

Anna, Dan and Val

TRIO'S focus:

'Assessment without levels'....

.....to ensure students make progress by *knowing* and *understanding what they need to do to improve* through the development of their knowledge, understanding and skills - *without* focusing on levels.

Assessment without levels - Dan

• **Insights from observations**

- Excellent use of 'buddy groups'
- Success of success criteria!
- Specificity of feedback
- Planning and differentiating for group tasks

• **Impact upon my teaching**

- Focus on skills over knowledge
- Improved coaching for feedback
- Clarity of language
- Improved planning
- Increased student awareness of progress

INSIGHTS: Val Mizen - (Gryphon School) **IMPACT:**

Dan's Science lesson:
How to design /carry out an experiment....

- *Paired assessment buddies proved key to helping students identify improvement opportunities & solutions*
- *Deliberate avoidance of much teacher modeling ensured students learned, understood & made progress through self-enquiry / doing themselves*
- *Criteria not referred to until very end and then related to 'Emerging / Developing / Mastered'*

- **Clear language of 'Emerging/Developing / Secure /Mastered' over ALL/MOST/SOME**
- **Usability of mini whiteboards to jot down ideas (the transfer to books later)**
- **Simplicity of assessment buddy investigation sheets: Start/End/Difference (Initial/Final/How improved)**

Anna's English lesson: *Tess of the D'Urbervilles*

- *Progress evident in students' knowledge and understanding of the concepts and related meanings through:*
 - *effective groupings*
 - *student-led discussions*
 - *minimal reference to criteria expectations*

- ***Differentiated Question Cards -useable at any Key Stage***
- ***Enabled effective student-led discussions where all guaranteed to have input / learn through***
 - *variety of question foci*
 - *greater sense of ownership*

Assessment without levels - Anna

Observation of Val

- Making reference to skills and knowledge outside of subject area
- Specifying how/why progress has been made
- Immediate feedback from both peers ('buddies') and teacher

Observation of Dan

- Starter linked to everyday life - hooked in students
- Reflection / articulation time - not just going straight from demonstration to experiment
- Use of new assessment language

Self-reflection

- Impact = Bridging gap between literature and life; more frequent use of 'steps to success' before writing
- Feedback = engaging individuals within groups (rotating roles); using Dan's comparison table for progress / comparing time periods