



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

- The [Rainbow sheets](#) 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 [9 Rainbow Bands](#)

Emerging - Em-	Emerging Em	Emerging + Em+	Expected - Exp-	Expected Exp	Expected + Exp+	Exceeding - Exc-	Exceeding Exc	Exceeding + Exc+
Below Average			Average Band			Above Average		
Low			Low			Low	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.

BLUE KEY HEADERS

1. The **BLUE KEY HEADERS** 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.** 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 equivalent steps grade in KS3

Reading Skills Progression Lines		Steps 22-43
All judgements should be "Professional Teacher Best Fit" and used to inform planning / next steps - Not		
Scale	Themes & Conventions	Comprehension
St 22-27 1.5 - 1.9	EXPLAIN Identify & explain the main purpose of texts in relation to the reader • "This book 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 don't." IDENTIFY THEMES Identify themes in a wide range of texts • triumph of good over evil • free verse, narrative poems Comment on how writers use conventions to engage • "The pictures tell a different story", diaries, maps etc "The letters show us that he's keeping things back so as not to worry them."	UNDERSTAND IMPLIED IDEAS Express personal responses to fiction, non-fiction & poetry Be able to explain the meaning of words in context • Using dictionaries or knowledge of spelling conventions 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 • Choose own poems linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance Ask questions to improve their understanding of a text • Ask questions linked to author purpose/themes/broader learning. • "What happened to the girl after the story ended?" • "What was the largest dinosaur that ever lived?" Identify main ideas drawn from more than one paragraph & summarise these Identify how structure & presentation contribute to meaning • "The wind howled"; Pupils comment upon the usefulness of diagrams, photos, subheadings

It does not matter what you call them
 Most of my schools use Steps and or GCSE Decimal

These initial baselines should be confirmed or modified working together as professionals through normal quality assurance and collaboration / standardisation processes. (Talk to each other ----- **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.

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 each other 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**
 - A student arriving will be baselined and this will place them in a colour band.
 - Minimum expectations will be set automatically in line with **the Rainbow sheet** (**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.
 - Life is settling down and there is real hope then it may even be higher.

KS2 Y6	Y7	Y8	Y9	Y10	Final Exam
		St 49	St 49	6	6
		St 48	St 48	5.8	5.8
		St 47	St 47	5.6	5.6
		St 46	St 46	5.4	4
		St 45	St 45	5.2	2
		St 44	St 44	5	5
		St 43	St 43	4.8	4.8
		St 42	St 42	4.6	4.6
		St 41	St 41	4.4	4.4
120	6a	St 40	St 38	4.2	4.2
118	6b+	St 39	St 39	4	4
117	6b	St 38	St 38	3.8	3.8
115	6c+	St 37	St 37	3.6	3.6
114	5a+	St 36	St 36	3.4	3.4
111	5a	St 35	St 35	3.2	3.2
110	5b+	St 34	St 34	3	3
108	5b	St 33	St 33	2.8	2.8
107	5c+	St 32	St 32	2.6	2.6
106	5c	St 31	St 31	2.5	2.5
105	4a	St 30	St 30	2.4	2.4
104	4a	St 29	St 29	2.2	2.2
103	4b+	St 28	St 28	2	2
100	4b	St 27	St 27	1.9	1.9
99	4c	St 26	St 26	1.8	1.8
97		St 25	St 25	1.7	1.7
95	3a+	St 24	St 24		

Potential outputs

- We can then measure progress against the rainbow grid in terms of colour band or similar benchmarks using **Bespoke Analysis**
- 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.

Subject Area	Numbers of Pupils	Included		Insufficient Data	Progress This Year All Students							
		Yes	No		Numbers			Percentage				
		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%
Mathematics	30	25	5	0	5	3	2	15	20%	12%	8%	60%
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%
Indicative National Expectations for comparison									20%	30%	30%	20%
Typical Expectations from Similar Provision to our own									30%	10%	20%	40%

8A		Reading		Prisum Academy		Autumn 2020		Historic Previous Years		Current Year		Prisum																		
Turn on Filter		Average All		103	103.2	Context		KS1	KS2	0.5	18.4	19.4	23.1	20.4	21.8	DC3	DC4	DC5	End of Year	Internal Target	Progress Vs Baseline	Progress This Year								
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	
Fred 4	Bloggs 4	Kestral	S4	84	9		M	T	N		2B	2A	3	96	106	105	87%	1.41										1.46	..	..
Fred 5	Bloggs 5	Eagle	S2	168	9	KS3	M	F	N	N	1	1	1	101	94	84	0%	1.32	1.4	1.9	2.6	2.8						2.2	..	..
Fred 6	Bloggs 6	Hawk	S1	168	9		M	F	K		W	W	1	83	81	86	33%	1.3		1.3	1.4	1.5						1.41	....	..
Fred 7	Bloggs 7	Owl	S1	135	8		M	T	K		1	1	2B	92	105	97	75%	1.1		1.1	1.1	1.2						1.16	..	..
Fred 8	Bloggs 8	Eagle	S4	168	8		F	T	N		1	1	1	86	80	87	79%	1.6		1.6	1.6	1.6						1.78	..	..
Fred 9	Bloggs 9	Hawk	S1	168	8	KS3	F	T	K	N	1	1	1	92	94	90	88%	2.52		2.5	2.6	2.6						3.04	..	..
Fred 10	Bloggs 10	Owl	S2	168	9		M	F	K		2B	1	2A	105	106	101	79%	1.2		1.4	1.6	1.8						1.48	..	..
Fred 11	Bloggs 11	Kestral	S6	168	8	KS3	M	F	K	N	1	1	1	87	101	93	86%	1.1		1.1	1.1	1.2						1.24	..	....

Mathematics		All KS3 Students										Totals		Progress Rates		
Latest Vs Baseline	No Results	Latest Rainbow Grades								No	%	No	%	No	%	
		Em-	Em	Em+	Exp-	Exp	Exp+	Exc-	Exc							Exc+
No baseline	27	1									28					
Em-	5	10	9	1							25	28%				
Em	5	3	42	2	3						55	63%	15	20%		
Em+	1		1	1							3	3%				
Exp-	1		3	1							5	6%				
Exp											0	0%	53	70%		
Exp+											0	0%				
Exc-											0	0%				
Exc											0	0%	5	7%		
Exc+											0	0%				
Totals	Numbers	39	14	55	2	3	3	0	0	0	116					
	%		18%	71%	3%	4%	4%	0%	0%	0%	100%					

Latest Maths GCSE		Latest GCSE Grades										Totals		Progress Rates	
Year	No KS2	Em-	Em	Em+	Exp-	Exp	Exp+	Exc-	Exc	Exc+	Exc+	No	%	No	%
		11		1	1										
80	Em-	1	2	1	2	1						7	33%		
82	Em		6	1			1					8	38%	6	29%
95	Em+	2	1			1						4	19%		Expected Progress
100	Exp-				1	1						2	10%		No
103	Exp											0	0%	3	14%
107	Exp+											0	0%		Below Expected*
110	Exc-											0	0%		No
111	Exc											0	0%	8	38%
115+	Exc+											0	0%		Serious Concern
Totals	Numbers	3	10	4	3	2	1	0	0	0	0	23			
	%		50%	20%	15%	10%	5%	0%	0%	0%	0%	100%			

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

- Improving Self-belief and self-confidence** - Fully supporting the young person through their personal context and challenges.
- 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
- Concentrate on “the Core, Core, and more of the Core”**