



Assessing Pupil Progress

APP is the new structured approach to teacher assessment, developed by QCDA in partnership with the National Strategies, to equip teachers to make judgements on pupils' progress. It helps teachers to:

- use diagnostic information about pupils' strengths and weaknesses to improve teaching, learning and pupils' progress
- make reliable judgements related to national standards drawing on a wide range of evidence
- track pupils' progress

APP materials and guidance for Key Stage 3 ICT have now been published, these providing assessment criteria for Levels 3 to 8. These could usefully be used by teachers for summative assessment at the end of Key Stage 2 and to support transition. The materials for Assessing Pupils' Progress in ICT can be found at <http://nationalstrategiesstandards.dcsf.gov.uk/node/157533>



Records of Assessment

Many schools will wish to develop their own proforma for recording teacher assessment and tracking pupil progress. However, in addition to the DCSF published APP grids, ASK have developed a tracking system using traffic lights (red, amber, green) to clearly record pupil achievement. Linked to five themes, these are available for each year group and allow the teacher to record whether individual pupils have met the expectation, or if they are working below or above the expectation.

Created in Excel, these tracking sheets allow teachers to add comments (as needed) and provide a useful colour coded summary to inform summative assessment.

ICT Assessment Record Year 4

| Class | Forename | Surname | a | b | c | d | e |
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Progression statements inserted as comment.



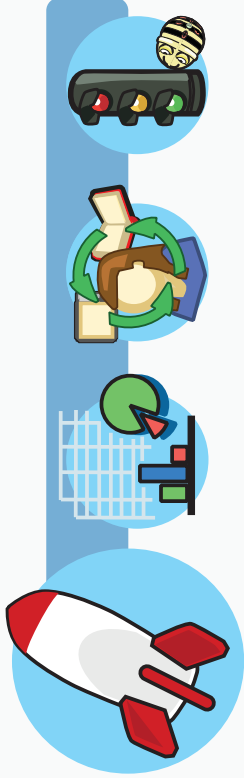
School Assessment Portfolios

To facilitate in school moderation and ensure all teachers are consistently and reliably assessing pupil attainment in ICT, it is useful for the school to create a portfolio of examples of pupil work which have been levelled. To inform the judgements made, teachers should annotate these examples to make it clear what the nature of the task was and the support pupils received. To support schools in developing a portfolio, levelled examples of pupil work for each of the five themes are available to download at www.kenttrustweb.org.uk/kentict/kentict_theme_home.cfm



Assessment in ICT

A Guide for Primary Schools

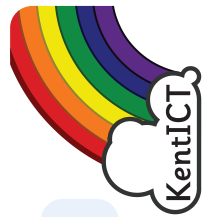




Assessment in ICT

Effective Assessment in ICT is essential to:

- ensure prior attainment and achievement is built upon
- identify and focus teaching on areas of underperformance
- support improved learning outcomes for underachieving groups of pupils
- focus plans on raising standards of pupil attainment



Planning for Assessment

To ensure pupils are able to meet age appropriate expectations in ICT, teachers need to provide appropriate learning opportunities for them. Progression statements are available to support teachers in this respect. Whilst these are presented in year groups, it is important that teachers make judgements on what should be taught in which year group based on pupils' prior experience and ICT capability.

To help pupils meet the expected levels of attainment, teachers should know at any given time the level pupils are working at and should record in their planning:

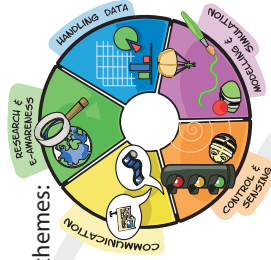
- Learning Objectives linked to the Level Descriptions
- expected level(s) of attainment
- to ensure pupils reach these expectations, teachers also need to identify success criteria so that it is clear to pupils what the teacher is looking for.

Progression Statements

Progression statements for ICT have been developed around five themes:

- Communication
- Handling Data
- Research and e-Awareness
- Control and Sensing
- Modelling and Simulation

Many schools will wish to use these to inform their planning both to ensure a broad and balanced curriculum and that pupils are able to meet age appropriate expectations. ASK has included sample units of work for exemplification only and strongly encourage all schools to adapt these to meet the needs of pupils in their own school. These are available to download at www.kenttrustweb.org.uk/kentict/kentict_theme_home.cfm



Peer and Self Assessment in ICT

To develop skills on self and peer assessment:

- expected learning outcomes must be shared with pupils
- pupils need to be able to identify when they have met some or all of the success criteria
- pupils need to be able to assess their own progress to become more independent learners
- pupils need to be taught the skills of collaboration and peer assessment

'I can' statements can be usefully used to support pupil self and peer assessment and are available for each of the five themes. An interactive assessment rocket has now been developed to support pupil self assessment. By selecting relevant statements, pupils are able to generate a printable certificate of their achievement. Statements within the interactive assessment rocket are aligned to each level of attainment thereby also informing teacher assessment. The assessment rocket can be used online or downloaded for use offline.

Teacher Assessment

To support teacher assessment, ASK have developed assessment grids which indicate the expectation of pupils for each year group and what pupils working below and above the expectation would be achieving. Teachers may also wish to use these statements to support their planning and in particular differentiation in lessons. Traffic lights (red, amber, green) are used to clearly indicate expectations. Statements within these assessment grids illustrate aspects of one or more Level Descriptors and can therefore support teachers in making periodic summative assessments of how well individual pupils are achieving. When making a judgement teachers should take into account:

- strengths and weaknesses
- across a range of contexts
- over a period of time
- a single piece of work will not cover all the expectations set out in a level description

Assessment grids are available to view online at:

www.kenttrustweb.org.uk/kentict/kentict_theme_home.cfm

And to download in Excel format at:

www.kenttrustweb.org.uk/kentict/kentict_coordinators_good_enough.cfm

| some children will not have made so much progress and will | most children will | some children will have progressed further and will |
|--|--|--|
| Predict and test short sequences of limited instructions to achieve intended outcomes. | Use an on screen turtle to explore and understand the impact of changing variables. | Refine instructions to improve the efficiency (procedure) of the instructions they have created. |
| E.g. Children use Logo to create a pattern using a range of same sized squares or other shapes | E.g. Children use Logo to create a pattern using a range of same sized squares or other shapes | |
| Show elements of Level 3 - use of ICT to develop ideas and solve problems | | |