

## Executive Summary

Title of the Work	An enquiry into the use of pupil assessment as a tool for improved learning and achievement at a whole-school level	
Author	Kelly-Marie Shiambi	Date of Completion (09/2009)
Institutional Contextual Details E.g. Phase (Optional)	Carterhatch Junior school (Years 3-6) <ul style="list-style-type: none"> <li>• A co-education school</li> <li>• A three-form entry school</li> <li>• extremely ethnically diverse (44 different ethnic back grounds) 60% EAL</li> <li>• statmented pupils</li> <li>• FSM pupils above the national average</li> </ul>	
Major Needs Identified	<ul style="list-style-type: none"> <li>• Continue to raise standards in Literacy and Numeracy</li> <li>• Develop a more rigorous approach to assessment that will ensure all learners make good progress, "Ensure assessment data is used consistently to match work to the needs of pupils to enable them to reach challenging targets..." (Ofsted, 2008)</li> </ul> <u>Personal</u> <ul style="list-style-type: none"> <li>• Develop my understanding of implementing new initiatives at a whole-school level</li> <li>• Develop my professional understanding of assessment and to learn about effective practices around pupil assessment</li> </ul>	
Methods used to collect data.	<ul style="list-style-type: none"> <li>• Collection of quantitative data (SATs results and Teacher Assessment)</li> <li>• A range of qualitative data (questionnaires, meetings and reflection journal)</li> </ul>	
Summary of Major Findings (Or recommendations to others)	<ul style="list-style-type: none"> <li>• Relying on SATs results alone is not enough to raise attainment, TAs that are ongoing and frequently informs planning results in pupils making good progress.</li> <li>• An up to date and informative pupil-tracking system ensures detection of pupils who are not making progress is identified at a much earlier rate.</li> <li>• A data rich pupil-tracking database allows for a more in-depth analytical approach to identifying trends and issues within the school.</li> <li>• An informative tracking system alone will not raise standards – time is needed to analyse the information and for teams to have a professional dialogue about the findings and generate strategies.</li> </ul>	
Impact of the Project (And evidence source) <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Practice</li> <li>• Pupil/Student learning Experience</li> </ul>	<u>Knowledge</u> <ul style="list-style-type: none"> <li>• I have a comprehensive understanding of the best assessment practices in school (Literature Review)</li> <li>• I also have a very clear vision of where I see assessment going next in the school (Impact and Ways Forward)</li> <li>• My knowledge and understanding of how to implement a new initiatives at a whole-school level has deepened (Impact and Ways Forward)</li> <li>• Teachers have a better understanding of data analysis and target setting (appendix 7; Pupil-Progress Meeting Record and appendices 1 and 2 Pupil-Tracking Sheets, appendix 10 Class</li> </ul>	

<ul style="list-style-type: none"> <li>• Pupil/Student Learning Outcomes (What happened as result?)</li> </ul>	<p>Visual Tracking sheet, also see Evidence and Discussion section)</p> <ul style="list-style-type: none"> <li>• Teachers have further developed their TAs and are now very competent at using these assessments to inform their planning, especially in Numeracy using APP (Evidence and Discussion section)</li> </ul> <p><u>Practice</u></p> <ul style="list-style-type: none"> <li>• Pupil-tracking and pupil-progress meetings firmly embedded within the school. (Evidence and Discussion section)</li> <li>• Assessment data is analysed by staff and findings used to make improvements (see appendices 11-14 for year group data analysis and Impact and Ways Forward section)</li> <li>• The assessment practices within the school formed a significant part of the evidence with the Inclusion Quality Mark award and Basic Skills Quality Mark award the school received in the summer term (Impact and Ways Forward)</li> <li>• All pupil targets based on KS1 results (Methodology and Evidence and Discussion section)</li> <li>• I am able to confidently lead and manage whole school initiatives ( Impact and Ways Forward)</li> </ul> <p><u>Pupil learning experience</u></p> <ul style="list-style-type: none"> <li>• Pupils working one to one with class teacher to help close the gaps in pupils learning (Evidence and Discussion and appendix 8 Pupil-Conferencing Record)</li> <li>• Lessons suited to the needs of the pupils based on understanding gained from assessment data, such as identifying under-achievers and Gifted and Talented pupils (appendix 10 Class Visual Tracking sheet, Impact and Ways Forward)</li> <li>• Pupils set challenging targets (Methods and Methodology section and appendix 7 Pupil-progress meeting)</li> <li>• Parents and children were apart of the process to raise standards. Parents informed of assessment data sand suggestions were given to parents on how they could support their child at home (Methods and Methodology section)</li> <li>• More before and after school booster clubs running to support pupils in their learning (Impact and Ways Forward)</li> <li>• Specific strategies identified for groups of or individual pupils, such as Turnabout program (Evidence and Discussion, also see appendix 7 for strategies on Pupil-progress Meeting Record)</li> </ul> <p><u>Pupil learning outcome</u></p> <ul style="list-style-type: none"> <li>• Most made good amounts of progress – especially Year 6 pupils, aim is to replicate this progress in all year groups (Evidence and Discussion)</li> <li>• Further develop understanding on what to do next in order to continue to improve (Evidence and Discussion, also see appendix 8 Pupil-Conferencing Record)</li> <li>• Further develop awareness of the level descriptors and what particular levelled questions or samples of work look like (Evidence and Discussion and appendix 16 for Pupil Interviews)</li> </ul>
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