as at risk of falling behind, challenge for all pupils, including the more-able, SEND and disadvantaged. The progress of all pupils should be discussed at least once per term.</p> <p>Key Questions: Who are your secure learners in reading, writing, spelling, grammar, mathematics and one other subject? Show me how you know? Does their achievement now relate to their starting points? Who is working at greater depth? Show me how you know. How does this achievement relate to pupils' starting points? Who are you worried about? Show me why? How does their progress relate to their starting points? What have you tried already? What shall you/we do next and what is the rationale/evidence that it might be effective? How will we know if it's effective? What assessment tasks and tests are you using to evaluate the depth of learning?</p>											
1. Quality First Teaching in all classrooms.	<p>Quality first teaching of the National Curriculum – the foundation of the assessment framework. Strategic formative assessment embedded in pedagogy – e.g. clear learning intentions; co-constructed success criteria; effective questioning; retrieval practice activities; low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets; effective FEEDBACK.</p>											

Appendix 2: Pupil Progress Meeting Agenda

Pre-meeting preparation:

Class teacher updates summative teacher assessment judgements (in accordance with the guidance outlined in the policy above) into O-Track as appropriate for pupils. School Leader and Class Teacher agree a sample of 6-8 pupils to discuss at the meeting, including disadvantaged, SEND, high, middle and low prior attainers, representatives of any other significant vulnerable group and a balance of boys and girls. In addition, the class teacher might bring further details of any pupil he/she has concerns about to discuss at the meeting. The teacher should print out the O-Track report – 'Pupil Progress from Single Subject Starting Points' (See Appendix 3) to inform the discussion.

In Attendance: Class Teacher and Middle or Senior School Leader. Other school leaders e.g. Subject Leaders and/or SendCo may also attend for support if appropriate.

Data to inform the meeting:

- Assessment data in O-Track – attainment and recent standardised scores;
- O-Track report – 'Pupil Progress from Single Subject Starting Points'
- Pupils' work, including English, Maths, reading book and foundation subjects;
- Records of outcomes of assessments activities – tasks, tests, quizzes, questions etc.
- Class teacher's Assessment File, including the Pupil Progress Achievement Sheet
- Pupil Progress Meeting Record Sheet

Discussion

Leader and class teacher engage in a professional discussion about each pupil in turn, considering the teacher's summative evaluation of the child's current attainment in maths, reading, writing (including grammar) spelling, communication and across the curriculum. This is an opportunity to triangulate the available evidence, moderate judgements and reflect on:

- the extent to which pupils' learning needs are being effectively met;
- breadth of curriculum;
- acquisition of secure conceptual understanding;
- opportunities for deeper learning - through reasoning, problem solving, critical reading, application of learning across a range of curricular contexts;
- pitch of expectations; challenge for all pupils;
- opportunities for retrieval practice;
- progress from starting points;

Concerns about individual pupils should be shared and discussed and agreement reached about actions needed, either at class level or school level, to accelerate progress if necessary, e.g. changes in practice, teaching and learning strategies, interventions, additional support, resources, time etc.

Recording

A brief summary of the discussion, agreed actions, expected outcomes and impact measures are recorded on a PPM Record Proforma (Appendix 5).

Appendix 3: O-Track Report 'Pupil Progress from Single Subject Starting Points'

Deeper Learning - MAT - Pupil Progress from Single Subject Starting Points
All Pupils

		Reading								Writing								Mathematics									
		Attainment at End of KS1								Attainment at End of KS1								Attainment at End of KS1									
		Low		Middle		High		No Previous Data		Low		Middle		High		No Prior Attainment		Low		Middle		High		No Prior Attainment			
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
4 Chestnut	Below POS																										
	Y																										
	G																										
	P																										
4 Sycamore	Below POS																										
	Y																										
	G																										
	P																										
		Low		Middle		High		No Previous Data		Low		Middle		High		No Previous Data		Low		Middle		High		No Previous Data			
Below POS		Y	G	Y	G	Y	G	Y	G	Y	G	Y	G	Y	G	Y	G	Y	G	Y	G	Y	G	Y	G		
44%		33.33%	50%	50%	28.67%	46.67%	6.67%	0.00%	4.76%	38.10%	57.14%	-	-	-	-	-	-	75.00%	25.00%	50%	50%	27.50%	66.67%	3.40%	0.00%	25.00%	75.00%
(44)		(24)	(20)	(20)	(20)	(20)	(20)	(0)	(12)	(21)	(12)	(0)	(0)	(20)	(13)	(7)	(0)	(24)	(24)	(20)	(20)	(20)	(12)	(20)	(24)	(15)	(15)

NB. This is an example – names have been removed.

Appendix 4: Class Assessment File Contents

N.B. This list is neither prescriptive nor exhaustive

- Class List
- Latest O-Track report 'Pupil Progress from Single Starting Points'
- Teacher's own ongoing records of outcomes from any regular assessment activities or tasks
- Teacher's analysis and ongoing records of gaps in pupils' learning, by group, in reading, writing and maths.
- Copy of the section of the school's SEND provision map relating to the class/cohort
- Any pertinent O-Track reports to support the discussion
- One-page marking frames/templates; teachers' marking notes.

Appendix 5: PPM Record – Pupils at risk of falling behind

Pupil Progress Meeting						
Date			Year Group			
Teacher			Class			
School Leader			No. of Pupils Discussed			
Pupil 1	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 2	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 3	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 4			Standardised		Standardised Test Score Maths	

	Summative attainment judgement (O-Track Key)		Test Score Reading			
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 5	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 6	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 7	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						

Impact Measures						
Pupil 8	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Appendix 6: Post PPM Action Plan

Key Progress Issue	Target Pupils/Group	Action/Intervention	Who will lead the intervention?	Baseline Assessment	When and for how long?	Impact/Evaluation

Appendix 7: Reading List

The work of the Learn-AT Assessment Group was informed by the following literature:

Berger R et al (2014) *Leaders of their own Learning; transforming schools through student engaged assessment*. Jossey-Bass

Black P and William D (2008) *Developing the Theory of Formative Assessment*. *Educational Assessment Evaluation and Accountability* (2009) 21:5–31

Colbert et al (2012) *A Systems-Level Approach to Building Sustainable Assessment Cultures moderation, quality task design and dependability of judgement* *Policy Futures in Education* Volume 10 Number 4

Christodoulou D (2017) *Making Good Progress: the future of assessment for learning*. Oxford University Press

Ford C (1995) *Mastery Learning Manual* John Hopkins Centre for Prevention and Early Intervention <http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-prevention-and-early-intervention/Publications/mlm.pdf>

Fullan M and Quinn J (2015) *Coherence*. Corwen

Goosens et al (2013) *Effect of Retrieval Practice in Primary School Vocabulary Learning*. *Journal of Applied Cognitive Psychology, Appl. Cognit. Psychol.* 28: 135–142

Guskey T 2007 *Closing Achievement Gaps: revisiting Benjamin S. Bloom's 'Learning for Mastery'*

Hanushek E A et al (1998) *Teachers, Schools and Academic Achievement*. Working Paper 6691 National Bureau of Economic Research

Harford S 2016 *Birthday Celebration and Life After Levels*
<https://educationinspection.blog.gov.uk/2016/06/15/birthday-celebration-and-life-after-levels/>

Hargreaves A and Ainscow M (2015) *The Top and Bottom of Leadership Change*. Kappan

Hargreaves A and Fullan M (2012) *Professional Capital*. Routledge

Hattie J and Timperley H (2007) *The Power of Feedback*. *Review of Educational Research* March 2007, Vol. 77, No. 1, pp. 81–112

Jang Y et al (2014) *Manipulations of Choice Familiarity in Multiple-Choice Testing Support a Retrieval Practice Account of the Testing Effect*. *Journal of Educational Psychology*, 2014, 106, No. 2 435–447

Karpicke et al (2014) *Retrieval-based learning: The need for guided retrieval in elementary school children*. *Journal of Applied Research in Memory and Cognition* 3 (2014) 198–206

Klenowski V and Wyatt-Smith C (2010) Standards, Teacher Judgement and Moderation in Contexts of National Curriculum and Assessment Reform. *Assessment Matters* 1.

Koretz, D (2008) *Measuring Up: what educational testing really tells us*. Harvard University Press

Levine T H (2010) Tools for the Study and Design of Collaborative Teacher Learning. *Teacher Education Quarterly*, pp. 109.

Marlow R and Norwich, B et al (2014) A comparison of teacher assessment (APP) with standardised tests in primary literacy and numeracy (WIAT-II), *Assessment in Education: Principles, Policy & Practice*, 21:4, 412-426

Oates T (2014) National Curriculum: Tim Oates on Assessment <https://youtu.be/-q5vrBXFpm0>

Opfer D V and Pedder D (2011) *Conceptualizing Teacher Professional Learning*. SAGE Publications

Peacock A (2016) *Assessment for Learning Without Limits*. Open University Press

Pembroke J (2016) *Measuring Progress* <https://youtu.be/Wtlwr0fQzhl>

Rawson K A (2015) The Status of the Testing Effect for Complex Materials: Still a Winner. *Educational Psychology Review* (2015) 27:327–331

Rincón-Gallardo S and Fullan M (2016) Essential features of effective networks in Education. *Journal of Professional Capital and Community*, Vol. 1 Issue: 1, pp.5-22,

Stoll L and Louis K S (2007) *Professional Learning Communities: Divergence, Detail, Difficulties*. Open University Press.

Stronge J H et al (2011) What Makes Good Teachers Good? A Cross-Case Analysis of the Connection Between Teacher Effectiveness and Student Achievement. *Journal of Teacher Education* 62(4) 339–355

Swan, M et al (2012) *Creating Learning Without Limits*. Open University Press

Wyatt-Smith et al. 2010 The centrality of teachers' judgement practice in assessment: a study of standards in moderation. *Assessment in Education: Principles, Policy & Practice*, 17:1, 59-75
of Applied Cognitive Psychology, Appl. Cognit. Psychol. 28: 135–142

William D (2012) *Principled Assessment Design*. SSAT (The Schools Network) Ltd, 2014

William D (2016) *Leadership for Teacher Learning*. Learning Sciences International

William D (2011) *Embedded Formative Assessment*. Solution Tree Press.