End of Year Assessment 2020

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Overview of the session

- Introduction to the approach and the key principles

- How to complete assessments
  - EYFS

  - KS1: Y1 and Y2

  - Y6

  - Other year groups

- Questions?

IT IS IMPORTANT TO EMPHASISE THAT THIS IS GUIDANCE ONLY, NOT STATUTORY.

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As an LA we have decided to support schools with a simple to use, consistent approach to end of year assessment. This approach can be used to support transitions between key stages and also within schools.

In the guidance we have produced:

- An excel sheet which can be used to record and share assessment information between schools

- Examples of case studies to support completion

What is the purpose of this process?

- **To support schools to have an indicative assessment profile for end of 2020 which does not require any further assessment activity with children or add significant additional workload for teachers.**

- To support schools with a common approach to assessment at transition points.

- To enable schools to provide an assessment based on **known** information and to clearly distinguish the known judgement from the subjective assessment.

- To support schools to judge the extent of the disruption to learning and how to adjust their curriculum.

- To enable to schools to use this information to contribute to their self-evaluation processes moving forward.

We are recommending an approach to transition at all phases in terms of attainment, which is not based on prediction but on last known attainment together with a probability/security judgement by teacher

- This will allow the previous teacher to indicate the security of the judgement based on wider knowledge of the pupil
- This will not require teachers to predict the unpredictable.
- This will provide receiving teachers with an informed professional judgement to inform their starting point assessments and assess gaps and vulnerabilities

What will this look like?

- The judgement given is the last known judgement which was based on normal classroom practice and assessment procedures. It is likely that this will be from Feb/March

- Teachers capture their broader knowledge of the child in a security rating of the judgement against clear criteria in order to support the receiving teacher/school

- No further assessment evidence is required in the current school year as it is highly unlikely that children will be attending school enough or in a form to make any assessment this term valid or appropriate.

1. Record last known assessment judgement using the following codes:

WT	working towards ARE
ARE	working at ARE
WA	working above ARE

2. Record a security rating to indicate the likelihood of that judgement remaining accurate:

U: Unlikely	Not likely to be secure judgement
L: Likely	Likely to be secure judgement
H: Higher	Possibly higher judgement

EYFS

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- **Record last known judgement for each ELG (best fit) using the following codes.**
- **Record last known assessment for whether the child was on track for achieving a good level of development**
- **Record security rating for the GLD assessment.**

Codes	EYFS Profile	GLD	Security rating
1	Emerging	Yes/No	Unlikely/Likely/Higher
2	Expected		
3	Exceeding		

Y1, Y2, Y6,

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Final points

- Y6 to 7 transfer, where possible rank pupils

- Excel sheets can be adapted as you need to for within school use

- Assessments will not be collected by LA but will form part of self evaluation

- Email LDP-DataTeam@babcockinternational.com for pre-populated sheets

QUESTIONS?

What Next?

- Agree if and how you will use the approach
- Agree how assessments will be passed Y6 to Y7
- Contact data team for pre-populated sheets
- Inform Governing Board of agreed approach
- Plan how to train/support staff with making assessments
- Consider any internal moderation or QA processes which may be needed

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Thank you for joining us