



Pupil Progress & Attainment

## Selecting Your Assessment & Tracking Mix

### The role of assessment data within your school

Ofsted inspectors “will not use schools’ internal performance data for current pupils as evidence during an inspection”, but this doesn’t make tracking attainment and progress any less important. As a school you still need to understand how your pupils are performing, who is working at age related expectation, who isn’t and who needs additional focus. The information needed to measure this should be simple, structured and presented in a way that is meaningful to each of your key stakeholders – pupils, teachers, leadership, governors and parents.



## Focus on educational impact

Ensure that any data collection within your school has a definable positive impact on your pupils. Aim to collect assessment data once to then use multiple times:

- **Insight** – Monitoring pupil progress, understanding the differences between cohorts and identifying timely pupil interventions.
- **Planning** - Identifying next steps in learning for groups, providing support and highlighting areas for additional focus.
- **Engaging parents/carers** - Sharing assessment information that informs about what their child has learned as well as engaging and empowering parents/carers to support their child's next steps.
- **Ensuring effectiveness** – Governors and other school stakeholders require progress and attainment data to be clear and concise so they can understand the effectiveness of intervention programmes and resources.

## Balancing teacher workload – internal assessment

When it comes to conducting and collecting assessments the first and last question you should always ask is “Does this add value to teaching & learning, will it provide meaningful insights?” If you can't justify an activity this way, then don't do it!

The primary purpose of formative or teacher assessment is to enable a timely impact on learning, so consider a 'little & often' approach. Focus on ensuring you have a good balance of curriculum coverage without expecting your teachers to assess against hundreds of learning objectives for each pupil.

Summative assessments such as teacher judgements and standardised test are less of a workload burden but can only provide a snapshot in time.

### Key questions to consider

1. Who are you collecting assessment data for?
2. What key events/meetings will the data be supporting?
3. Do you need to collect assessments against all subjects?
4. How often do you expect teachers to record formative assessments?
5. Are you planning on collecting evidence? If so, how much and for which pupils, subjects and for what purpose?
6. What benefits do you want your teachers to gain from formative assessment?
7. When does your assessment data need to be updated – when are the data drop points each term?



## Understanding your school's assessment mix

Schools are data rich, with assessment data typically coming from multiple sources. Despite having this wealth of information, schools often struggle to find insight and to understand the role and value of all elements of their data.

## Assessment types – key data sources

Non-statutory assessment data often comes from three key sources; KPI learning objectives, teacher judgements and standardised tests. It's important for you to consider which type(s) of data your school will require to inform teaching & learning, and what's needed for reporting & analysis. The table below outlines the three assessment types, looking at the benefits and considerations of each data source:



### KPI Learning Objectives

Recording teacher assessments against curriculum learning objectives or assessment criteria.

#### Benefits

- Richness of assessment data.
- Informs planning and highlights gaps.
- Tight link between curriculum and data.
- Measures the effectiveness of the curriculum.
- Supports timely interventions.
- Can be used to engage parents and pupils.

#### Considerations

- Can be time consuming if not planned properly or with poor systems.
- Adds value if used for more than creating tracking data. It should not be a box ticking exercise.



### Teacher Judgements

Each teacher making a termly, summative judgement. No ongoing collection of data.

#### Benefits

- Not a drain on teacher workload.
- Simple to understand assessment model.
- Gives you the core data you need efficiently.

#### Considerations

- Data not as rich.
- Data just for SLT, no direct benefit to teaching and learning as it happens.
- Subjective assessment: needs additional model for moderation and book scrutiny.



### Standardised Tests

Externally benchmarked and standardised tests taken termly or annually.

#### Benefits

- Standardised, accurate data based on large sample data.
- Often a good level of data and analysis.
- Low teacher workload (no marking if tests are taken digitally).

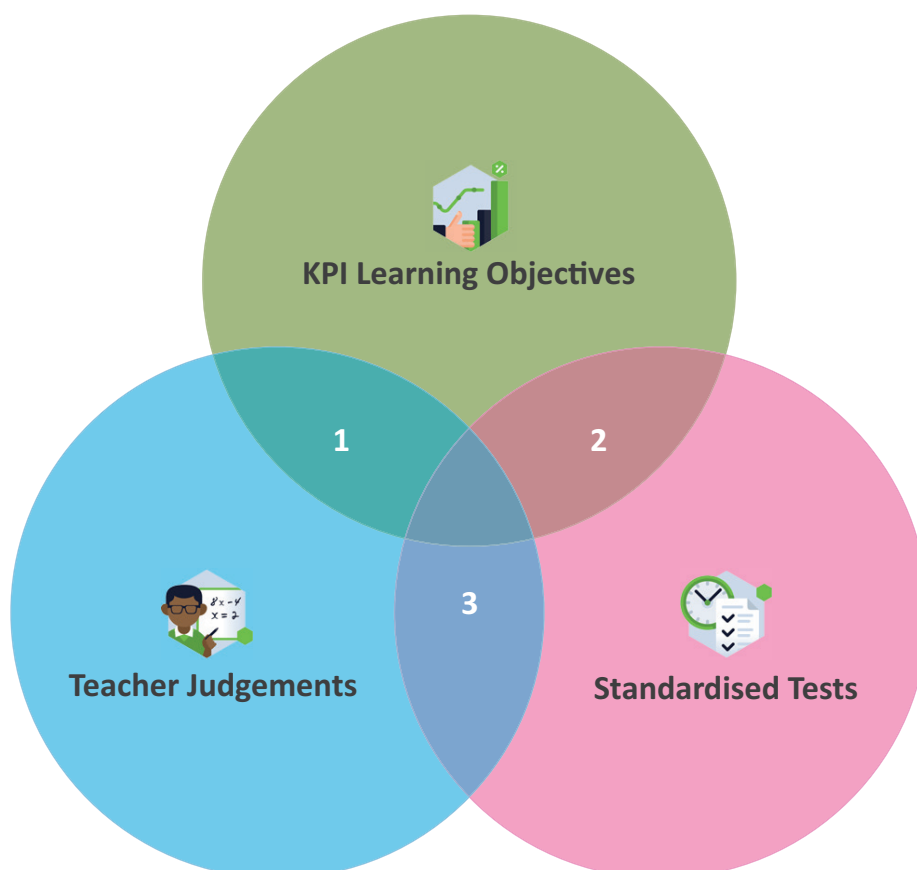
#### Considerations

- Provides snapshot from test, not a holistic view of pupil.
- Over testing / teaching to the test fears.
- Increased teacher workload if marked and analysed by hand.



## Selecting Your Assessment & Tracking Mix

It is important that your school has a clear strategy to manage the data from whichever sources you will be using. You should consider which model(s) fits your school approach and ensure that you have provided clear guidance to your SLT and teachers on what they should be recording, how often and what its purpose is.



- 1. KPI Learning Objective + Teacher Judgements:** Supports planning, gap analysis and curriculum view. Includes a holistic teacher judgement but may not have an external benchmark to moderate against.
- 2. KPI Learning Objectives + Standardised Tests:** Benchmarked against external data, provides rich data but may increase workload and remove the teacher's professional holistic view.
- 3. Teacher Judgements + Standardised Tests:** Benchmarked against external data but doesn't provide a curriculum view or planning insights.

**All 3 areas:** Provides a complete picture but workload expectations need to be managed carefully. Each source should have a clear aim, use and expectation which is clearly communicated with the school's stakeholders.

### Managing multiple data sources with Classroom Monitor

Designed to ensure tracking pupil progress is quick, simple and insightful – Classroom Monitor is the only assessment platform on the market to support all three assessment methods, either on their own or in any combination. Regardless of the type of assessment being recorded, Classroom Monitor is fully focused on supporting all the key performance events in a school's calendar. Helping you to present progress and attainment reports quickly and in a format that is easy to digest and understand.