**Adran 3/ Section 3**

**An enquiry into Assessment for the Curriculum for Wales**

**by Ross Bennett and Sarah Cuthbertson.**

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| Darparwch drosolwg cryno o’ch ymholiad – gan gynnwys eich cwestiwn ymchwil, rhesymeg, methodoleg (a’ch canfyddiadau, os yw hynny’n berthnasol). **500 gair**  Please provide a brief overview of your enquiry – including your research question, rationale, methodologies (and findings, if applicable). **500 words** | How can a formative and visual approach to assessment develop pupil and parent understanding of progression in Art & DT at key stage 3?  Within our school we chose Art & Design along with Design & Technology to test our new assessment system as an intervention to form our professional enquiry. Year 8 classes were chosen in each subject with a wide range of pupil ability. One class per campus, with different demographics. One Welsh medium and one English stream. These two groups offered a wide scope within the cohort and school. To develop our ideas and the assessment system discussions were held firstly with staff on: ‘What is assessment? Why do we assess? What is the aim of Assessment?’. We both formed part of the working group for WG Assessing the future with George McBride, this enabled us to collaborate with practitioners across Wales and discuss the importance of assessment within a range of different settings. We also developed our research through the  pedagogy Leads insets attended which focused on discussing Assessment the Curriculum for Wales within Powys. Prior to carrying out the intervention we invited Parents and Carers to an evening to discuss the current reporting and assessment system and to develop insight on what reporting should look like.  We created a series of questions inspired by by Lyn Sharrat on the 5 questions and reading her book, ‘Clarity’. Aspects of the new assessment system was shared. We then asked pupils to discuss the same questions on understanding assessment and progression. Ensuring that we spoke to all stakeholders, these elements helped us to build our rational and methodology for the system. |
| Beth ydych chi’n dysgu, fel unigolyn ac fel ysgol o ganlyniad y broses ymholi? **250 gair**  What are you learning, individually and as a school, as a result of the enquiry process? **250 words** | We have learned through enquiry that visually representing the progress allows all to clearly see the growth of a pupils learning experience. By tailoring the assessment criteria used in our to the ‘What matters Statements’ and the ‘descriptions of learning’ it will help staff to not only understand these aspects when constructing new schemes of learning but then give them the framework to assess pupils along within the progressions steps and avoiding such unwieldy systems such as matrixes. Throughout this enquiry we looked at what we had been given by the creators of the Curriculum for Wales and how we could use it effectively. We also looked at regulatory requirements and listened carefully to the misgivings of the old assessment system that was heavily driven by data and targeting. The fundamental discovery we have found is that this system is not about comparison with others but should focus on how the individual pupil progresses along their own trajectory. Also, this will mean that words such as, ‘tracking’ will need to be dropped and a whole new vocabulary developed due to links to linear learning. We also learned that input from a wide range of stakeholders was necessary to test our ideas and allow for feedback and questioning to help us to consolidate our ideas effectively in order to create a system that worked. |
| Beth sy’n gweithio’n dda? Pa elfennau sydd fwyaf defnyddiol? **250 gair**  What’s working well? What aspects are most useful? **250 words** | The element that is working well from our assessment system is the visual representation of pupil progress. This easy to read visual shows progress at a glance and has the capacity to grow alongside the pupil’s education. Extra rings could be added to denote GCSE’s, A-levels, college education, even university and beyond. Sharing our idea with colleagues from across the sectors has helped us to design a system that could work for the pupil’s whole education and even become a record of employment too, morphing into a digital curriculum vitae/portfolio. The feedback and discussions we have received highlights that parents, pupils and colleagues like the ease of reading pupil growth.  The insights from parents concerning the lack of information secondary schools provide concerning their child’s daily school in life comparison with primary schools was an awakening and something we intend to work on during the next academic. This information will help us to develop new systems and amend our existing monitoring, recording and reporting procedures.  Our experiment with a pupil led parent evening also helped to see how we can approach things differently. These sessions allowed pupils to lead the discussion, reflecting upon the formative aspects we had discussed in class. This was an excellent exercise for the pupils to consolidate their learning by informing their parents what they had been working on in lessons. |
| Beth sydd wedi bod yn fwy o her?  Beth wnewch chi’n wahanol yn y dyfodol? **250 gair**  What’s been more of a challenge?  What will you do differently in future? **250 words** | The first biggest challenge we have been confronted with when developing our enquiry is how we feedback. Currently our system uses the ‘I can statements’ taken directly from the ‘Descriptions of learning’ provided. Using these offers teachers a way of gaining a deeper understanding of the progression steps as we move into the inception of the Curriculum for Wales. Even though these are primarily used for helping teachers in constructing schemes of learning, they do offer us a way of feeding back in relation to the ‘What Matters Statements’ and what we have been focusing on within our subject areas. Our next step is to question parents and pupils to see if these are suitable way of explaining what they children are capable of doing within the subject areas or should our comments be more personal. We want our reports to be meaningful. We would like to strike the right balance between being informative and also not using language that is meaningless to the majority of people. This is something that we must experiment with and trial going forward.  Discussing Curriculum for Wales feedback with other AOLE leads within our school has led to some subject areas experimenting with how they approach the language of descriptions of learning. Our English department are simplifying the language to ensure that pupils can understand what they are capable of and the focus within set projects and pieces of work.  The second challenge has been to avoid the use of matrixes and tick boxing. This is a must due after reading the regulatory requirements and the realisation of the job of the primary teacher that does not teach within subject areas but teaches all and we wanted to avoid an unworkable system. This why we have designed system where relevant WMS can be selected and the onus of the system is based upon professional judgement in relation to the progression steps. In future iterations of the system we hope to overcome these through further research and trials in the primary sector to ensure that it is a viable system. |
| Sut fyddwch yn cynnal ac yn datblygu’r diwylliant o ymholi yn eich ysgol? **250 gair**  How will you sustain and develop the culture of enquiry in your school? **250 words** | Our work as pedagogy leads will be disseminated more closely within our school over the coming year. Our school is on the pathway of a school as a Learning organisation and we have Learning hubs set up for staff on both campuses. Our work will bring us even closer to working with the member of staff who has conducted a ‘Continuous Professional Development’ audit and as a result has developed a ‘Professional Development Charter’ that is a move away from the Performance Management, to engage the professional in-line with school development needs. We aim to share enquiry with all staff with the potential to be used as a case study/exemplar in co-construction and enquiry. We can then lead an initial body of staff that are interested in performing their own action research to commit to the relevant qualification such as Masters, if they are interested in furthering their education. We hope this approach with have a cascade effect develop the culture of enquiry. |
| Fel ysgol, sut ydych yn gwerthuso effaith ymholi? **250 gair**  As a school, how are you evaluating the impact of enquiry? **250 words** | As a school we are evaluating the impact of enquiry through our Professional Development. The professional development directly links to the professional standards and this in turn is linked to the development needs drawn out from our school’s Evaluation process and Improvement planning.  This joined-up way of working along with the paper trail, will document the impact of enquiry on our systems, approaches and strategies going forward.  Within the Professional development Teachers are provided with a direct reference to the ‘Teaching Standards’. These illustrate the need for professional enquiry as, ’Employing an innovative outlook’.  We also evaluate the impact of enquiry by first sharing with the Senior Leadership Team and the relevant sub-committee of the governing body on a termly basis. The committee in turn questions the impact of what is being carried out and in relation to the needs of the school. These discussions help to shape our enquiry and provide us with a sounding board to determine if our approach is meaningful. This process ensures that a thorough evaluative process looks closely at the impact of enquiry and the improvement of our school. |
| Adnoddau ychwangeol (os yn addas)  Additional Resources (if appropriate) |  |