

Assessment, Outcomes and Progress

– What is the data telling us?

Copyright © Babcock Integration LLP (2015)

21st November 2017



@bettergovernor



Steve Barker

- Chair infant schools with Children's Centre and Special Needs Support Centre
- Chair of secondary (11-19 Academy Trust
- Member of MAT
- National Leader of Governance
- Creator of Better Governor



Aims of today's session:

- to encourage you to reflect on what assessment it and its key purpose
- to clarify the *outcomes* governors/trustees should focus on
- to explore how as governors/trustees we can seek assurance that pupils are making progress in their learning



@bettergovernor

What's assessment for?



@bettergovernor

Report of the
ASSESSMENT REVIEW GROUP

Redressing the balance

January 2017



*To put it simply,
assessment helps
teachers to teach
and pupils to
learn.*



@bettergovernor

better  governor

Everyone on the board

Knowledge

- the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
- the importance of a broad and balanced curriculum
- the rationale for the chosen curriculum and how this both promotes the ethos of the organisation and meets the needs of the pupils/students
- the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
- the relevant statutory testing and assessment regime
- the purposes and principles of assessment outlined in the final report of the [Commission on Assessment Without Levels](#).
- the rationale behind the assessment system being used to monitor and measure pupil progress in the organisation
- the key principles, drivers and cycle of school improvement
- the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
- the role of behaviour in maintaining a safe environment and promoting learning



**Final report of the
Commission on Assessment
without Levels**

September 2015



Chaired by John McIntosh CBE

Not essential reading
for governors/trustees,
but helpful background



@bettergovernor

better  governor

Assessment without levels?

....very different day-to-day approaches to assessment and signal fundamental shifts in ideas about learning and assessment

2015 Commission on Assessment Without Levels

What do you believe this means?



@bettergovernor



Monitoring Assessment

- How do governors and trustees know assessment is happening?
- Which outcomes do we monitor?
- How do governors/trustees ensure assessment is accurate?
- Internal v external views?



@bettergovernor

How do governors/trustees know?

- Termly – (class year group) Teacher assessment
- Compare predictions v reality (SATs/GCSE)
- In-school moderation
- School:school moderation
- Local authority moderation
- Learning walks (in lesson assessment)
- Mapping of assessment criteria v N Curric/ARE
- Matching sch predictions v national data (ASP)
- Groups of pupils (Disadvantaged, MA etc)
- Intervention groups (SEN, disadvantage EAL etc)



@bettergovernor

better  **governor**

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
	G
U	U

New GCSE
grading
introduced from
2017 for English
and Maths

GCSE's and accountability

A message from Ofsted to inspectors, 8th September 2017

Headline accountability measures

From the 2017 results, it is important that inspectors remember that for the headline school accountability measures, the grade 5 or above (strong pass) is used. The headline attainment measures are:

- the percentage of pupils achieving a grade 5 or above in English and mathematics, and
- the percentage of pupils achieving the EBacc at grade 5 or above in English and mathematics, and at grade C or above in the other EBacc subjects.



#BGHotTopics

Useful links:

Exclusions Guidance

www.gov.uk/government/consultations/school-exclusion-guidance-proposed-revisions

Academies Financial handbook

www.gov.uk/government/publications/academies-financial-handbook

Ofsted on GCSEs

www.gov.uk/government/uploads/system/uploads/attachment_data/file/643178/SIU_special_edition_5_September_final.pdf



#BGHotTopics