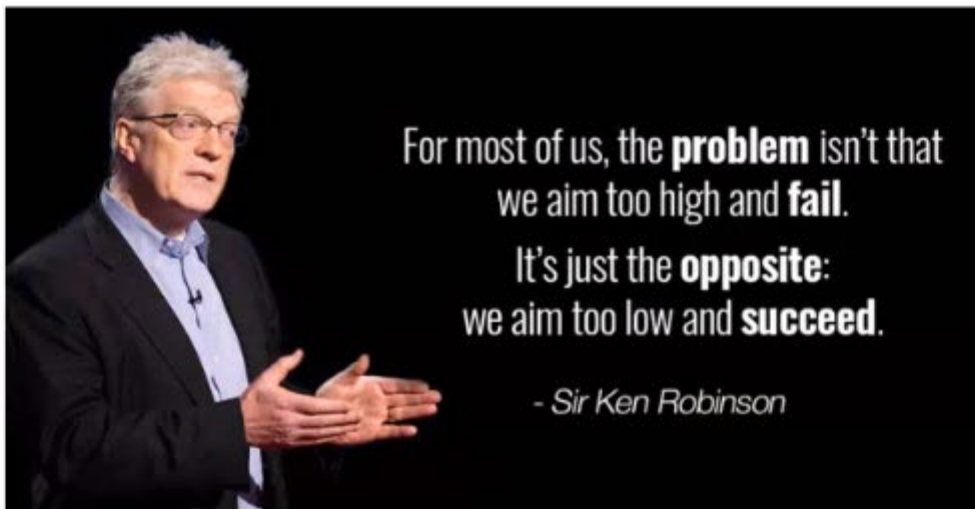


Bringing the *use of assessment* to the fore in 2020/21



Cabot
Learning
Federation

Empowering Learning



The role of a creative leader is not to have all the ideas; it's to create a culture where everyone can have ideas and feel they're valued.

Human communities depend upon a diversity of talent, not a singular conception of ability. And at the heart of the challenge is to reconstitute our sense of ability and intelligence.

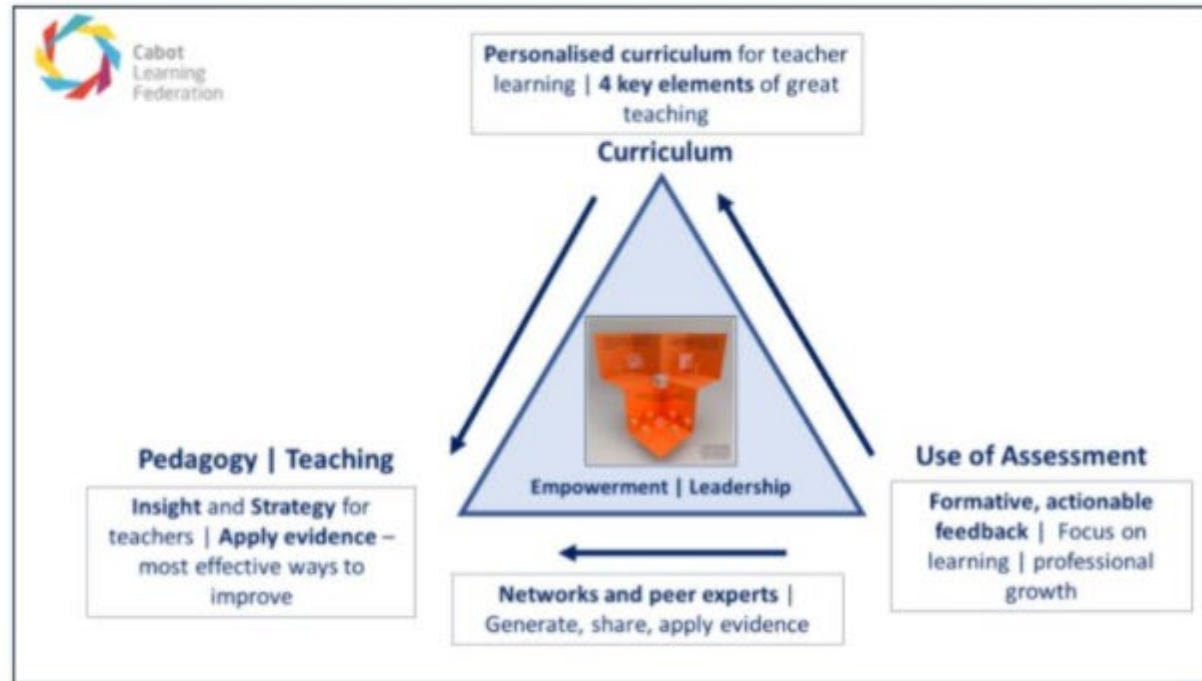
Bringing the *use of assessment* to the fore in 2020/21

As Keith Swanwick puts it, 'to teach is to assess'. One cannot teach well without assessing well. It is the reason that the corners of our strategic triangle are inextricably linked.

Where assessment fits in our Trust

Assessment informs pedagogy. Curriculum informs assessment. Assessment informs curriculum; the links go on. We have a shared curriculum. We are beginning to refine our approaches to pedagogy within it. We have a shared professional development platform and performance review approach. Summative assessment is aligned, we have a shared assessment calendar and data collection deadlines.

We are well placed to talk about data.

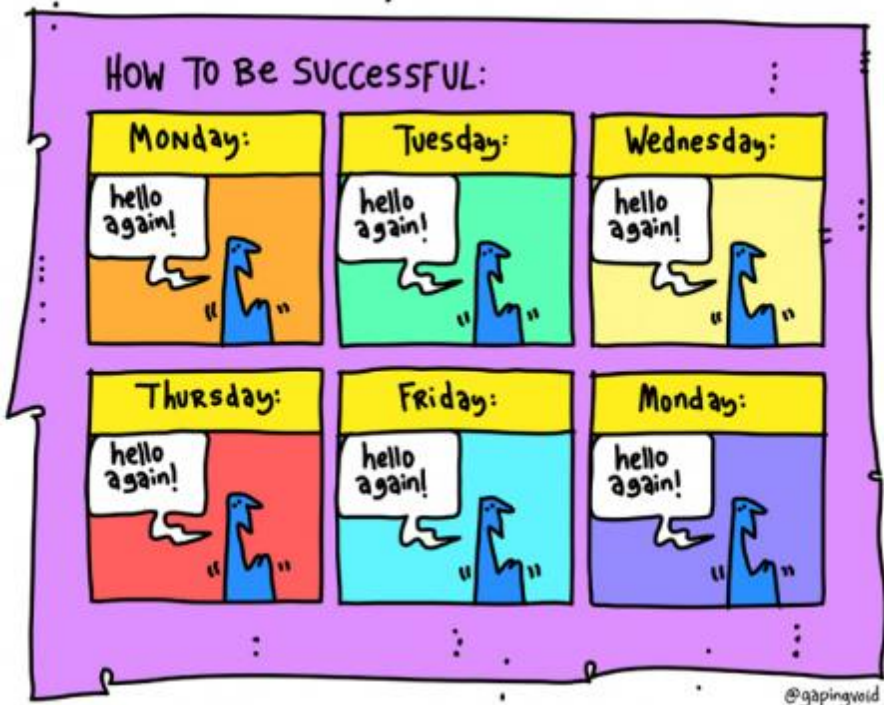


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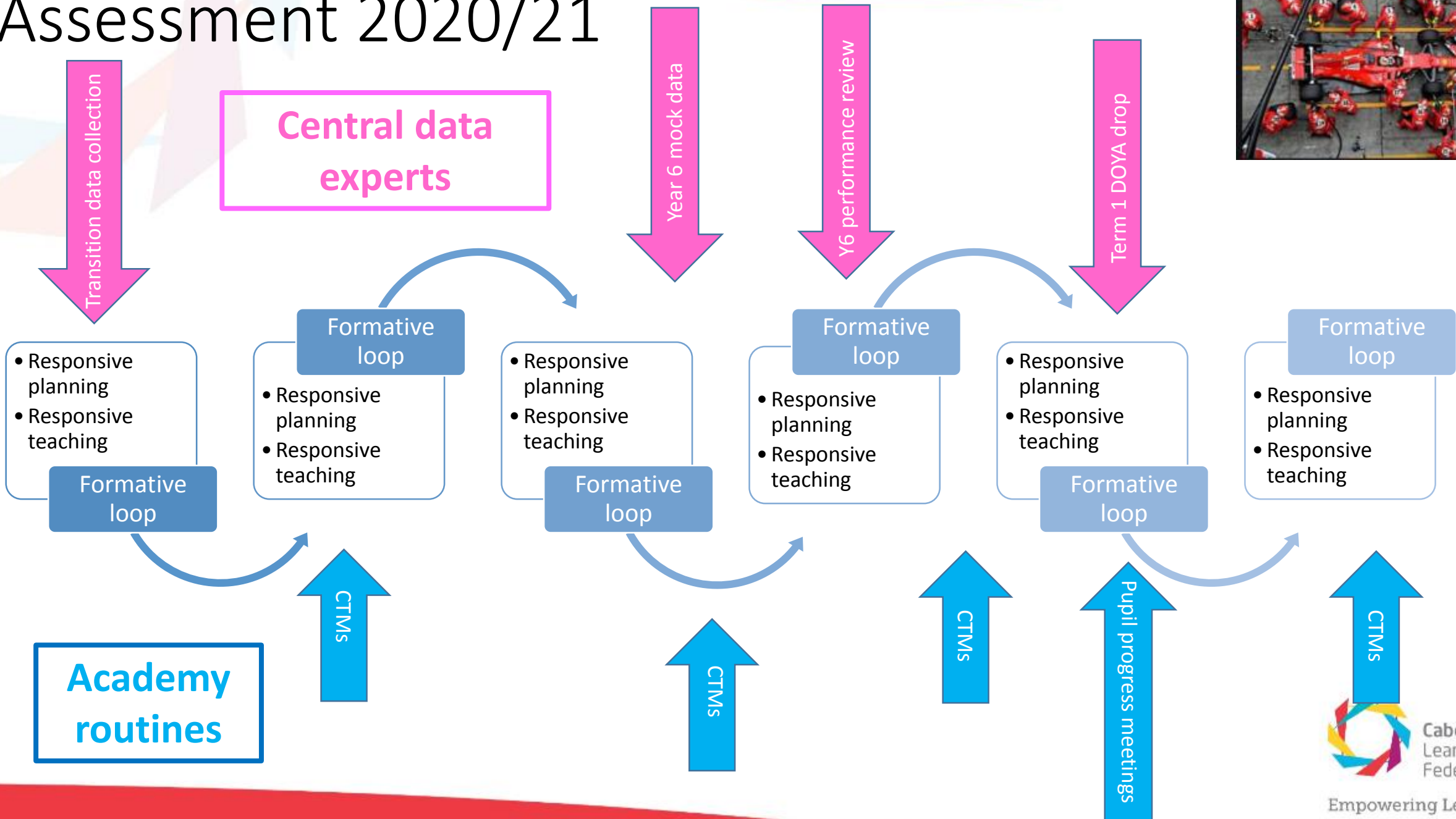
	Term 1							Term 2							Term 3							Term 4							Term 5							Term 6												
	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
Year 6	P1: Assessment Window							P2: Assessment Window							P3: Assessment Window							P4: Assessment Window							P5: Assessment Window							P6: Assessment Window												
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EPS	DOYA Deadline (Sats)							DOYA Deadline (Sats)							DOYA Deadline (Sats)							DOYA Deadline (Sats)							DOYA Deadline (Sats)							DOYA Deadline (Sats)												
NSC Networks	NS Teacher							NS Teacher							NS Teacher							NS Teacher							NS Teacher							NS Teacher												

CLF Assessment Calendar 2020/21

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Dec	7	8	9	10	11	12	13	2.2	49					4 Dec PM Performance Review
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Feb	8	9	10	11	12	13	14	3.2	2	DOYA deadline 22 Jan @ 5pm	DOYA deadline 22 Jan @ 5pm	DOYA deadline 22 Jan @ 5pm		
Mar	1	2	3	4	5	6	7	3.3	3	3 Feb PM Performance Review	3 Feb PM Performance Review	3 Feb PM Performance Review		
Apr	12	13	14	15	16	17	18	3.4	4					



Assessment 2020/21



Today

- Responsive planning
- Responsive pedagogy

Cabot Learning Federation Education Strategic Plan 2020-21 (Y3/5)
Cabot Learning Federation | Education Executive | Area A

CURRICULUM

- ▶ 3-19 CLF Curriculum | Evolve, Enact, Critique and Embed
- ▶ Subject Communities | Experts, Guardians and Curators
- ▶ Vertical Strands | Progression 3 to 19
- ▶ CLF Curriculum on-line | Blended learning
- ▶ Recovery Response | supporting re-connection

PEDAGOGY

- ▶ Quality of Teaching | PD focus on Pedagogy
- ▶ CLF Pedagogy Curriculum | Empowering Professionals
- ▶ Seeding a 'CLF Pedagogy' | Delivering Loftier Goals
- ▶ Communities of Practice | Teacher Research Groups
- ▶ Professional Learning Culture(s) | Tech assisted pedagogy

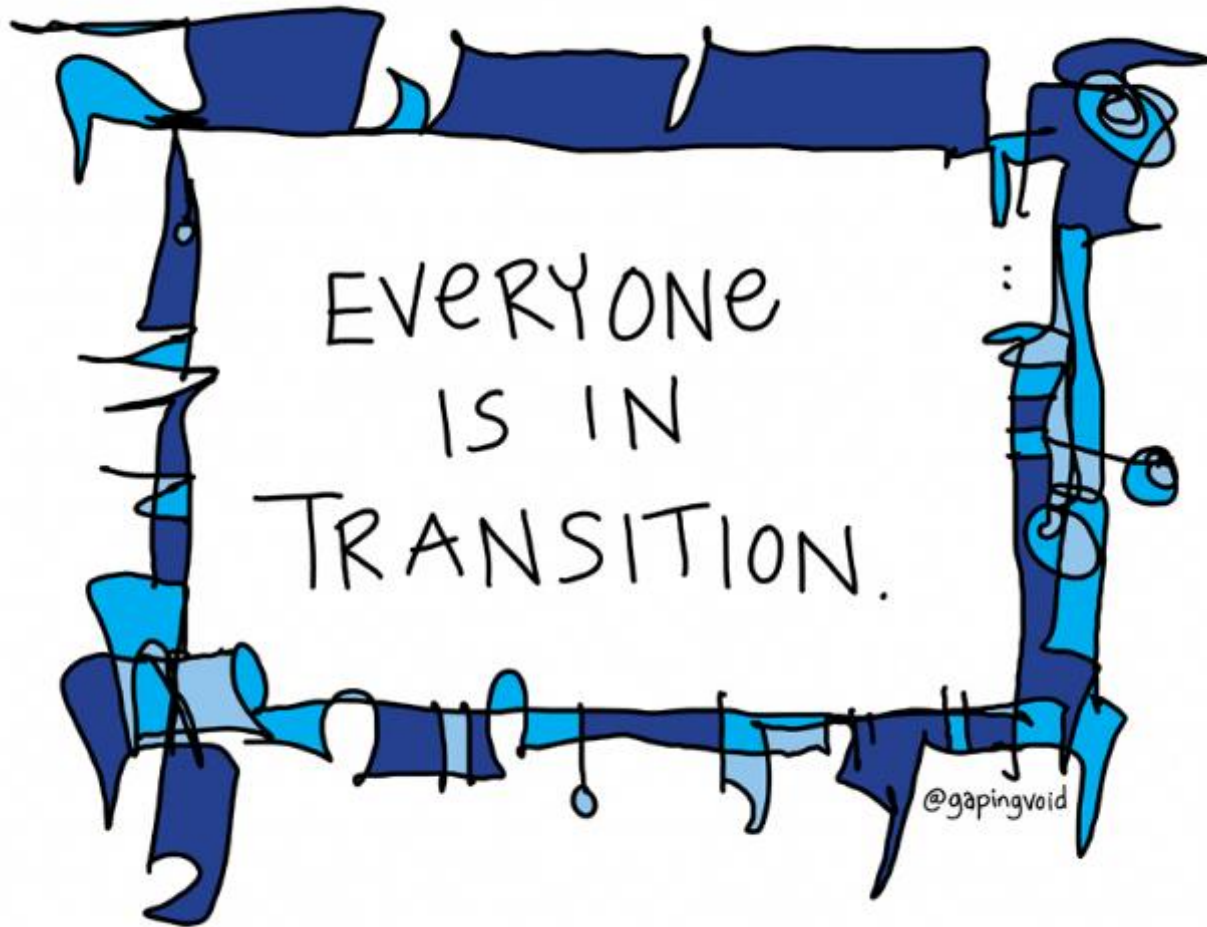
ASSESSMENT (USE OF)

- ▶ Trust-wide assessment | key milestones and standards
- ▶ Assessment that informs teaching | responsive planning
- ▶ Responsive teaching | assessment informed pedagogy
- ▶ Strong transition 3-19 | sticky assessment for progression
- ▶ Quality Assurance | ARMs, ARVs and PRs

EMPOWERMENT (LEADERSHIP)

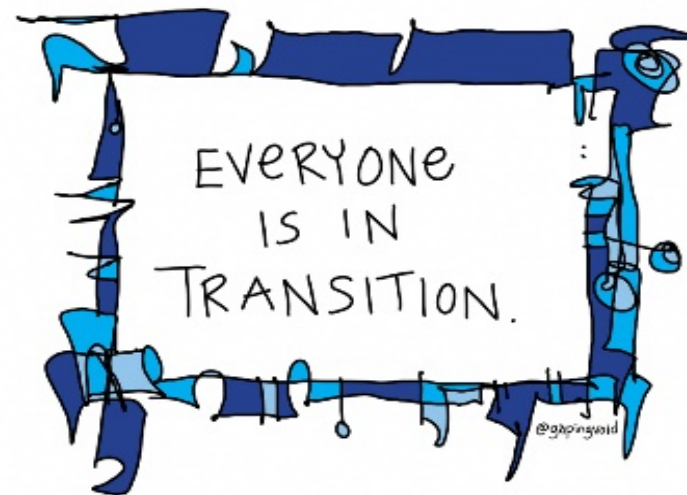
- ▶ Trust-wide Disadvantaged Strategy | 3-year investment
- ▶ Senior Leader Empowerment | School Improvement
- ▶ Mental Health and Well-being | All children thriving
- ▶ Empowering School Improvement Team(s) | Engine Room
- ▶ Pupil Parliament | Student/Pupil leadership

Responsive planning



Sticky assessment through transitions

Working closely with colleagues at points of transition to **ensure that assessment is sticky** between, within (year to year and within-year movement of children) and on entry to our academies. We will work to ensure data is pushed to the hands of our teachers to enable them to make best use of it when planning learning sequences.



There is only **one guiding principle**;

Communities work together and go the extra mile to ensure every child's right to a safe passage into their next phase of education.

Every child's right to a safe passage



A community-based approach to effective transitions

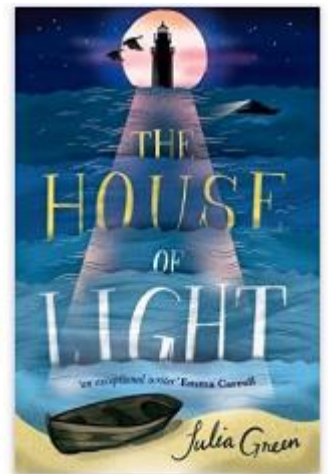
April 2020

Enhanced Year 6 offer

- Completion of data collection giving information specific to pandemic period to tailor assessment at secondary. Training for this provided through PAC.
- Reconnection opportunities with year 6 teaching team for all children.
- Mental health survey and results analysis feeding into future planning and ‘transition and recovery curriculum’ offer.
- Extended transition period in a CLF secondary setting in July. This opportunity will include how to get to school, movement around the building, lunch.
- Year 7 teacher PD in moderation and handover.
- Meet year 7 leads to discuss how best to use and disseminate the handover reports the central team will generate.
- Transition project ‘who am I’ linked to storytelling nature of recovery curriculum. CLF Big Bio.
- Shared text for Y6 CLF children

September:

- Planning time for year 7 colleagues to engage with data which can be generalised to the cohort.
- Teachers plan pedagogy and assessment to meet need.
- Pupil mentoring to continue into 2021 – year 6 teacher visits and consultation meeting with child, teachers and parents.



Year 7 Transition Guide



Transition vision shared with all local authorities we work with to support better transition throughout the pandemic period, and beyond.

Training in the year 6 data collection can be found here: <https://develop.clf.uk/content/assessment/term-6-data-collection-training/>

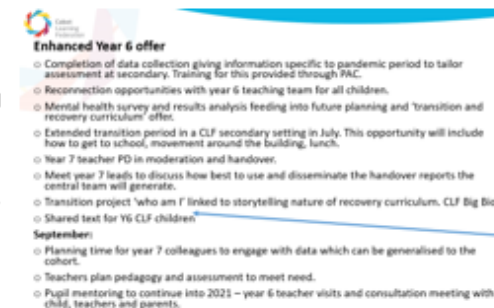


The data collection can be used generalise to the year 6 cohort coming in, inform teachers about year 6 expectations and also enable teachers to plan pedagogy and assessment to meet need.

The offer encompasses actions for term 6 and also September.

Year 7 leaders said in September they would like to:

- Look at the video with their teams to support better understanding of year 6 standards.
- Encourage teachers to use this information to plan teaching and assessment.



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Future work:

Pupil mentoring to continue into 2021 – year 6 teacher visits and consultation meeting with child, teachers and parents.

Support ways for non-CLF feeder schools to provide this level of data to support a smooth transition. This is of course a two-way process and we will look to better facilitate this in 2021/22.

Year 7 leaders would like to look at year 6 standards files with year 6 teachers.

Support for secondary colleagues with the notion that all teachers are teachers of core subjects.

Support a joint induction day and date in line with the Big Step proposals.

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ETPS	DOYA Deadline (Data)							ETPS Profile data submission deadline																																									
ISC Networks	15 Teacher																																																
	BA / YAP / LP																																																



CLF Assessment Calendar 2020/21

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Apr	12	13	14	15	16	17	18	4.8	15	MCQs Good Friday 2 Apr	MCQs Good Friday 2 Apr	Good Friday 2 Apr	Good Friday 2 Apr Data Collection 1 Apr @ 5pm	28 Mar PM Performance Review

So, what?

↻ You Retweeted



school data updates @jpembroke · 14 Jul

If you're planning to use standardised tests early in autumn term, few things to consider:

- 1) are they the best tool to identify gaps in learning?
- 2) if test is not designed for use at that point, will scores be valid?
- 3) will scores mean anything in post-Covid world?

💬 15

↻ 35

♥ 116



A GOLDEN OPPORTUNITY



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Learning
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Empowering Learning

What are our options?



What if....

Transition data was 'stuck' to the child and used before all else?

We didn't blanket test children on entry? *A GOLDEN OPPORTUNITY*

We planned differently this year? (i.e. differently to last year)

Assessment came first, always?

Please take notes for feedback...

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Vic	Boynton	Bristol Brunel Academy
Andy	Price	Bristol Metropolitan Academy

Group 2:

Kris	Bridgeman	Bristol Metropolitan Academy
Natasha	Martin	Bristol Metropolitan Academy
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Jonathan	Angell	City Academy Bristol

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Steve	Church	John Cabot Academy
Becki	Thielen	King's Oak Academy
Joanna	Lukas	Post 16

Group 4:

Steve	Kneller	Hanham Woods Academy
Rachel	Allchurch	Hans Price Academy
Dawna	Daw	Hans Price Academy
Tamara	Dexter	Haywood Village Academy

Group 6 – STAY HERE

Kay	Sarpong	Snowdon Village Academy
Kerry	Coote	Summerhill Academy
Sue	Kelham	Wallscourt Farm Primary Academy

don't be normal.



NEED WAYS OF DEALING THE WATERS BOOZING
YOU ORES TO ME THAT WILL



Feedback – how was it?

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YOU ORES TO ME THAT WILL



Responsive pedagogy

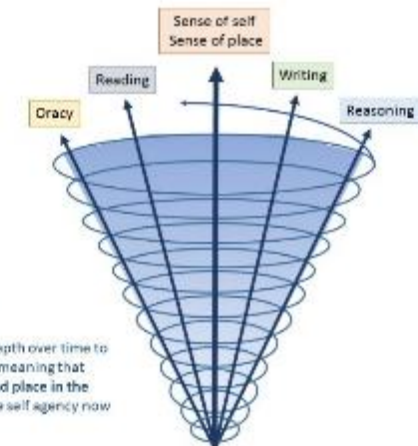
Progression and high dividend concepts

Developing a shared use of our Primary **key essential documents for reading, writing and maths** to inform planning and pedagogy. We will engage with collaborative discussions about which **high dividend concepts are essential for future learning**. We will assess these before we teach, during teaching and after the learning sequence to ensure that what we know is informing our planning and teaching.



CLF 3-19 Progressive Curriculum

Interleaved, revisiting to depth over time to secure understanding and meaning that develops a sense of self and place in the world so that children have self agency now and into adulthood.



Destinations

Post-16
KS4
KS3
KS2
KS1
EYFS

What is formative assessment?

<https://www.youtube.com/watch?v=sYdVe5O7KBE>

‘When teachers rely on evidence to make decisions about what to do next, students learn more’ *Dylan Wiliam, 2018.*



THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW
Daily review is an important component of instruction. It helps strengthen the long-term memory and automatically recall for working memory for problem solving and learning.

02 NEW MATERIAL IN SMALL STEPS
Our working memory is small, only handling a few bits of information at once. Avoid its overload by presenting new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS
The most successful teachers spend more than half the class time lecturing, demonstrating and asking open-ended questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
Students need cognitive support to help them learn how to solve problems and to understand what the teacher thinking aloud help clarify the specific steps of a task.

05 GUIDE STUDENT PRACTICE
Students need additional time to rephrase, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING
Less successful teachers rarely ask "Are there any questions?" No questions are asked to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE
A success rate of around 90% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS
Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE
Independent practice produces "overlearning" – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

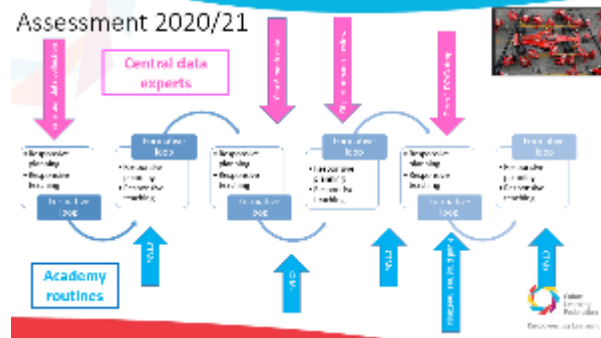
Rosenshine

'Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning.' (Rosenshine, p. 14.)

Rosenshine writes that 'more effective teachers' – those teachers whose classrooms made the highest gains in achievement tests (Rosenshine, p. 12) – employed the following questioning strategies. More effective teachers:

- asked more questions;
- involved more students;
- probed more in depth;
- spent more time explaining, clarifying and checking for understanding;
- asked students to think aloud (Sherrington, p. 28).

What is formative assessment?



‘It can be argued that all assessment is formative. What is **not** reasonable is to claim that all kinds of formative assessment are equally effective, because the evidence is clear that the shorter the assessment-interpretation-action cycles becomes, the greater the impact on student achievement’

Dylan William, 2016.



What We Have Learnt So Far

A fresh look at formative assessment at CLF.



gapingvoid
Culture Design Group

@gapingvoid



Cabot
Learning
Federation

Empowering Learning

What do we want?

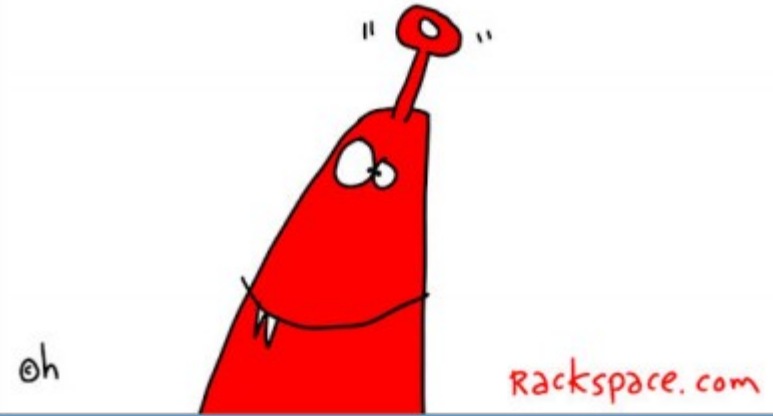
We will assess these before we teach, during teaching and after the learning sequence to ensure that what we know is informing our planning and teaching.

What needs to change? How can we make this happen?

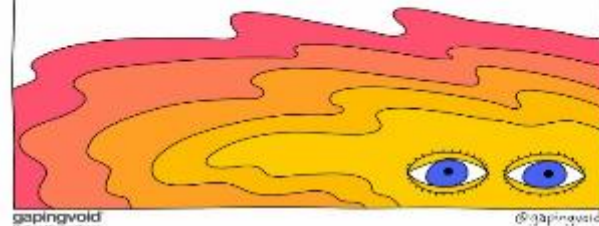
What would excellence look like in every classroom at your school?

How does this help us plan our **A GOLDEN OPPORTUNITY** time?

don't be normal.



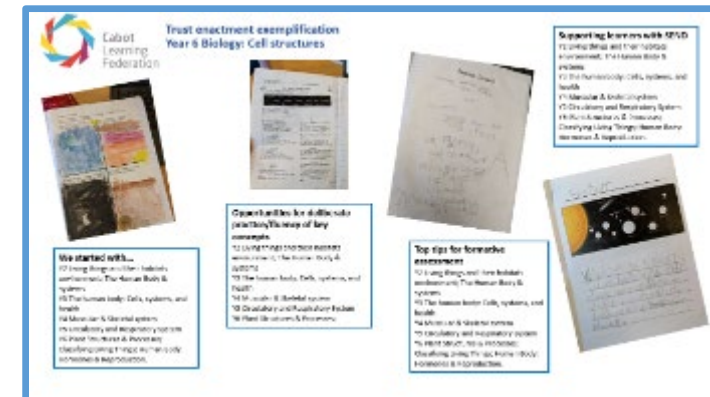
NEW WAYS OF SEEING THE WORLD REQUIRE
NEW EYES TO SEE THEM WITH.



Formative assessment in the classroom, responsive teaching

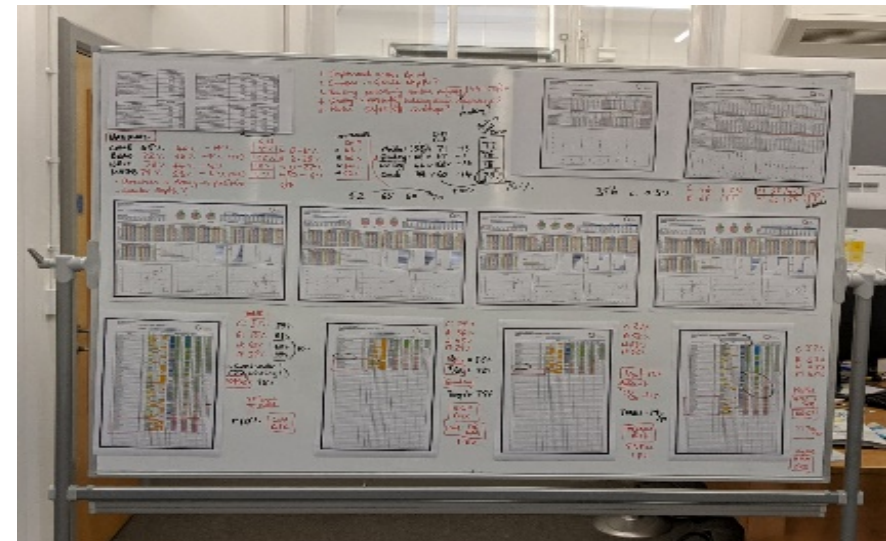
Unpicking **what formative assessment means in the classroom** to develop a shared understanding of what good formative practice looks like. We will initiate a discussion about what the best protocols are in relation to different curriculum areas to enable teachers to make a *deliberate choice* about what they use and when. This includes developing **trust wide enactment exemplifications of sequences of learning with a showcase on the type and kinds of formative assessment** that have worked best. These will be developed and written by teachers.

We will take our learning to teachers, subject leader groups, subject communities and to our networks to make it part of the discussion.



Trust-wide summative assessment

- Developing excellent routines around summative points that ensure our centrally collected data feeds into the formative loop in a timely and useful manner. For example, the performance reviews of year 6 or 11 mocks this year **will feature question level analysis** to ensure we are quickly able to spot academy and trust-wide patterns and support better pedagogy and better progress.



‘If your students have no desire to learn, you are wasting your time’ *William, 2018.*

Increasing engagement in learning: We will be looking at ways to ensure children are **actively engaged in their own learning, and how we can activate them as learning resources for one another.**

We will look at key successful learning behaviours and how to assess a child holistically in order to ensure they develop the key skills and attributes they need to have *agency, in line with the loftier goals* of our curriculum.



What do we want?

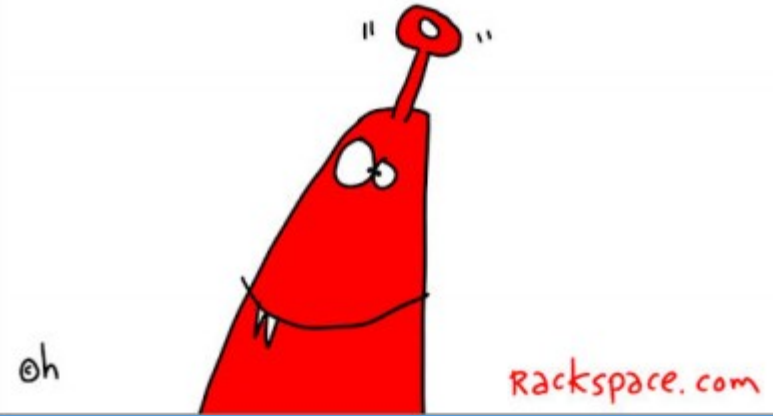
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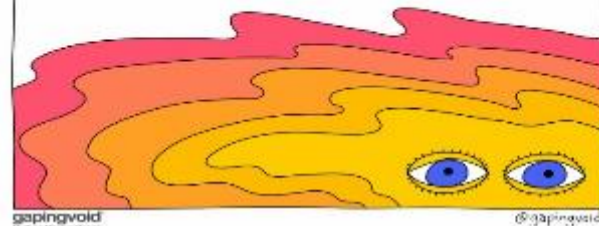
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What would excellence look like in every classroom at your school?

How does this help us plan our *A GOLDEN OPPORTUNITY* time?



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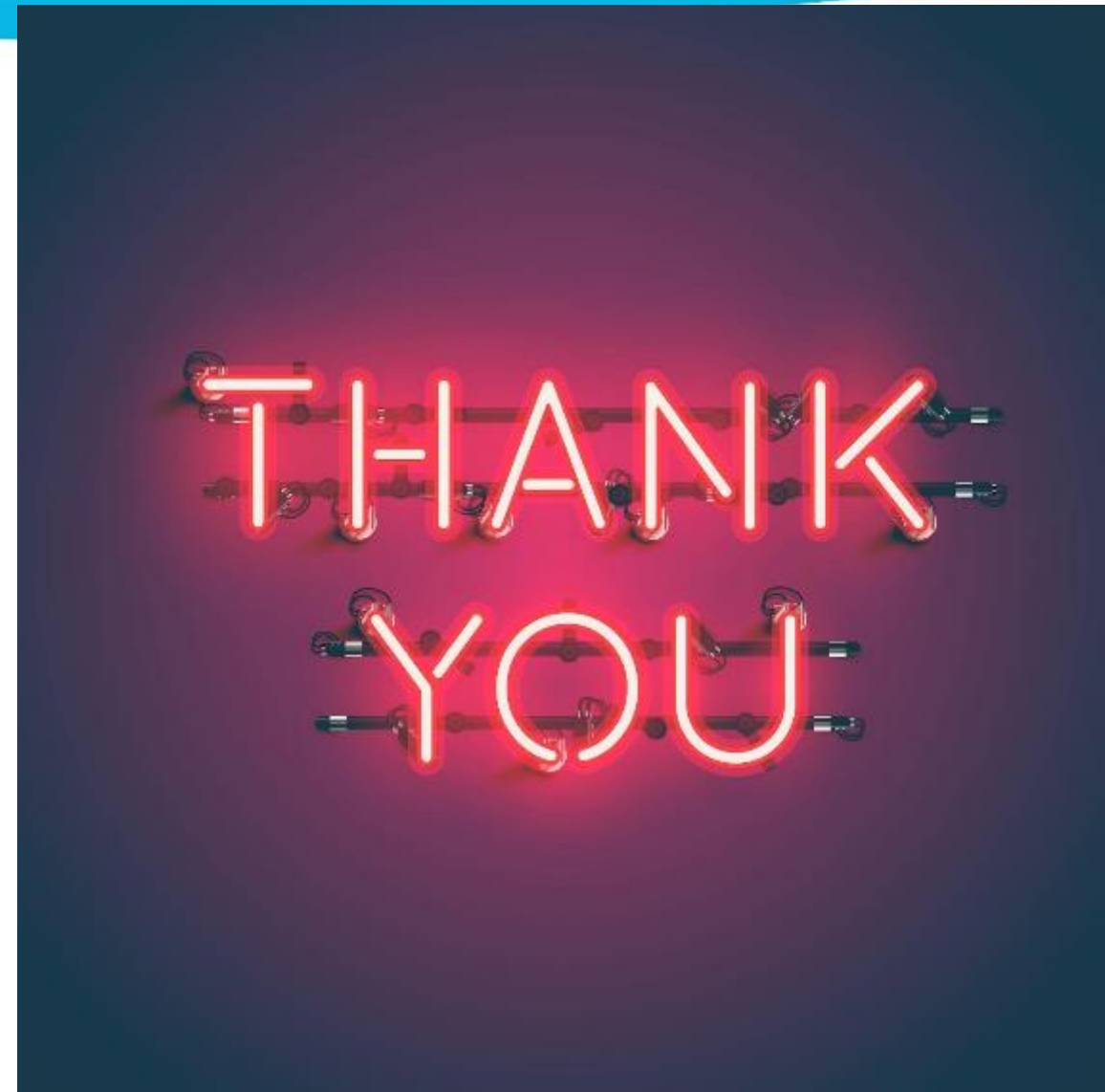
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Closing thoughts



If you have any further thoughts or comments, please do get in touch:

Kate.Richardson@clf.uk