

Pedagogy Newsletter #51

7th February 2020

Do Our Assessments Have Integrity?

Last week I explained why we use summative assessment at Paradigm Trust. I'm skipping the 'how' and going straight to the heart of the matter - what do the scores mean?

Across the Trust, we use a score from 80-120. This is the same system as the scores learners get at the end of year 6.

The challenge is agreeing what we think counts as expected (100) and greater depth (110) for each assessment. This is difficult, because often, there's no nationally agreed definition of what we'd expect at any given time.

Here's what we do:

We use statistics to get a rough idea of what we'd expect. At secondary school we can use the KS2 scores to predict which learners should be on target to get a 5 or 7 at GCSE. We can use those children's scores to get a rough idea of what 100 or 110 looks like.

We can also use statistics to estimate how many pupils we'd expect to achieve 100 or 110 in each assessment. If we rank the assessments we can look at the scripts which are on the borders and use teacher judgement to confirm or change where the boundaries are.

We use teacher knowledge to go through each assessment and say what we'd expect a 100 script and a 110 script to look like.

Using questions and tasks from last year lets us see whether our thresholds stay more or less consistent over time.

If we are lucky, we can use external assessment (for example PUMA in maths or SharingStandards in writing) to get an idea of how pupils nationally perform at an assessment.

When each method gives us more or less the same scores, we can be confident that we're on the right track. So far, most of the time, we get good agreement.

As always, I'm very happy to discuss this. Drop me an email at ben.rogers@paradigmtrust.org

Ben

Weekly Writing Outcome Example (English 9)

This week's weekly writing comes from a year 5 pupil from Culloden Primary Academy

The pupil wrote this piece in response to the Shared Reading text: Silverfin. The remit was to (as an independent piece of writing) write a setting description

We have chosen this piece of work because it showcases several devices that make an excellent description.

James staggered as soundlessly as he could on the footpath. He was quite nervous that someone could easily spot him. Although he was in a rush to get to the castle without anyone detecting him, he had to stop. James just had to look at the picturesque, magnificent castle idling at the eye of loch. He could see the castle's likeness in the misty, ruffling waters of the loch. Suddenly, James needed to an eerie creature oozing underneath the surface of the water. As he looked thoroughly... he froze. It was his worst enemy - eels. Slithery eels. Luscious leaves were rustling in the wind. It felt like James was in a horror movie, but the scariest part of it. There was the vague sound of guards having a conversation, and the menacing creak of the bridge. The water sounded electric as if lightning struck the water. James took notice of his surroundings - he was standing before the bridge. Even though the wind was still, he apprehensively tiptoed on to the bridge...

In the first section there is/are:

1. Adjectives 'picturesque' and 'ruffling waters'
2. Vocab 'menacing creak of the bridge'
3. Ellipsis to build suspense '...'
4. Adverbs 'suddenly' and 'apprehensively'
5. Juxtaposition of 'luscious leaves' compared to the rest of the description

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In the second section there is/are:

1. Personification 'The tower's eyes' and 'eyes glowering at him'
2. Vocab for specific effect 'ominous doors'
3. Fronted adverbial - correctly punctuated 'Before his eyes'

Science Y6 Weekly Writing Outcome

Dear colleagues,

Last week we completed a KS1/2 science writing task. We would like to celebrate how far we've come by looking at one of the best pieces of writing from year 6.

The task was for pupils to compare the similarities and differences between ladybirds and mice. Our intention was to see whether pupils would use the characteristics of insects and mammals rather than surface features.

This is what we thought was great in many of the texts:

Integration of scientific knowledge from different topics, for example habitats.

Effective use of scientific terminology. Pupils' use of words like 'vertebrate' and 'invertebrate' was strong from year 3 to year 6.

Many pupils were able to use relevant key ideas, such as the differences between reproduction in mammals and insects.

The text below is an example of a strong piece of writing. It was chosen because the writer shows a clear understanding of the relevant science and has explained the ideas effectively.

It isn't perfect: the style is too chatty and informal, but there is plenty of good science going on. This is a 'cold' piece of writing - the writer did not get support at the planning or writing stage and didn't have the time to edit the work before it was scanned. While this is typical for examinations. It is not typical for most other times we write.

We will be discussing in network groups how we can support teachers and pupils better for 'cold' writes. Your thoughts and feedback are always welcome.

Ben

Ben Rogers

Introduction

I will tell you all about the similarities about and differences about on ladybugs and mouse in this report. There are many interesting things about various insects and animals, ladybug is one of the popular insect and it is found anywhere, mice is very easy to find as well as very common too.

Habitat

All animals have different habitats, some like dry and humid ~~place~~ places and some like tropical and wet places. A ladybug likes different habitats which are places like greenery, tropical and hot. However, mice like to stay warm and cozy. They live in forests, grasslands, and manmade structures (train, house ect.) but mice are very common; sometimes you might see them in your home. Mice typically makes a burrow underground so ~~not~~ nobody could harm them, you might not realize when they do it. In comparison, the both of the habitats are not ^{all} the same like Ladybugs don't like warm places. Similarly, they both like to live in forests.

Food

Ladybugs eat insect, they eat plant-eating insects so the ladybugs protect crops which is very helpful for farmers, that's why ladybugs are one of the important creature. Mice are known as 'Opportunistic Omnivores' (When there is opportunity for food) they eat everything including fruits or vegetable. In comparison, ^{ladybugs} they don't eat everything as mice do.

Classification

Ladybugs are invertebrates (no-backbone) and mice are vertebrates (with backbone), they are mammals which (give birth to live young) which means they are warm blooded. The ladybug belong in the Animalia kingdom and so does mice. An average lifespan of a mice is 5-7 years, lifespan of ladybug is 2-3 years.

Body Features

Mice has a slender body, blunt blunt or tapered muzzle, scantily hair, and hind feet. Ladybugs have dome-shaped body with six short legs