The Assessment Effectiveness Framework

Incerts

Introduction

The Assessment Effectiveness Framework has been developed by a group of primary school leaders from across Wales, selected because their schools demonstrate highly-effective use of assessment in various ways. The Framework will help all the schools in the Incerts Network evaluate how effectively they use assessment, and identify ways of extending and improving that.

Scope

Broadly, the successive Milestones in the Framework reflect the extent to which the school's leadership has successfully put protocols, systems and support in place to allow and encourage effective practice across the school. The scope of that practice falls within that of Aspect 2.2.2, "assessment of and for learning", in Estyn's guidance for the inspection of primary schools. For most schools in the Incerts Network, progress through the Milestones will both drive and follow highly-effective use of the Incerts system.

Structure

The Framework comprises nine, parallel Areas of Effectiveness, within each of which there are four Milestones. The first three Areas of Effectiveness describe how assessment of progressively-increasing quality will look:

- "Making Detailed Assessments",
- "Making Accurate Assessments", and
- "Making Reliable Assessments".

The Milestones in the other six Areas describe how progressively increasing effective use of those assessments will look:

- "Differentiating Teaching",
- "Engaging Pupils",
- "Engaging Parents"
- "Tracking Pupils' Progress",
- "Tracking Vulnerable Groups", and
- "Supporting School Strategy".

Terminology

Where the Framework uses a term that usually relates to Key Stage 2/3, it should be understood that it could also refer to its Foundation Phase equivalent. The Framework is written this way simply to make it easier to read. These terms are:

"Subject", which could also mean "Area of Learning";
"Level", which could also mean "Outcome";
"Sub-Level", which could also mean "Sub-Outcome";
"Core Subject", which could also mean "main Area of Learning"; and
"Key Stage", which could also mean "Phase".

Similarly, the term "pupil" could refer to a child in any of the Key Stages, "teacher" could be any practitioner who teaches and assesses pupils, and "parents" could mean guardians, carers, etc.

Using the Framework

To use the Framework for self-evaluation, a school leader should consider, for each Milestone within each Area, the extent to which their school effectively and consistently follows the practice described there. They should decide whether that practice is:

• "beginning to be effective and consistent" (in some parts of the school),
• "mostly effective and consistent" (in most parts of the school), or
• "fully effective and consistent" (across all parts of the school).

Recording Self-Evaluation

The Framework is available as a printed document, but leaders of schools in the Incerts Network are encouraged to view it in our online Self-Evaluation System, and to record and share details and examples of their school's use of assessment there.

Note that although the four Milestones in each Area are progressive, each building on and going beyond the requirements of the previous one, it is possible for a school to "beginning…" or "mostly…" effective and consistent in a Milestone before they are "fully..." effective and consistent at the previous one in that Area. The online System does allow self-evaluations containing such "gaps" in progression to be recorded.
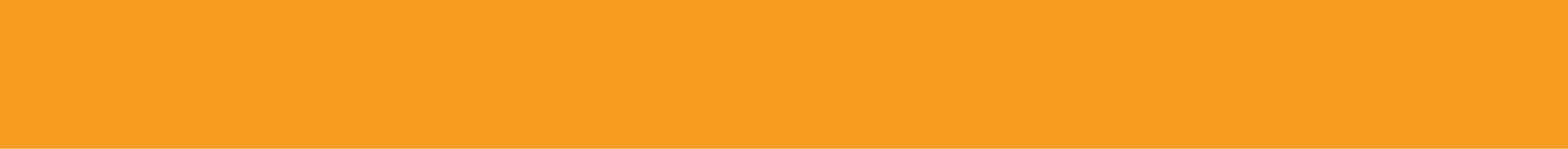
Assessment Quality

Making Detailed Assessments	Making Accurate Assessments	Making Reliable Assessments
The regularity, scope and level of detail of teachers' assessments	The confidence with which teachers use other assessment data to guide and support their own judgements	The breadth and sophistication of procedures that increase the reliability of teacher assessment data

Milestone 1

Teachers assess all of their pupils one or two times a year in most of the core subjects. Each time, and for each subject, they record an overall score, usually a sub-level.

To arrive at an overall level or sub-level for a pupil in a subject, teachers gather "objective" data, such as levels they have given to individual pieces of work, and the results produced by informal and formal tests. Their judgements are mainly informed by these—more than by their own observations of that pupil over a period of time.

In the course of using assessments they made earlier, teachers review each of them at least one more time. There are procedures that allow teachers to change their assessments if necessary.

Milestone 2

Teachers assess all of their pupils several times a year in all the core subjects. They record detailed judgements against all of the individual requirements of the levels for that subject, as well as an overall score or sub-level for it.

In making detailed judgements of a pupil's attainment against individual requirements of the levels for a subject, teachers are largely informed by their observations of that pupil over a period of time, although subject to ensuring that the overall level or sub-level they arrive at agrees with "objective" data such as levelled pieces of work or formal test results.

Periodically, and at the start of the school year in particular, teachers review assessments that were made by a colleague. There are procedures to support discussion between teachers about assessments, and to change those assessments where necessary.

Milestone 3

Teachers assess all of their pupils in all the subjects, assessing regularly in the core subjects. For each subject, they record detailed judgements as well as an overall score/sub-level. They write occasional comments or identify examples of their pupils' work to support and expand on some of those judgements.

In making detailed judgements of a pupil's attainment against individual requirements within a subject, teachers are informed by their observations and by specific skills the pupil demonstrates in work they have produced and in answers they have given in tests. Teachers occasionally record examples of those answers alongside the judgements that they support.

Examples of pupils' work are selected, annotated and collected together to exemplify some of the individual requirements of the levels. These examples are used by teachers to support them in making and discussing their judgements.

Milestone 4

Teachers assess all of their pupils in all the subjects regularly. For each subject, they record detailed judgements as well as an overall score/sub-level. They systematically record comments and examples of their pupils' work that build up a narrative or a profile of their learning, in the core subjects at least.

In making detailed judgements of a pupil's attainment in a subject, teachers are informed by all the information available. They systematically record how specific information from answers given in tests, and from other sources, has supported their judgements. They compare sub-levels averaged across the cohort with test results averaged across the cohort to identify any systematic difference between them.

Examples of work from pupils within and outside the school are systematically selected, annotated and collected together to exemplify the individual requirements of the levels in the core subjects. These "profiles" of the subjects are used by teachers to support them in making judgements that are consistent with those made in other schools, both within and outside of their cluster.

Assessment Use

Differentiating Teaching	Engaging Pupils	Engaging Parents
The precision of the information about pupils' attainment that is used to inform differentiation of teaching	The level of detail of the assessment information shared with pupils, and their involvement with the process of assessment	The level of detail of the assessment information that can be readily accessed and responded to by the parent

Milestone 1

In planning for their lessons, teachers differentiate for groups of pupils in their class according to their overall level of prior attainment in a subject.	Teachers occasionally show pupils their overall attainment in a subject, representing it in a way that's meaningful to them. Similarly, they have an engaging way of showing pupils how far they have progressed, and how close they are to their individual target.	Annual reports include the pupil's overall attainment in core subject areas presented in a way that's meaningful to parents. The reports tell parents how to respond with their comments, and these comments could relate to their child's attainment.

Milestone 2

Teachers group pupils in their class according to their own assessments of each pupil's current level of attainment in a subject, and differentiate for those groups in their planning.	Several times a year, teachers show their pupils some of the particular requirements of the Levels for a subject area that they have already met, using language that they understand. Similarly, they show pupils some specific "next steps" they must take to make further progress, perhaps asking them to choose particular ones that interest them to focus us.	Periodic reports to parents are made that, as well as overall attainment in core subject areas presented in a meaningful way, include details of individual skills and the extent to which the pupil has developed them. Similarly, the reports set out some specific "next steps" the pupil must take to make further progress. The reports encourage parents to respond with their comments, which could relate to those "next steps".

Milestone 3

Teachers group pupils in their class who, according to their own detailed assessments, either require more support or can be stretched further in particular individual requirements of the levels of a subject. They differentiate for those groups in their planning for those requirements.	Teachers regularly show their pupils how a particular example of what they've done in class relates to one of the specific requirements of a subject area, and has therefore been recorded by the teacher. To be engaging, these examples should be recorded as photographs or video files that the pupils can view with support.	Alongside periodic reports that clearly present overall levels of attainment, details of the individual skills the pupil has learned and specific "next steps" for further progress, parents are given online access to some examples of the pupil's work that relate directly to the skills learnt. Parents are encouraged to access these examples and to give their comments.

Milestone 4

Having identified groups of pupils to differentiate for in their planning for particular individual requirements of a subject, teachers reassess their pupils periodically and move them between those groups as they progress.	Pupils who are old enough are aware of some of the specific "next steps" they must take to make progress towards the particular requirements of a subject area. They suggest examples of things they have done in class that the teacher should record, expressing their reasons in terms of those requirements. Some pupils are further engaged by being allowed to record their own work, annotating it appropriately with support.	Alongside periodic reports that clearly present overall levels of attainment, details of the individual skills the pupil has learned and specific "next steps" for further progress, parents are given online access to a comprehensive profile of comments and examples of work that relate directly to the skills learnt. Parents are encouraged to access this profile, and to make comments and contributions to it online.

Tracking Pupils' Progress	Tracking Vulnerable Groups	Supporting School Strategy
The range and sophistication of the uses to which pupils' assessment data is put	The range and sophistication of the uses to which groups' assessment data is put	The extent to which assessment information is used by and supports the school's teachers, leaders and governors

Milestone 1

Tracking Pupils' Progress	Tracking Vulnerable Groups	Supporting School Strategy
In most of the core subjects, each pupil's progress is calculated, from their scores or sub-levels at the beginning and the end of each year or key stage, and compared with national expectations.	For one or two of those groups that are typically identified as vulnerable to under-achievement in schools, a measure of the pupils' average attainment and a measure of the pupils' average progress over a year or a key stage are compared with their cohort and with national expectations.	Teacher assessments recorded through the year are used to inform the end-of-key-stage levels that the school is required to submit.

Milestone 2

Tracking Pupils' Progress	Tracking Vulnerable Groups	Supporting School Strategy
In all the core subjects, each pupil's progress is calculated from a sufficiently precise measure of their attainment the beginning and the end of each year or term. These measures of each pupil's attainment are compared with precise targets in each subject that were set for her/him individually.	For several groups in the school that are identified as vulnerable to under-achievement, and in each of the core subjects, the pupils' average score or sub-level, the pupils' average progress over a year or a term, and the pupils' average progress towards their individual target, are compared with those of their cohort and with national expectations.	Subject Coordinators or an Assessment Coordinator use teacher assessment data to monitor how cohorts and other groups of pupils progress in the core subjects from year to year.

Milestone 3

Tracking Pupils' Progress	Tracking Vulnerable Groups	Supporting School Strategy
The methods used to calculate pupils' progress and compare their attainment with their individual targets are sufficiently robust, and their use is sufficiently regular, to support timely and targeted interventions. The results of such calculations and comparisons in all the core subjects are used to select particular pupils for additional support or for more challenging work.	The methods used to compare the performance of the school's vulnerable groups with expectations are sufficiently robust, and their use is sufficiently regular, to enable timely and targeted action to be taken whenever necessary.	The Senior Leadership Team and teaching staff collaborate to analyse teacher assessment data from all cohorts and groups, making use of other contextual data (e.g. attendance), other types of assessment data (e.g. national tests) and individual target data (e.g. from Fischer Family Trust)

Milestone 4

Tracking Pupils' Progress	Tracking Vulnerable Groups	Supporting School Strategy
The method used to calculate pupils' progress and compare their attainment with their individual targets are robust and regular enough to measure the impact of all targeted interventions meaningfully. Such measurements of impact are used to identify the best interventions, and sometimes to move a particular pupil from one group to another during an intervention.	The methods used to compare the performance of the school's vulnerable groups with expectations are robust and regular enough to measure the impact of all targeted action meaningfully.	The governing body's strategic decision-making and planning of school improvement and resourcing are informed, where appropriate, by their clear understanding of a comprehensive analysis of the school's assessment data.