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 | |

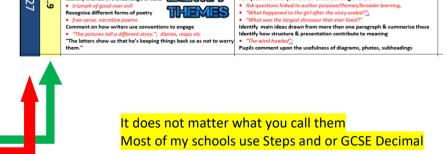


consider your current topics / work in context. This is not about "coverage"

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)

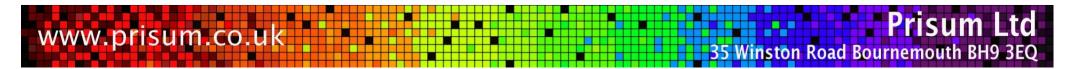
The baselines here will be graded using the scales on the left of the progression lines.

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.

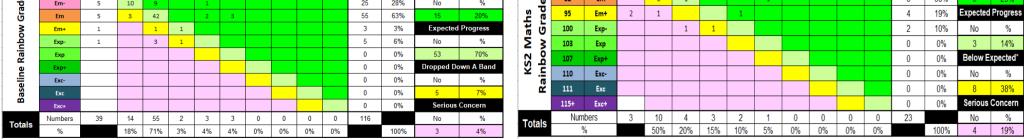
Comparisons against similar provision is available working with Prisum and also via the **Data Pioneer Project** that helps us to benchmark and share best practice. This year that can also help with the Exam submissions.

| | 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 |
| v | • | • | F 🗸 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | _ 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 | - | 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"

