

# Assessment at Dover Park Primary School

The purpose of the national curriculum is to secure the aims of each subject e.g.

The national curriculum for mathematics aims to ensure that all pupils:

- **become fluent in the fundamentals of mathematics**, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically by following a line of enquiry**, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language .
- **can solve problems by applying their mathematics to a variety of routine and non-routine problems** with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The national curriculum for English aims to ensure that all pupils:

- **read easily, fluently and with good understanding**, develop the habit of reading widely and often, for both pleasure and information.
- **acquire a wide vocabulary**, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- **write clearly, accurately and coherently**, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; **they should be able to elaborate and explain clearly their understanding and ideas**.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## “Mastery” for all at Dover Park Primary School

- ‘Mastery learning’ is a specific approach in which learning is broken down into discrete units and presented in logical order.

Pupils are required to:

- demonstrate ‘**mastery**’ of the learning from each unit **before** being allowed to move on to the next, with the assumption that **all pupils will achieve this level of mastery** if they are appropriately supported.
- Some may take longer and need more help, but **all will get there** in the end.

Assessment is built into this process.

Following **high-quality instruction**,

pupils undertake **formative assessment** that shows what they have learned well and what they still need to work on,

and identifies specific ‘**corrective**’ activities to help them do this.

This will be evident in pupils’ capacity to apply their knowledge, skills and understanding with sufficient:

- Fluency over time
- Independence
- Resilience to deal with complexity and new contexts

The key professional judgements teachers need to make at each assessment milestone are: **Is the pupil ‘on track’ to meet the expected standard for their year group at the end of the academic year?**

Therefore, **teachers need a clear understanding of what the End of Year Standard looks like** in the year group they teach (alongside what comes before and what comes after).

All national curriculum **objectives are designed to be judged at the end of the year**.

Teachers must make a judgement at each data point as to whether a child’s learning **is secure enough for them to be ‘on track’ and meet the end of year standard**, based on what has been taught so far.

The Hampshire (Planning and) Assessment Model (HAM) ensures objectives are continually revisited throughout the year so that they can be built on and mastered over time. **The ‘mastery approach’ requires objectives to be acquired deeply so as to secure learning in each year group.**

**The standard moves as the year progresses**, meaning there is a different expectation in the degree of fluency, independence and resilience at different times in the year.

(see Hampshire Assessment Model- next page)

## Ten Hampshire Assessment Model principles



# Hampshire Assessment Model- a recursive approach to summative assessment

September to November		November to February		February to April		Summer Term	
				Phase 3 sufficiently secured <b>(APPRENTICE)</b>		Phase 3 <b>(COMPETENT/EXPERT)</b>	
		Phase 2 sufficiently secured <b>(APPRENTICE)</b>		Phase 2 <b>(COMPETENT/EXPERT)</b>		<b>Evidence of:</b> <ul style="list-style-type: none"> <li>• Fluency?</li> <li>• Independence?</li> <li>• Resilience?</li> </ul>	
Phase 1 sufficiently secured <b>(APPRENTICE)</b>		Phase 1 <b>(COMPETENT/EXPERT)</b>					
Previous Yr. Group objectives secured							

# Four practical strategies

1. Construct a mastery learning journey through every unit of learning.
2. Use assessment continuously (formative), stop and check (summative) periodically.
3. In each teaching session, be precise about what is essential for the children learn (sufficiently) and organise/differentiate the lesson for that.
4. Stretch pupils' thinking "going deeper" not further on.

# Skills Acquisition in the Dreyfus Model

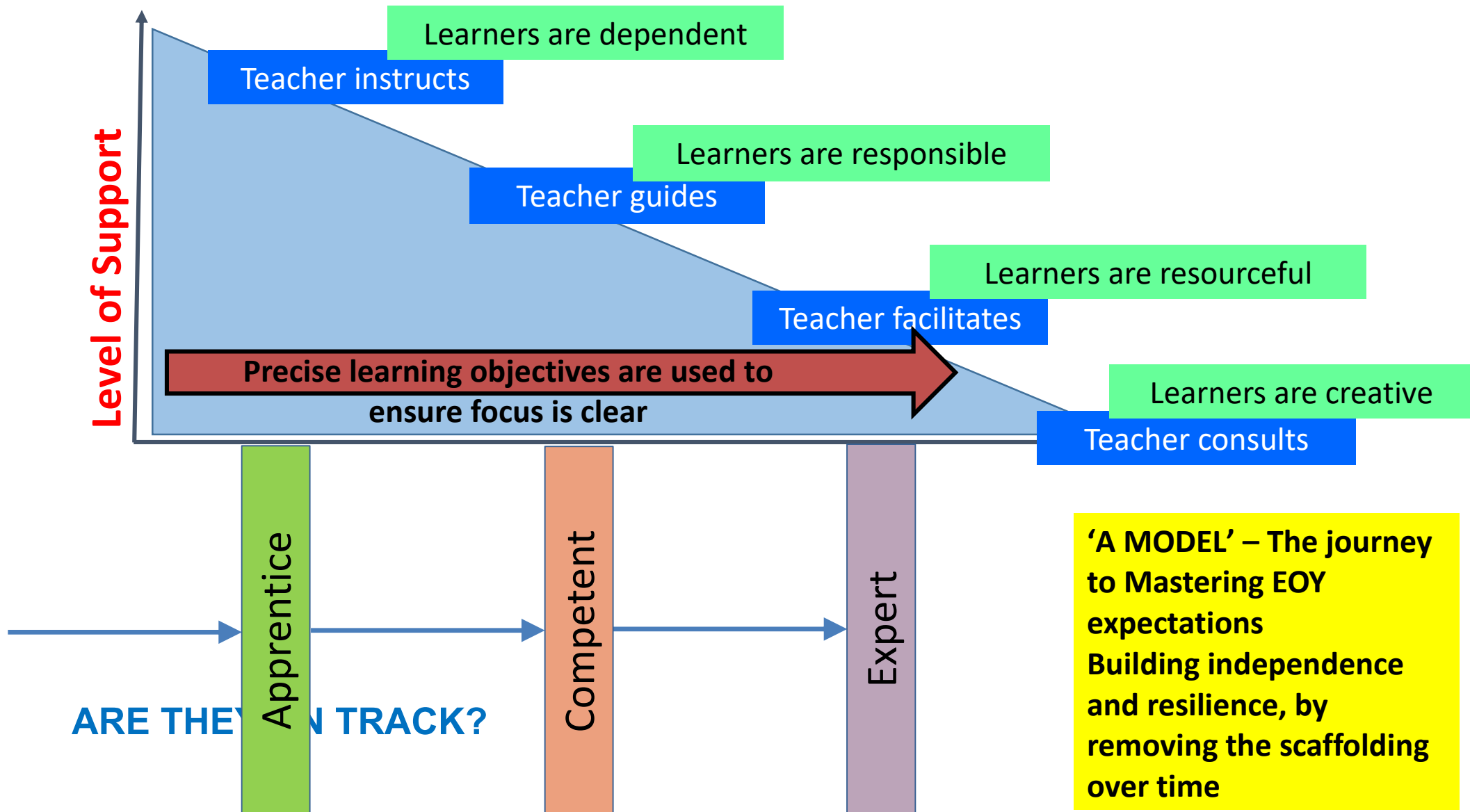
## The layers of proficiency over time:

**‘Concrete experience is necessary for proficiency’**

- **Apprentice** – Has a working understanding, tends to see actions as a series of steps, can complete simpler tasks without supervision **‘Applying with support’**
- **Competent** – Has a good working and background understanding, sees actions at least partly in context, able to complete work independently to a standard that is acceptable though it may lack refinement  
**‘Applying in independent work with some inconsistency in familiar contexts’**
- **Expert** – Has an authoritative, deep and holistic understanding, can achieve to a high standard routinely and deals with matters intuitively  
**‘Give reasons and make conscious and consistent decisions about the choices made in unfamiliar contexts’**
- **ARE - Children need to be ‘secure’ at ‘Expert’ in order to achieve ARE**

\*Acknowledgements: Dreyfus, S.E. Dreyfus, H.L. (February 1980). ‘A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition

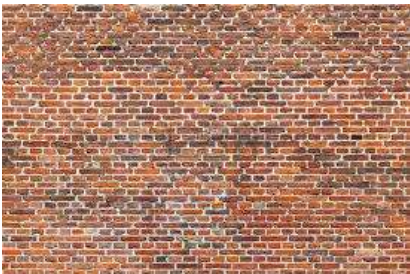
# The mastery learning journey



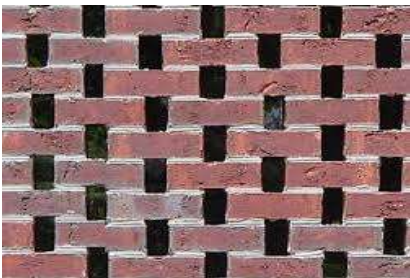
# SUMMATIVE ASSESSMENT

Summative  
Tracking

Moderated  
Expectations



Secure in all domains and maybe beyond in some.  
Needs to explore things in greater depth  
**MET or EXCEEDED ARE**



Secure in most domains.  
Some links and relationships and a secure structure is in place  
Gaps are small.  
Needs to explore and fill gaps  
**MET ARE**



Secure in some domains.

Most links and relationships yet to be made

Gaps are too wide for stability.

Needs to see things differently to cement the ideas together

**CLOSE TO ARE (but not yet met)**



Secure in some domains but weak structurally.

Gaps are systemic and performance is inconsistent.

Early pre-teaching interventions needed at start of year

Needs a different approach

**NOT MET ARE**



Has attended your lessons and experienced each bit

Little comprehension and unable to apply

Needs a different approach

**WELL BELOW ARE**

## Domain Bricks: Building the wall

<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
Number and place value	Word Reading	Transcription
Addition and subtraction	Themes and Conventions	Handwriting
Multiplication and division	Comprehension- Clarify	Composition: Composition and Effect
Fractions (including decimals)	Comprehension- Monitor and Summarise	Composition: Text Structure and Organisation
Measurement	Comprehension- Select and Retrieve	Composition: Sentence Structure
Geometry: properties of shape, position & direction	Comprehension- Respond and Explain	Vocabulary, grammar, & punctuation
	Inference	
	Language for Effect	

## Close to?

- If pupils **are** getting there, but not **quite** there yet...
- In the Hampshire Model this means:
  - As a result on QFT and planned interventions this pupil will **both** catch up what's missing and keep up with progress made by the pupils who were secure at the same time
  - This will happen **before** the next milestone assessment

$$\begin{array}{rclcl} 100\text{m} & + & 100\text{m} & = & 200\text{m} \\ 80\text{m} & + & 120\text{m} & = & 200\text{m} \end{array}$$



# Mastery learning

- The Hampshire model expects that children will **deepen their grasp** of key ideas, over time, **rather than move on and leave gaps behind**. Progress is neither **linear** nor **skinny**
- Through being **well taught** and **given curriculum opportunities** they will develop and demonstrate their resourcefulness and versatility, (in an age appropriate way)
- This does not mean that all pupils achieve the same degree of mastery... but it is **at least sufficient**, so that they can make successful progress through the fundamental ideas. No one left behind

## Mastery and the link to statutory tests and assessment

- **What stops a pupil from achieving ARE in a test or moderated teacher assessment?**
  - Not sufficiently fluent?
  - Not sufficiently independent?
  - Not sufficiently resourceful and resilient?

This has a teaching implication about changes to the role of a teacher **as the year progresses**

Instructor → Coach → Facilitator



# Enrichment not acceleration

- The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, **decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress** to the next stage.
- Pupils who grasp concepts rapidly should be **challenged through being offered rich and sophisticated problems before any acceleration through new content**.
- Those who are not sufficiently fluent with earlier material should **consolidate their understanding, including through additional practice**, before moving on.

## Progress

We should be aiming to show that our **higher attaining pupils** are making **good progress (from their starting points)**

- Overtime, all those pupils who started the key stage “Beyond” their peer group, should be showing secure evidence of achievement that is “deeper within” e.g. still **beyond**. The % beyond should remain % beyond.
- This means that what “Below” pupils do achieve they achieve more deeply by working through the learning hierarchy, over an appropriate time scale. They may not learn everything but what they do learn they learn well



\*Acknowledgments:

