" His nature is such that he has to be drawn out by kindness and encouragement but if he be treated well, and love be shown him, he will accomplish things that make the whole world wonder. "

Michelangelo, describing himself as a young art student in 1490AD

Continuous Assessment
Parent Briefing December 2016

James Dean & Mathew Downs

Assistant Headteachers

Levels – The Rationale for Change

In 2014 the DfE announced that all schools (Primary & Secondary) should work towards assessment and reporting processes which do not use the National Curriculum Levels.

This coincided with new Primary Curriculum which 'raised the bar' in terms of expectations at the end of Key Stage 2 and the more challenging GCSEs and A-Levels.

Explicit guidance that from September 2016 schools are no longer allowed to assess using National Curriculum levels.
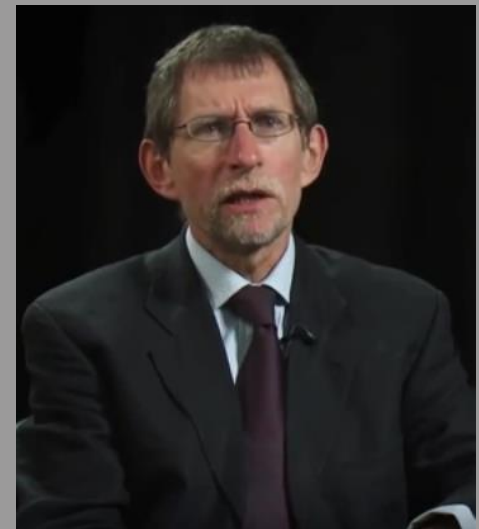
Tim Oates, Chair
Expert Panel on National
Curriculum Review

Why have levels been removed?

- Levels were introduced in 1988, and initially used for reporting purposes only at end of the Key Stages

But it resulted in…..

- it becoming normal practice to assess and report using levels.

- a focus on pace and moving on without secure foundations of key concepts, ideas, knowledge and skills

- **feedback to parents being vague and imprecise**
  " I know that level 4 is better than level 3." " How can they improve?"

- **real dialogue between teachers, students and parents –** being replaced with a number

Why have levels been removed?

- Levels were introduced in 1988, and initially used for reporting purposes only at end of the Key Stages

But it resulted...

- it becon... ...evels.

- a fo... ...ns of key c...

- **feedi...**
  " I know t... ...ow can they improve?"

- **real dialogue between teachers, students and parents –** being replaced with a number

**Did a level inform a student or parent...
about what they actually understood and what they needed to do to in order to make further progress?**

Opportunity - what do we want for our students?

- What knowledge do we want students to possess?

- What skills do we want them to develop and practise?

- How will we develop their understanding of key concepts and ideas?

- How will we create opportunities for them to apply the above to a variety of contexts and scenarios?

- How will we better align our assessment model to the principles of formative assessment?
  (the wide variety of methods that teachers use to evaluate learning and academic progress during a lesson or unit of work)

- How will we ensure parents are fully informed on what their child is learning and what they need to do to improve?

Our Agreed Principles

Our starting point was to agree a set of principles that would guide our assessment model.

We wanted an assessment system that:
- would be based on developing the key knowledge and skills required for success at GCSE and A-Levels
- would be based on high expectations of our students
- would be based heavily on formative feedback and would allow all students to succeed – and so develop a growth mindset
- incorporated periodic summative assessment to support ongoing formative feedback
- would be simple & easy to understand – for staff, parents and students
- would have consistent principles, used across the curriculum, but with the flexibility to be suitable for all subjects.

"We believe that it is vital for all assessment, up to the point of public examinations, to be focused on which specific elements of the curriculum an individual has deeply understood and which they have not." DfE

Our Approach

Subject specialist teachers identified the 'big ideas' in their subject

We then considered 'what do students need to master, in terms of knowledge and skills, in order to be successful at GCSE and A-Level?'

Based on this, we decided what excellence would look like in each subject at each stage of the journey towards GCSE and A-Level success

We then scaffolded progress towards excellence, from a baseline, by writing specific success criteria/statements which grew in challenge

Writing units of work which have specific assessment criteria, publicly available to students, parents and teachers.
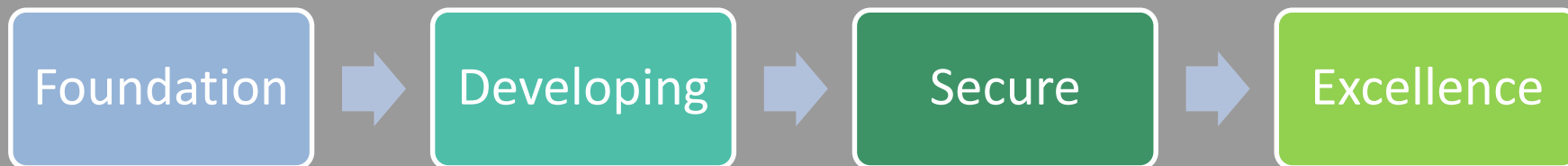
CONTINUOUS ASSESSMENT MODEL

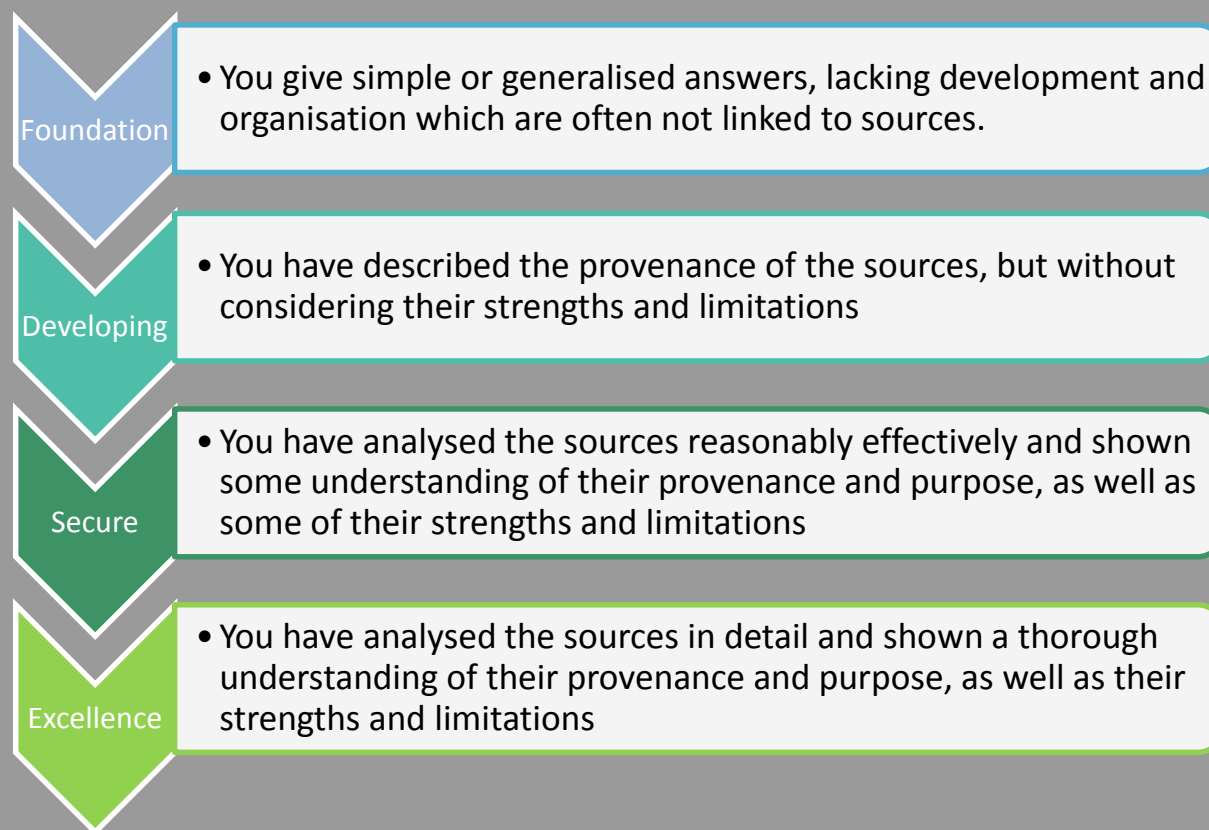# How will we track student progress?

Introducing 'Thresholds'

Foundation	→	Developing	→	Secure	→	Excellence

Subject areas have mapped their 'Core Understanding' or 'Key Concepts and Skills' to create assessment criteria in each of the thresholds. An example from History is:

Foundation
- You give simple or generalised answers, lacking development and organisation which are often not linked to sources.

Developing
- You have described the provenance of the sources, but without considering their strengths and limitations

Secure
- You have analysed the sources reasonably effectively and shown some understanding of their provenance and purpose, as well as some of their strengths and limitations

Excellence
- You have analysed the sources in detail and shown a thorough understanding of their provenance and purpose, as well as their strengths and limitations

Parents and Students are able to drill down online to individual units of works and the associated assessment criteria/statements.

Baseline

When a student enters Highcliffe School we use their Key Stage 2 scores (SAT tests at end of Year 6) and our own internal testing to baseline students. This means our baseline is based on prior attainment.

The process of baselining gives the school a starting position for each student and allows us to map an individual 'flight path' linked to the achievement of particular Thresholds.

As an example, a student that entered Highcliffe at Level 4 (Yr 8/9) or 100 (Yr7) we would baseline at the Secure Threshold and our flightpath would be based on the student gaining the 'Secure' assessment criteria. If they gained 'Excellence' they would be 'Exceeding Expectation'

A student that entered with Level 5+ or 110+ we would baseline at 'Excellence' so if they were to be meeting 'Secure' we would state 'Not Yet at Expectation' on the reports.

If a student arrives with no prior attainment details we will use internal assessments to baseline.

Paper Data Drops

- They will represent a point in time (approximately a school term) and detail units of work 'Complete' and 'In Progress'

- 'Complete' represents units already finished in taught time

- 'In Progress' represents current units being undertaken – it is here that parents can help their children by looking at assessment criteria and supporting further progress

- Data Drops will also detail Commendations and Demerits *for the period of time it covers*

- These will replace the older Progress Checks and Profiles which will no longer need to be issued

Even more importantly

- Substantial 'live' data can be seen online via MyHighcliffe by Students and Parents *at any time ('Continuous Assessment')*

Paper Data Drops – Example (top half)

Highcliffe School
11-18 Academy

Continuous Assessment Update

'We value the power of education to change lives.'

Student: **Attendance Year to Date:** 98%

Units Marked as Complete:

Subject	Unit Title	Threshold	Progress	ATL
Dance	Year 7 Dance	Developing	At Expectation	Dynamic
Geography	Year 7 Introduction to Geography	Secure	Above Expectation	Active
History	Year 7 King Harold	Foundation	Not yet at Expectation	Active
Mathematics	Year 7 Algebra	Developing	At Expectation	Active
Mathematics	Year 7 Calculation	Developing	At Expectation	Active
Music	Year 7 Folk Music	Developing	At Expectation	Active
Physical Education	Year 7 Rugby Union	Excellence	Above Expectation	Dynamic
Science	Year 7 Forces	Excellence	Above Expectation	Dynamic
Spanish	Year 7 Introducing yourself	Secure	Above Expectation	Active
Technology	Year 7 Food and Nutrition	Foundation	Not yet at Expectation	Passive

Units Presently in Progress:

Subject	Unit Title	Present Threshold
Art and Design	Year 7 Self-Portrait	Developing
Computing	Year 7 E-Safety & Movie	Foundation
Drama	Year 7 Pantomime	Developing
English	Year 7 Creative Writing	Secure
EPD	Year 7 Identity and Ultimate Questions	Developing
History	Year 7 Medieval Kings	Developing
Science	Year 7 Cells	Secure
Spanish	Year 7 School	Developing

For live details on your child's learning, including assessment criteria details please log on to MyHighcliffe

Commendations:

Excellent Work	20	Consideration for Others	8
A Breakthrough in Learning	25	Attendance	9
Actively Engaging in Learning	31	Letters of Commendations	0
Demonstrating Initiative	4	Headteachers Award	0
Helping Others Learn	5		

Last MyHighcliffe Parent Portal Logon:

Username		Last Logon
16	5845	06/12/2016

Demerits: (only shown below where one or more Demerits have been received this period)

Failure to demonstrate Responsible and Purposeful Behaviour:	1
Failure to demonstrate Respectful and Purposeful Behaviour:	1
Missed Homestudy Deadline:	0
Failure to hand in missed Homestudy within 24 hours:	0

Please turn the page for additional guidance

Printed: 12/12/2016

Period Covered: Week beginning Monday   25/07/2016 until 16/01/2017

Mr P Earnshaw BA (Hons), MA
Headteacher

Gifted&Talented Lead School

BRITISH COUNCIL International School Award

Science

INVESTOR CAREERS

Mr N O'Connor BSc (Hons)
Deputy Headteacher

Registered in England and Wales Number: 07631213

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Paper Data Drops – Guidance

How to read this Continuous Assessment Update

Attendance Year to Date	This is your child's percentage attendance since the start of the school year. There is clear evidence that achievement and progress is linked with attendance at school. This link is shown below and based on our Summer 2016 GCSE results.
Units Marked as Complete	These are units of work that have been delivered in school by teachers. Teachers have entered all the information required and have confirmed the Threshold assigned to the student.
Threshold	Assessment Criteria for each unit (can be viewed online) are broken in to 4 thresholds. This is the Threshold that the majority of assessment criteria have been recorded against your child. Thresholds move between Foundation, Developing, Secure and Excellence. Thresholds and the corresponding assessment criteria are particularly important as they show exactly what your child has been learning, will be learning in the future and the standard of knowledge, skills and understanding required for each threshold.
Progress	Students are 'baselined' when they arrive at Highcliffe using their Key Stage 2 data (SAT scores at end of Year 6) or internal assessment/testing. This progress description indicates how near to the schools expected Threshold your child is at.
ATL (Attitude to Learning)	Students are given an Attitude to Learning by the member of staff who takes them for each subject. This is based on observable behaviour that the student displays in class and the quality of the work they produce at home and in school. ATLs have a scale of 1 to 4 identified as Dynamic Learner, Active Learner, Passive Learner and Reluctant Learner. Further details are under the student menu on the school website.
Units Presently in Progress	These are units of work that are being undertaken at present. Students are still working on demonstrating their knowledge, skills and understanding in these units and teachers are still assessing. Parents can support their child in reviewing the assessment criteria online in MyHighcliffe and working with their child to develop against these criteria.
Present Threshold	Where shown this is the Threshold that your child is performing at given the information entered by

Online Demonstration

- Same view is available on Parent and Student MyHighcliffe Accounts.

- As units are started and teachers begin to record any criteria a student is achieving both the student and their parent will be able to see this online

- It won't change daily/hourly but you will likely see changes every few weeks so this is worth checking regularly

- Parents and Students can view past, present and future units

Online Demonstration Slide 1

Overview of all Subjects Online

Online Demonstration Slide 2

Clicking on unit name will show all assessment criteria for the unit and which have been assessed as complete by teacher

Online Demonstration Slide 3

Click the 'View All' link to show all future units for the subject
-we are adding more each term

Online Demonstration Slide 4

Clicking on any future unit will show all assessment criteria in that unit

Attitude to Learning

Highcliffe School

Attitude to Learning

Attitude to Learning grades focus closely on a school wide approach to students becoming more independent in their learning. Each student is given an Attitude to Learning rating by the member of staff who takes them for each subject. This is based on observable behaviour that the student displays in class and the quality of the work they produce at home and in school.

A student will not necessarily meet all of the criteria in any one category and so teachers will use a best fit approach when deciding to give a rating. In order for students to move a category they may only need to change their approach in certain key areas and teachers will be happy to discuss these.

ATL 1 Dynamic Learner (DL)	ATL 2 Active Learner (AL)	ATL 3 Passive Learner (PL)	ATL 4 Reluctant Learner (RL)
You are <u>consistently</u> commended…	You are <u>often</u> commended…	You are <u>sometimes</u> commended…	You are <u>rarely</u> commended…

… for excellent work because you present your work to a very high standard and offer clear, carefully explained, extended verbal explanations.
… for a breakthrough in learning because you seek out challenging tasks, take risks and know that making mistakes can help you learn.
… for actively engaging in learning because you persevere with your work even when it is difficult, you are willing to learn and improve. You listen carefully to guidance and read and respond to feedback.
… for demonstrating initiative in learning because you can work independently and manage your time well in order to meet deadlines. You show evidence of preparatory work, extended research and use of wider general knowledge in your work. You ask adults for support only when you have tried to solve a problem yourself.
… for helping others learn because you work well in pairs or in groups, share ideas and give constructive feedback. You behave respectfully towards both staff and students.
… for demonstrating consideration for others because you live by the school values - caring, supporting and encouraging.

http://station1.highcliffe.dorset.sch.uk/intra/pages/atlguidance.pdf

Attendance

Attendance at school is vitally important and our own data from last years results displays it very clearly:

Attendance & Average Grade (Attainment across 8 Subjects)	
Above 97%	B+
93%-97%	B
90%-93%	C
85%-90%	D
Below 85%	E-

Average Grade (all subjects and all students)	
Above 97%	B
93%-97%	B-
90%-93%	C
85%-90%	D
Below 85%	E

Students in the 97%+ Attendance group made over 30% more progress in subjects than those in the 90%+ group.

Nearly a third of a grade more across each of their Progress 8 subjects.

Weekly Attendance updates on MyHighcliffe and also on printed Data Drops

Online and Paper – When?

1. Online tomorrow morning for Student and Parent MyHighcliffe Accounts

2. Paper Data Drops printed and will be distributed tomorrow and Friday

3. Parent MyHighcliffe login accounts – if you don't know your details there are people here tonight that can send details to your mobile by text or email the school office (including your own name and students name) and we will send out to you. (office@highcliffeschool.com)

How Teachers are using Continuous Assessment

- To inform individual lesson planning

- To inform future unit planning and adaptations - for example if teachers noticed a need regarding a particular skill across students then future units would be updated to address

- To inform their marking and feedback (WWW, EBI & CTG)

- For us to track and monitor, and then intervene to improve learning and progress

- To encourage students to take greater responsibility for their learning by closing their own gaps

Handwritten annotated exercise book page:

to do if something goes wrong.

Comment / EBI:-
- Please spell determined 3 times below:-
~~det~~ determined
deter~~x~~ined
deter~~x~~ined ✓✓
- You need to mention Steve Jobs in q 4) – what did he invent? Why was it important?

Wednesday 05th October

Dirt time

Mission statement

Re-draft of q4).
I feel that steve jobs will be more i~~n~~ because he ~~enr~~ invented apple and cre~~ most things however Musk can be ~~ as he ~~created~~ electric cars and bot~~ are important but cars could be more importan~~t~~. However steve jobs made more iteams.

Annotation notes:

EBI linked to literacy

Diagnostic EBI comments rather than telling them what to add.

CTG – Should have been used here where the student states how they will action the EBI. e.g.......
'I will use the article to identify what he invented and why is it important. I will then redraft the paragraph.

DIRT completed. Redrafting

How is this different from Levels?

1. Students are not assigned a target level – they are all expected to aspire towards excellence – *Growth Mindset.*
2. Rather than focusing on a pre-determined (and limiting) end point, we are focusing on their starting point and building from there.
3. Assessment is based on *progress* made – so celebrates effort of all students, with different starting points.
4. Our teachers set the standard of excellence expected – this reinforces our high standards.
5. Students are not given feedback without linking to detail which the students and parents can access – but focused on formative feedback that makes students think about how to develop their understanding. Students can even respond to feedback on a completed unit and improve it voluntarily
6. Substantial increase in the amount and regularity of information shared with students and parents about the units being studied and the progress being made

Finally

Any questions:

- About the Continuous Assessment process please email **ca@highcliffeschool.com**

Thank you for attending this evening. We hope you perceive the considerable educational benefits to life without levels.

We are very excited by this approach – we would welcome your support and co-operation in developing the approach over time and your feedback is very important.

> " His nature is such that he has to be drawn out by kindness and encouragement but if he be treated well, and love be shown him, he will accomplish things that make the whole world wonder. "

Michelangelo, describing himself as a young art student in 1490AD

Thank you. Have a safe journey home.

We wish you a Merry Christmas and a Happy New Year