

Assessment Framework Task

How does the concept of 'assessment' relate to each one of the Teachers' Standards?
You will obviously place it first in S6, but what are the links to each of the other standards?

S1 – Using assessment in the classroom shows pupils that you are monitoring their learning and progress. This in turn sets high standards and expectations of them.
 S2 – Similarly to S1, by showing students that their progress is monitored, this helps to promote good progress and outcomes
 S3 – By using low stakes assessment such as quizzing during a regular lesson as a teacher you are able to demonstrate good subject knowledge. This can be reinforced through feedback given after assessment.
 S4 – A well-structured lesson at it's core focuses on the progress of student learning. Assessment can be used in every lesson to measure pupil progress, but as well to help interleaving information to enable students to learn better.
 S5 – Using low stakes assessment like quizzing during a lesson can enable a teacher to see where any gaps are in student learning. It allows for the teacher to get an overview of the student understanding which in turn can be better adapted to each students' individual needs.
 S7 – The link to assessment here is much looser – however, by using assessment you are helping students to progress and develop, which in turn helps to form relationships and classroom expectations.
 S8 – Assessment can be used here to feedback to parents about their children and their progress, as well as in the wider school. Teachers are able to converse with other teachers about how best to implement assessment, and what the results of assessment mean. Perhaps some students learn better in a certain way and this can be communicated to other teachers to benefit students.

What do you know about the difference between formative assessment (assessment for learning: AFL) and summative assessment (assessment of learning)? Formative assessment helps to assess pupil progress in real time, as it happens. Every single question asked in a classroom can act as formative assessment if it gives you as the teacher an understanding of how well the pupil is learning. It works as a way marker for making sure that students are on track, and enables intervention if pupils are struggling to understand. Summative assessment is much more final – think end of term exam. It assess what the pupils *have learned*, not what they *are learning*.
What do you know about the norm-referenced and criterion-referenced assessment? Can any assessment be completely separated from norm referencing? Norm-referencing measures scores on a bell curve and assess students against one another. So if all students performed poorly those that performed the least poorly would still be in the highest percentile according to that assessment. Criterion-referenced assessment is measured against a standardised set of criteria and usually based on the number of correct questions answered by students.
What are the particular challenges for assessment within your own curriculum area? Art is a very subjective subject and has no set 'right or wrongs' in the same way that a subject such as Maths would. Therefore the success of a student may be measured differently per individual
What activities/methods constitute assessment in its broadest sense? Assessment can be high stakes exams or low stakes classroom quizzing.
Which teaching skills do you need to develop in order to make effective use of these assessment activities? You need to develop good subject knowledge, as well as good knowledge of the varying assessment criteria – especially for something like GCSE art.

**Teachers'
Standards**

**Subject
Knowledge**

What does research say about the merits of formative (AFL) and summative assessment in supporting learning? Research generally suggests that formative assessment, if used effectively, is much better at supporting student learning. It can raise motivation and confidence, helps low achievers and ultimately raises overall achievement. Using only summative assessments can hinder student learning as it separates the teacher from the students' learning process. It also can create a sense of negativity towards assessment if the only assessment is summative. It is more helpful to students to see assessment as beneficial aid to their learning, rather than merely the measured end result.

What do current theories on the use of assessment tell us about good classroom and phase/department/whole school practice? Lots of theories place emphasis on the fact that any assessment should be beneficial to the pupil. It isn't ethical to subject students to any form of assessment if they do not benefit from it. Therefore pupil progression should be kept in mind for every individual student.

What challenges do these theories present to your practice? It is hard, especially in Art, to assess every pupil in the same way. There are not as many assessments within art as there are other subjects, so understanding must be gathered using different forms of questioning and ensuring pupils know they can ask for help where needed.

**Understanding
Learning and
Development**

How has your past experience, or your reading, helped you to prepare for using assessment methods? I have read a lot on the use of low stakes formative assessment used in every day lessons. I find it good for creating relationships with students (S1) and also helping them to progress (S2). Quizzing has become something I've implemented into almost all my lessons and I have been using it to push pupils to test understanding once they've given an answer. This is also useful and easy to implement in this online learning environment.
Which pieces of research have proved particularly influential on your thinking and your practice? Vygotsky, Black et al.
How easy do you expect it to be to translate the principles of assessment into practice? So far I have been involved in formative assessment and planning and implementing it's use in the classroom. I have also led lessons involving end of term summative assessment.
What characterises truly effective practice in the classroom? An open dialogue between teacher and student when it comes to progression is essential. Teachers provide assessment criteria throughout a pupils learning journey to support their progression, implementing formative assessment throughout so that assessment is not a scary prospect for pupils.
How can you design valid and reliable ways of assessing pupils' work?

**Professional
Knowledge
and Enquiry**

Through following school and exam board guidance, as well as knowing the individual needs of each pupil.
What is the value of peer assessment? Helps to show students understanding and allow them to support one another.
How can peer assessment be effectively scaffolded? By introducing assessment criteria from the beginning, it instils in students what they need to do to progress, therefore helping their peers during assessment.
What do you know about using pupil data to predict future performance and inform target setting? GCSE target grades, as well as predictions in KS3 & 4 overall are predicted by KS2 results that have no weighting on art work unfortunately.

**Values
and Beliefs**

**School
Communities**

How do your own beliefs influence the way you feel pupils *should* be assessed and involved in their own learning? I believe that students should be assessed according to their needs and abilities. It doesn't seem ethical, or beneficial to assess students if they will not benefit, or if the assessment is measured against an unachievable or unrealistic criteria.
What were your experiences of assessment and feedback and how has this influenced you in working with young people? I remember there being a lot of emphasis on exams and assessment and how all our learning was building up to that moment. I now see that the usable, transferrable skills that pupils learn are far more important in life and so increasing understanding is imperative. Merely remembering something is not as important or useful as actually learning and understanding something.
What else is shaping your values and beliefs about assessment? As my subject is art, I'm very appreciative of students' abilities – just because a student cannot create photorealistic pencil drawings does not mean they're good at art. All students have artistic potential and this should be nurtured, even if they don't fit the conventional mould of the GCSE assessments. They can still achieve an art GCSE with the right assistance.
How might you convince a pupil/parent/colleague of the benefits of using formative (AFL) assessment methods? I would simply explain it's benefits in helping a pupil progress – how they can help themselves and how AFL will hopefully lead to better outcomes.
How could you ensure that pupils who are struggling are not demotivated by processes of target setting that make clear to them that their levels of performance are some way below those of their average peers? In art, I would remind students that there is no conventional 'right or wrong', and I would encourage them that they are simply being creative in their own way. Hopefully motivating them to keep trying to hit these assessment standards will keep them inspired.

How has your school responded to the need to ensure that robust evidence is generated that illustrates that progress is being made by pupils? This school uses knowledge organisers and corresponding knowledge organiser quizzes to assess pupil progress. At the beginning of each 12 week cycle (term) students take the quiz on their new topic. They then take the same quiz at the end of the cycle to show their progress against their previous scores. This way, each assessment is measured individually too.
How has your school responded to pedagogical research on the best assessment practices to use with pupils in the classroom? Talk for Learning (including peer assessment), low stakes quizzing and exit cards are just some of the techniques used within the school. This works as a form of interleaving, following the metacognitive method that the school values.
Are there any conflicts between what you want/think you might want to do as a teacher and the ethos of the school? None – other teachers I have met so far all seem passionate about the assessment used in art, but wish it could be more lenient for those with different creative abilities.
How does the school manage the tension between quantitative and qualitative assessment? The individual Knowledge Organiser quizzes give quantitative data that is also qualitative as the scores are measured against each pupils previous results.
How does it make sure parents understand the range of assessment methods? All homework is through the knowledge organiser which is provided in physical form as well as digitally online. This can be accessed by parents, and they are able to see what their children are learning. All knowledge organiser quizzes are based directly on the one or two corresponding pages for the 12 week cycle.