# Prisum

# Prisum Approach to Assessment in Alternative Educational Provision. (Also See links to Website resources etc)

## Key Messages / Basics of Assessment

- There is no point in assessment and tracking unless it supports student outcomes and school improvement.
  - The young person is central (Not OFSTED / Governors etc)
  - The context and emotions of the young person are central.
  - Assessment has the capacity to shut down our aspirations especially when the children are not performing and lack confidence in themselves.
- Assessment is scary and has the potential to both:-
  - Shut down our motivation for life. (The things we talked about that we were not good at)
  - Or make us believe that we are good at something ------ so we try harder ------ we get rewarded ------ --- we enjoy it more ------ we succeed.
- It is essential that we build students up and help them:-
  - Believe in themselves
  - Enjoy what they do so they move to **the positive cycle** and **have resilience** when things get tough.
  - The numbers mean nothing unless we use them to support the young people.

### **Understanding different measures**

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- The <u>Rainbow sheets</u> show all the different measures used both in the past and recently introduced and their equivalences.
  - The comparators are based on National available documentation.
    - And national statistics of what % of students reached each level.
      - A Key Stage 1 or Key Stage 2 measure can be compared to a Key Stage 4 measure in "Skill Level" and "Core Standards"
      - The Key Stage 4 measure will have greater "breadth of knowledge" but if you look at the skills and abilities demonstrated they are equivalent.
    - If we consider the population as a whole then we could split them into performing at ......
      - Broadly Average ----- Expected
      - Above Average ----- Exceeding
      - Or Below Average ------ Emerging.
        - We can further divide these into **<u>9 Rainbow Bands</u>**

Emerging – Em-	Emerging Em	Emerging + Em+	Expected – Exp-	Expected Exp	Expected + Exp+	Exceeding – Exc-	Exceeding Exc	Exceeding + Exc+
Low 👄	Below Average	: ➡ High	Low 🛻	Average Band	🗢 High	Low 📛	Above Average	e High
Lowest 5%	Lowest 15%	Lowest 25%	26-39%	Average 40-60%	61-75%	Highest 25%	Highest 15%	Highest 5%

This could be done for any skill from Cake making to English Skills

Or for anything else we choose to measure such as attendance or even the number of smiles we give in a week.

Context is everything in Alternative Provision but it should be used to raise aspirations not as an excuse.

# Making a judgement Using The Progression Lines - see also Science Example

Staff should always compare to current and previous students as it is easier to compare and rank than actually "use criteria" once this is done you can look at the appropriate bands.



1. The help us to broadly assess.

- 2. A best fit on the black statements is the assessment.
- 3. The red text offers examples and helps with quality assurance.

Re	ead	ling Skills Progression L	ines Steps 22-	43
	All	judgements should be <mark>"Professional Teacher E</mark>	Best Fit" and used to inform planning / next steps	– <mark>No</mark>
Sc	ale	Themes & Conventions	Comprehension	
st 22-	1.5 - 1	Identify & explain the main purpose of texts in relation to the reader - This bock is just to give facts but this one tells us what people think as well." - "It tells us not to be taken in by how things look." Express personal opinion of writer's viewpoint & effect on the reader - "The writer thinks families care about each other but sometimes they dont."	Express personal responses to fiction, non-fiction & poetry Be able to explain the meaning of words in context Be able to explain the meaning of words in context Be able to locate key information efficiently, for a purpose Prepare poems & play scripts to read aloud & to perform, showing understanding through intonation, tone, volume & action C choose own poems linked to theme/topic; used forma or drama techniques convey meaning; pupils negotiate own roles prior to performance Ask questions to improve their understanding of a text	

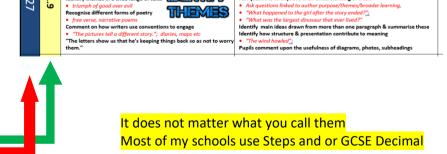


consider your current topics / work in context. This is not about "coverage"

4. Using the scales on the left helps us match up with the rainbow grid. if they can do about half it will be 1.7 on the example here. (Or Step 25)

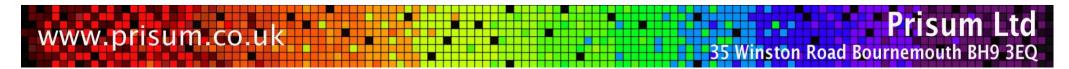
The baselines here will be graded using the scales on the left of the progression lines.

These grades could be Decimal GCSE grades (KS4) But you can also see the equivilent steps grade in KS3



These initial baselines should be confirmed or modified working together as professionals through normal quality assurance and collaboration / standardisation processes. (Talk to eachother ------ if it is taking you a long time you are over thinking things) It is not about 5 bits of evidence for every statement.

These grades would be collected on data collection sheets / School Management Systems and analysed in spreadsheets (Potentially designed by Prisum) We will then take follow up assessments using the same scales and various outputs can then support our work with the children.



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### Making Judgements / Setting Expectations:

- We need to **trust teachers as professionals** but assessment in alternative provision is very challenging and they will need CPD, support and quality assurance from leadership colleagues.
- Measuring progress from KS2 is interesting and may help us with our understanding but not always appropriate without the context.
- Measuring progress from baseline is much more appropriate for our setting.

#### • Assessments should be made using

- The progression lines and professional judgements of what the students are doing.
  This is not about endless evidence we will quality assure and support eachother in other ways
- It is important to recognise that students will often underperform in a test.
  So it is more important to have a "best fit" of all their skills.
- YOU should NOT NEED TO DO ANY ADDITIONAL ASSESSMENTS / MARKING, TO COMPLETE THIS It should be incorporated in everything you do.
- Expected Progress / Targets
  - o A student arriving will be baselined and this will place them in a colour band.
  - Minimum expectations will be set automatically in line with <u>the Rainbow sheet</u> (Stay in the colour or move up)
  - More aspirational targets will sometimes be set based on the rainbow sheet if other data suggests this.
  - Plus our knowledge of the students to provide additional challenge Eg
    - If they had high KS2 scores in the past.
    - $\circ$  Life is settling down and there is real hope then it may even be higher.

#### Potential outputs

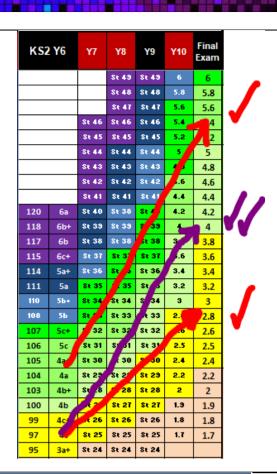
- We can then measure progress against the rainbow grid in terms of colour band or similar benchmarks using <u>Bespoke Analysis</u>
- Or against KS2 expectations and rainbow band
- and most importantly against the time they have been with us
- It should include academic and extended learning eg SEMH.

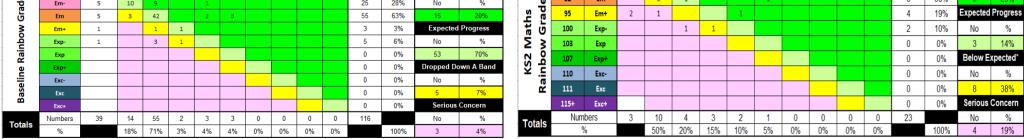
Comparisons against similar provision is available working with Prisum and also via the **Data Pioneer Project** that helps us to benchmark and share best practice. This year that can also help with the Exam submissions.

	Progress Based				Pr	ogres	s ini	s rea	r All S	tuder	its				
	on Individual Targets	of	Incl	uded	ata			bers		Percentage					
	Subject Area	gets o Included the function of the function o		Minimal Progress Against	Fair Progress (50%+)	Good Progress	Outstanding Progress	Minimal Progress Against	Fair Progress (50%+)	Good Progress	Outstanding Progress				
				-	-	_									
	Reading	30	25	5	0	5	3	3	14	20%	12%	12%	56%		
	Writing	30	25	5	0	5	10	4	6	20%	40%	16%	24%		
e	Mathematics	30	25	5	0	5	3	2	15	20%	12%	8%	60%		
Cor	Science	30	25	10	5	5	2	1	2	50%	20%	10%	20%		
	SEMH	30	25	5	0	5	3	3	14	20%	12%	12%	56%		
	PHSE	30	25	5	0	7	2	4	10	28%	8%	16%	48%		
				Indicativ	e Natior	nal Expe	ctations	for com	parison	20%	30%	30%	20%		
			Typical	Expecta	ations fr	om Simil	ar Provi	sion to d	our own	30%	10%	20%	40%		

8A	Reading		Prisum Academy						Autumn 2020								istori evio Years	us	Current Year					Prisum					
Turn on Filter	Average All		103	103.2 Context			KS1			KS2 0.5		0.5	18.4	19.4	23.1	20.4	21.8						97%	123%					
Surname	Forename	Hub	Tutor Programme	Days on Roll	Year Group	Key Stage	Gender	Pupil Premium	SEN Code	SEN Additional need	Read	Write	Maths	English	Maths	PGAS	Attendance	Baseline	2019	2020	DC1	DC2	DC3	DC4	DC5	End of Year	Internal Target	Progress Vs Baseline	Progress This Year
<b>v</b>	<b>•</b>	<b>•</b>	F 🗸	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	<b>_</b> 1	ā -
Fred 4	Bloggs 4	Kestral	S4	84	9		М	Т	Ν		2B	2A	3	96	106	105	87%	1.41			1.6	1.8					1.46	<b>-</b>	1.00
Fred 5	Bloggs 5	Eagle	S2	168	9	KS3	М	F	Ν	Ν	1	1	1	101	94	84	0%	1.32	1.4	1.9	2.6	2.8					2.2	1.00	1.00
Fred 6	Bloggs 6	Hawk	S1	168	9		М	F	к		w	w	1	83	81	86	33%	1.3		1.3	1.4	1.5					1.41		100
Fred 7	Bloggs 7	Owl	S1	135	8		М	Т	к		1	1	2B	92	105	97	75%	1.1		1.1	1.1	1.2					1.16		100
Fred 8	Bloggs 8	Eagle	S4	168	8		F	Т	Ν		1	1	1	86	80	87	79%	1.6		1.6	1.6	1.6					1.78		1. A.
Fred 9	Bloggs 9	Hawk	S1	168	8	KS3	F	Т	к	Ν	1	1	1	92	94	90	88%	2.52		2.5	2.6	2.6					3.04	an an	
Fred 10	Bloggs 10	Owl	S2	168	9		М	F	К		2B	1	2A	105	106	101	79%	1.2		1.4	1.6	1.8					1.48	100	100
Fred 11	Bloggs 11	Kestral	S6	168	8	KS3	М	F	к	Ν	1	1	1	87	101	93	86%	1.1		1.1	1.1	1.2					1.24		

Mathematics										All KS3 Students				/laths	GCSE	Em -	Em	Em +	Exp -	xp – Exp Exp + Exc – Exc Exc +						To	ale	Prog	229				
																					Latest GCSE Grades								100	a15	Progress		
Lat	est Vs		Latest Rainbow Grades										Brogross Batas	Vs KS2				0	1	2	3	4 5		6	7	8	9	No	%	Rates			
Ba	seline	No Results	Lowest Quartile		le	Ave	rage Gr	ades	Т	op Qua	rtile			Progress Rates	Yea	r	11	No KS2		1	1								2		Moved up	a Band	
			Em-	En	n	Em+	Exp-	Ехр	Ехр+	Exc-	Exc	Exc+	No	%				80	Em-	1	2	1	2	1						7	33%	No	%
S	No baselin	27	1										28		Moved up a Band		s –	82	Em		6	1			1					g	38%	6	20%





Progress: What Really Makes the Difference - Using the data to support the students.

- o Improving Self-belief and self-confidence Fully supporting the young person through their personal context and challenges.
- o Building resilience in students when they find stress situations. (Especially exams / Interviews / unexpected situations)
- Developing Exam Techniques so that they do not lose it in the exam.
- The wider aspects of learning PSHE / SEMH / Preparation for Adulthood / Coping with Autism etc
- o Concentrate on "the Core, Core, and more of the Core"

