The Challoner Vision of Assessment

1. To allow pupils access to a broad and balanced curriculum that prepares them for the demands of the newer, more demanding examination system that they will face in the future

2. To enable pupils to identify and understand how to improve their work to improve their learning – the focus is on progress

3. To help pupils 'strive for mastery' by creating more opportunities for formative assessment involving: self and/or peer assessment, planning tasks, re-drafted work, incremental improvements

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Big ideas

Subjects have analysed their subjects and identified between 4 and 6 key skills that pupils must strive to master in KS3 to prepare them for their GCSEs

ENGLISH – Big Ideas   **YEAR 8 PROGRESS HIERARCHY**

English Reading	Understanding & Supporting	Analysing	Evaluating
English Writing	Content & Ideas	Structure & Organisation	Technical Accuracy

Progress Hierarchies

Subjects then identified the Thresholds that pupils must go through in order to 'Master' each of these Big Ideas, from Emerging to Mastery.

ENGLISH – Reading

YEAR 8 PROGRESS HIERARCHY

	Understanding & Supporting	Analysing	Evaluating
Mastering	• I can make confident interpretations and support them with multiple precise quotations. • I can make thoughtful comparisons about content.	• I can analyse a range of more complex techniques, using mostly precise and accurate terminology. • I can comment on how these techniques work together to create an effect on the reader/ audience. • I can make thoughtful comparisons between the techniques the writer(s) use(s).	• I can thoughtfully explain how contextual factors influence the reader/ audience. • I can make thoughtful comparisons between the writer's purposes.
Deepening	• I can make confident interpretations and support them with one or two precise quotations. • I can make clear comparisons about content.	• I can comment on a range of more complex techniques (including aspects of form). • I can use precise and accurate terminology. • I can comment thoughtfully on the effect these techniques have on the reader/ audience. • I can make clear comparisons between techniques the writer(s) use(s).	• I can show an awareness of the context in which a text was written. • I can explain how context has influenced the writer. • I can make clear comparisons between writer's viewpoints and purposes.
Securing	• I can make inferences and support them with relevant evidence. • I can compare simple ideas about content.	• I can accurately identify a wider range of techniques, e.g. figurative language, phrases. • I can comment clearly on the effect these techniques have on the reader/ audience. • I can make simple comparisons between techniques the writer(s) use(s).	• I can comment on the writer's viewpoint or opinion. • I can explain why they want to create this effect on the reader/ audience. • I can make simple comparisons about the writer's viewpoints and purposes.
Developing	• I can show a clear understanding of the text. • I can give relevant quotations to show where I get my ideas from.	• I can accurately identify some basic techniques, e.g. word classes. • I can make simple comments on the effect these techniques have on the reader/ audience.	• I can identify the main purpose of the text. • I can give evidence to show how the writer has met this purpose.
Emerging	• I can understand the text. • I can give quotations, some of which are relevant.	• I can show an awareness of language and structure techniques. • I can use some terminology, though not always accurately. • I can comment on my personal response to the text in general.	• I can identify the main purpose of the text.

Summative Assessment – *making judgements*

Departments will **reach a summative judgement at least once a term** (reporting a Threshold judgement). This will continue to be reported onto Progresso

Formative Assessment – *supporting progress*

'**Strategic**' Formative Assessment: a piece of work that is specifically chosen during a topic to provide your son an opportunity to attempt an activity linked closely to one of the *Big Ideas* to help them strive for excellence (draft / review / redo)

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Progress Hierarchy

Progress Planning

ENGLISH - Reading

YEAR 8 PROGRESS HIERARCHY

	Understanding & Supporting	Analysing	Evaluating
Mastering	• I can make confident interpretations and support them with multiple precise quotations. • I can make thoughtful comparisons about content.	• I can analyse a range of more complex techniques, using mostly precise and accurate terminology. • I can comment on how these techniques work together to create an effect on the reader/ audience. • I can make thoughtful comparisons between the techniques the writer(s) use(s).	• I can thoughtfully explain how contextual factors influence the reader/ audience. • I can make thoughtful comparisons between the writer's purposes.
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Developing	• I can show a clear understanding of the text. • I can give relevant quotations to show where I get my ideas from.	• I can accurately identify some basic techniques, e.g. word classes. • I can make simple comments on the effect these techniques have on the reader/ audience.	• I can identify the main purpose of the text. • I can give evidence to show how the writer has met this purpose.
Emerging	• I can understand the text. • I can give quotations, some of which are relevant.	• I can show an awareness of language and structure techniques. • I can use some terminology, though not always accurately. • I can comment on my personal response to the text in general.	• I can identify the main purpose of the text.

Progress Planning Sheet

Year 8 English Reading

	WWW this time (what I did well this time and I need to keep doing next time)	EBI next time (what I must start doing next time to make my work even better)
Understanding and Supporting		
Analysing		
Evaluating		

Your son's use of Progress Hierarchies?

- Should refer to this frequently to identify their 'next steps'

- Will highlight (in green) the things that he has successfully been able to complete and (in purple) what he still must focus on next to improve in this Big Idea.

Your son's use of Planning sheets?

- Twice during each topic pupils should reflect on their progress and plan their next steps in their learning
  - WWW – this time (*keep doing*)
  - EBI – next time (*start doing*)

- Use before the summative task to reflect on WWW and EBI to ensure progress

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Potential use of Progress Record...

	Geographical Explanation... - 'explaining... geogra...	...cisions – ...g geographically	Geographical Links – 'Linking geographically'	Geographical Investigations – Investigating geographically
	...multiple reasons. Ideas ...been linked and/or extended using connectives such as 'this will lead to..'; 'this in turn will...' to link the idea to the question. Clear evidence of appropriate topic specific key terms.	Basic conclusion is reached with some reasons and exemplification given for this. The answer attempts to provide balance, but one argument is given far more weighting than the other.	(C) A range of resources are used through clear identification, interpretation and synthesis of important concepts and issues. Clear interconnections are explained between topics and some relevant exemplification. (TLG) A clear understanding of the role of a range of different stakeholders have based on their values, attitudes and actions and the different decisions made	(M) Qualitative and Quantitative methods are accurately described and justified including sampling and measurement technique referring to accuracy and reliability. (P) Both cartographic and graphical techniques are used appropriately to present data. (I) Data is described to identify patterns and evidence and basic reasons are given to explain these with basic conclusions.
Deepening	A few stand-alone ideas are explained with basic reasons. Basic use of some key terms	Conclusion are implied (not clearly stated) with simplistic reasons ...ered with limited exemplification. The answer may be imbalanced or incomplete. ✓ ✓	(C) Several resources are used with basic identification and interpretation of concepts and issues. Basic interconnections are described between topics with some exemplification. (TLG) A basic understanding of several stakeholders' attitudes, actions and the different decisions made	(M) Quantitative and Qualitative methods are described to include sampling and measurement technique required to collect data. (P) A range of graphical techniques are used appropriately for the data. (I) Data is described to identify patterns and evidence and basic reasons to support
Securing	A few stand-alone ideas are stated almost list like in nature	Accurate points given with an attempt to give simple reasons for these ✓	(C) Resources are used through simple identification and interpretation of basic concepts and issues. Simple connections are identified within topics with some exemplification. (TLG) A simple identification of a few stakeholders' attitudes, actions and the different decisions made	(M) Quantitative and/or Qualitative methods are described with key parts of the measurement technique given. (P) Two simple graphs have been used appropriately for the data. (I) Data is described with some valid patterns given.

Developing	A key fact or idea is given often in a list like, 'one word' nature	A more accurate recollection of relevant ideas linked to the question	(C) A resource has been partly used to identify an idea and relate it to the key question. (TLG) A stakeholder's attitudes have been identified	(Q) Range of questions can be generated to investigate and issue geographically. (M) Quantitative and/or Qualitative methods are described with key parts of the measurement technique given. (P) Two simple graphs have been used appropriately for the data.
Emerging	Recollection of a relevant idea	Recall of a relevant idea linked to the question	(C) A resource has been partly used to identify a key fact and to relate it to the topic. (TLG) A stakeholder has been referred to simplistically.	(Q) Basic questions can be asked to investigate a topic. (M) Simple quantitative or qualitative methods can be used and briefly outlined. (P) Simple presentation techniques such as bar and line graph can be used.

(C) Connections; (TLG) Thinking Like a Geographer; (Q) Generating enquiry Questions; (M) Methodology; (P) Presentation of data; (I) Interpretation of data; (E) Evaluation

Progress Planning Sheet   **Year 8 Geography**

Potential use of Progress Planning…

	WWW this time (what I did well this time and I must keep doing next time)	EBI next time (what I must start doing next time to make my work even better)
Geographical Questions		
Geographical Decisions	I have given accurate ideas and points to identify the factors cause an event I should try to give reasons for these factors to explain ideas I must also try to give conclusions and reasons for these to explain which were the most important causes	I should try to give reasons for these factors and explain ideas ✔ I must also try to give conclusions and reasons for these to explain which were the most important causes ✔ The answer needs to try to have more balance to conclusion
Geographical Links		
Geographical Investigations		

How can you help you son progress?

A few ideas to keep reminding yourself when you are discussing school work with your son

Positive - Focus on the things that he can do and the effort that he is putting in to improve

Progress – Ask him questions that focus on his progress, for example:

- "how can you improve your reading in English?"
- "what would make your evaluation even better?"
- "what was your teacher feedback on the English assessment?"

Proactive – Try to support your son by looking through his books at feedback / Progress Hierarchies / Planners.

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