

Reading: what might evidence consist if we are to make fair assessments that progress from KS2? What type of assessment evidence will most effectively inform your teaching?

Year 7

Outcomes of discussion (pupils' comments and questions) including guided groups in the form of teacher notes and written/creative outcomes (as used for teacher assessment at KS2)

Discussion about own reading, reading logs and book reviews

Reading Journal activities that evidence thinking e.g.

- Venn diagrams
- Think alouds
- Text/image annotation with questions
- Drawing characters/scenes
- Predictions (summary/notes/writing extra scene/chapter)
- Recreation tasks - writing in role (e.g. letters, postcards, e-mails, diaries, additional extract)
- Writing from the world of the text (articles, adverts etc)
- Mood wordles/mood boards
- Quotation collection
- Analysis grids

Short answer questions/multiple choice (similar to KS2 National test questions)

Some analytical, summative, evaluative paragraphs (focus here initially, rather than full essay responses in exam style contexts)

Reading aloud and performance of texts (including own compositions).

Homework Projects

Year 8

All evidence from Year 7 column can continue to be used in Year 8, but the focus is likely to shift slightly to also include:

More developed analytical, summative, evaluative paragraphs that build on one another and are created with increasing independence, but still with collaboration with peers (planned, drafted, edited)

Year 9

All evidence from Year 7 & 8 columns can continue to be used in Year 9, but the focus is likely to shift to include more:

Quick response paragraphs, increasing fluency and independence

Full essay responses (planned and drafted)

Some GCSE style Questions (not necessarily exam conditions)

- The purpose of school assessment (rather than statutory assessment) is to assess understanding in order to inform teaching and improve learning. Its purpose – certainly at KS3 – is not to see how pupils would achieve at GCSE as this is unlikely to help you in knowing what needs to be taught.

- The processes of learning need to be assessed for us to effectively breakdown barriers to learning.

- Even at KS4, practice GCSE questions alone are not sufficient in assessing students' needs as the process itself is not necessarily evident.

Writing: what might evidence consist if we are to make fair assessments that progress from KS2? What type of assessment evidence will most effectively inform your teaching?

Year 7

Outcomes from class contexts rather than test questions and test conditions (as used for teacher assessment at KS2)

Pupils talking and collaborating to generate ideas, plan, draft ideas, edit work, proof-read etc (as used for teacher assessment at KS2).

Writing Journal activities, evidencing of the process of writing:

- Mind maps/sketches
 - Notes
 - Planning
 - Drafts
 - Extracts of writing (apprentice)
 - Final written compositions (including creatively presented texts exploring font, images, layout etc)
 - Spelling activities/ spelling journals/ vocabulary work
 - Evidence of editing
- (as used for teacher assessment at KS2).

Reading of own compositions and outcomes of discussion

Apprentice writing (applying skills learnt to short tasks)

Some quick, creative responses to assess fluency (inspired by a big question, short film clip, bag of words etc)

Homework

Year 8

All evidence from Year 7 column can continue to be used in Year 8, but the focus is likely to shift slightly to also include:

More quick response writing, assessing fluency and security in key skills

Year 9

All evidence from Year 7 & 8 columns can continue to be used in Year 9, but the focus is likely to shift to include more:

Some GCSE style questions (not initially using exam conditions)

- The purpose of school assessment (rather than statutory assessment) is to assess understanding in order to inform teaching and improve learning. Its purpose – certainly at KS3 – is not to see how pupils would achieve at GCSE as this is unlikely to help you in knowing what needs to be taught.

- The processes of learning need to be assessed for us to effectively breakdown barriers to learning.

- Even at KS4, practice GCSE questions alone are not sufficient in assessing students' needs as the process itself is not necessarily evident.