

Key Stage 3 Regional Pilot:

Planning for Assessment - Year 2

The following reports have come from a number of the Key Stage 3 Regional Pilot schools at the end of the second year of the pilot.

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1.1 Aquinas Grammar

Describe how your school started 'Planning for Assessment'

Training Days for Senior Leadership re: new assessment arrangements. (CCEA) Return to school to inform SLT of new requirements. Assessment models as provided and suggested by CCEA also presented to SLT. Careful consideration of models was followed by the SLT decision to follow Model 5 and the staff was informed of this. In early January a staff day was devoted to looking at and apprising all teaching staff of the new changes and presenting the new model. Time was allocated to staff in Departments to decide who would feed into the Pilot Assessment, how they would do so and to consideration of the role of the Cross Curricular skills (CCS) coordinators. Unfortunately the process had to be very fast due to the restrictions of time. The emphasis was on allowing departments to willingly volunteer to assess and that the tasks would not simply be addons but would stem from what was going on in the classroom anyway. In the end there was agreement on which subjects would be willing to assess. Time from another staff day was devoted to those departments to permit them to work together to agree approximate levels after the tasks had taken place. The CCS were reported on in the new reports in June and a covering letter explaining the new process as well as the new reports was sent to all parents of Year 8 pupils. We are about to send out questionnaires to these parents to ask what they thought of the whole report.

Who has been involved in the process?

Everyone from the top down ie: SLT, Departmental Heads, teaching staff, coordinators of the CCS.

What are your next steps?

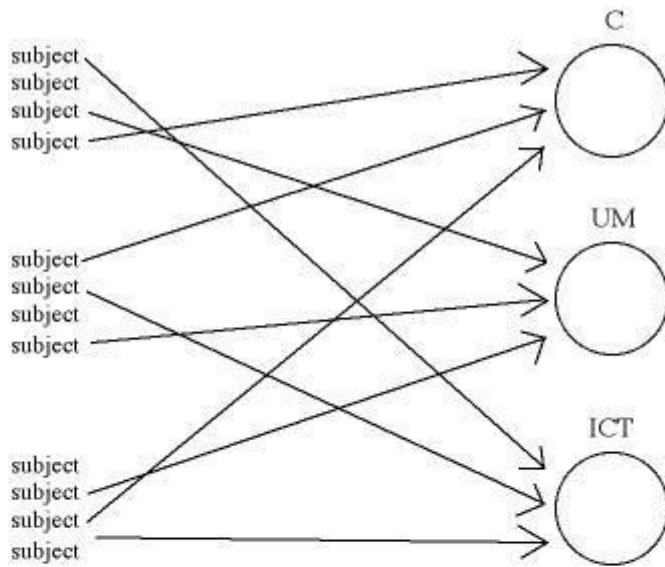
We have already convened a meeting of the staff who managed the C2K elements of the new reports and the 3 CCS coordinators, to establish the best way forward. There are a number of concerns: staff need more training on understanding better how to assimilate Use of Number into KS3 and there are also some training needs in ICT. These will be addressed in February 2008 on another Staff Day. Staff need more guidance in finding tasks which best fit each of the levels in the CCS and we need to establish an effective method of communicating to all departments what levels the pupils are working at or towards, to ensure development and progress. Time is essential for departments to plan as departments how and when they are going to assess and also to plan with other departments in order to ensure connectivity and cohesion in the final assessment. In terms of other general learning areas we are assessing those twice yearly and reporting to parents twice yearly. Together with that, parents and pupils will also get a comment from

each Learning Area about the TS and PC which each department has been focusing on. We are producing a longer computer generated report for the Year 8 and 9 pupils as per the C2K template which we have already begun to customise for our school.

Name: Geraldine Gibson **Date:** 14/11/07

Model 5

Subjects are given the opportunity to **state preference** for skill(s) that they would like to formally assess.



Advantages	Disadvantages	Issues
<p>Opportunity for sense of ownership by staff.</p>	<p>Possibility of uneven coverage so that preferences expressed may have to be renegotiated.</p>	

1.2 Bangor Academy & Sixth Form College

Describe how your school started 'Planning for Assessment'

Senior personnel attended Inset provided by PMB on "Implementing Assessment Change."

Model developed by Curriculum Vice Principal and Senior Teacher. Key personnel involved in the delivery of the Cross Curricular Skills (CCS) were identified to form working parties - they attended CCEA training. All staff were made aware of the legislative requirements at whole-staff inset. The model for assessment in Bangor Academy was outlined; staff were made aware of the levels of progression and how to read the documentation. The key personnel then met with the subjects responsible for the summative assessment and reporting of the CCS at the end of the present school year. Subjects devised tasks and identified how and when the CCS was to be delivered and assessed. They produced comments to be included in the pupil profile given to year 8s in June 2008.

Who has been involved in the process?

Initially small teams planned the model of delivery and training. This information was disseminated to all staff and in greater detail to the subjects responsible for the assessment and reporting of the CCS.

Briefly describe the process in which you have been involved and the assessment model you are adopting.

1. A strong key message was delivered to all staff that the acquisition and development of CCS was a statutory responsibility of all staff in all subject areas. All subjects are required in schemes of work to signpost the Learning Outcomes and opportunities for assessment.
2. Each subject strand was asked to identify the CCS they would be confident to assess and report on.
3. School policy on assessment and reporting was that each subject strand would be involved initially in the assessment and reporting of 1 CCS within the key stage.
4. For year 8 the following subjects are involved:
 - Using Maths - evidence from Science and Technology. The Maths Dept would support in the assessment of the skill. Reports written by Science.

- Communication - evidence from a collaborative unit “It’s a wrap”. Reports to be written by the Art Dept. The English Dept would support in the assessment of this skill.
 - Using ICT evidence from French and Geography - the Geography Dept will write the report, while the ICT Dept will offer support and advice.
5. The Draft Assessment.
 6. Within Key Stage 3 it is our intention that staff understand that the assessment of the CCS is not the responsibility of English, Maths and ICT. However in year 10, we feel that English and Maths are better placed to assess and report on Communication and Using Maths.
 7. Each year (in Key Stage 3) different subjects will be assessing and reporting on the 3 CCS eg in year 9 the History Dept will assess and report on Communication. Evidence from 2 General Learning Areas will meet the requirement for Communication and Use of Maths.

For Using ICT evidence will be drawn from 2 different GLAs each year.

What are your next steps?

Moderation

Standardisation

Training

Task development

Name: Pearl McBride

Date: 26/11/07

1.3 Belmont House Special School

Describe how your school started 'Planning for Assessment'

We had 2 SDD for all teachers involved during which we discussed the legislative arrangements for assessment and reporting and we began to look at the Cross Curricular Skills (CCS). We dealt with UN on one of the days, but didn't have time for the others so we will discuss then during department meeting in the coming weeks.

We prepared "Assessment files" for all teachers into which we put all the information received from CCEA to date.

Assessment core team has been identified to support teachers.

We have begun to map naturally occurring opportunities within all AOL for assessment.

Informed SMT of process.

Who has been involved in the process?

All teachers have been involved in the process, in that we have emphasised that it is each teacher's responsibility to promote the development of skills within his/her AOL. However a core team has been identified to assist other members of staff.

Briefly describe the process in which you have been involved and the assessment model you are adopting.

We have not finalised a model yet; having been to the assessment conferences for principals I have changed my mind as to the way forward, but I have to discuss it with the rest of the team yet.

What are your next steps?

- Decide on the subjects to be involved in CCS assessment across the three years.
- Identify naturally occurring assessment opportunities within our year 8 planning.
- Write assessment tasks, and discuss other evidence that can be gathered.
- Ensure that staff are given time to familiarise themselves with the Levels of Progression.
- Continue to ensure that the revised curriculum has a high priority on the agenda at department meetings. I would like to see a small time during each department meeting given over to the dissemination of good practice when it comes to teaching

the skills. I would hope that this would also help me map and monitor the teaching of Ts and PC and CCS in the AOL.

- At this stage, while I am not feeling too overwhelmed, I do feel that just as we are making some headway, something pops up to make me reexamine the whole thing all over again. The planning equivalent of 2 steps forward and 3 back. But I know we'll get there!

Name: Gwen Kennedy

Date: 28/11/07

1.4 Dromore High

Describe how your school started 'Planning for Assessment'

Curriculum Team met to discuss levels in the Formally Assessed Skills. Decided that an audit was needed to discover where and how the formally assessed skills were being delivered. All learning areas to complete the audit to show where the Cross Curricular Skills (CCS) are being SIGNIFICANTLY delivered and at what level. All learning areas to study and become familiar with the level indicators. Once the delivery has been established SMT will, after consultation, decide which areas will assess and report on the CCCS.

Who has been involved in the process?

SMT, Curriculum Team and Heads of Dept.

Teachers from across the curriculum were asked to attend assessment training and to feed back to the Curriculum Team

Briefly describe the process in which you have been involved and the assessment model you are adopting.

Awareness raising of the Statutory Requirements. All staff need to realise the legislation underpinning the CCS in terms of delivering and reporting. All Learning Areas involved and assessment becomes part of the Pupil Profile. Chief stakeholders (SMT/Curriculum Team) also need to be aware of various approaches of delivery and decide on which suits the school best.

Inset needed to familiarise all staff with level descriptors. Inset needed to plan possible developmental tasks for assessment. Need to realign existing internal school assessment policy with Formally Assessed Skills.

What are your next steps?

- Awareness of whole-staff re/statutory requirements
- Audit the Learning Areas
- Identify tasks with possible assessment criteria
- Decide on which learning areas will report
- Realign existing assessment policy

Name: Derek Wright

Date: 19/11/07

1.5 Enniskillen Collegiate

Describe how your school started 'Planning for Assessment'

With the Key Stage 3 Curriculum work in place for Year 8, staff were encouraged to identify Thinking Skills and Personal Capabilities in their Schemes of Work and to look for opportunities for Assessment for Learning. Following training days in November 2006, the Leadership Team considered models for assessment of Communication, Using ICT and Using Maths. Subject comment banks were developed, Pupil Profile layout was decided so that Profiles 7 software could be used for the Year 8 and 9 reports in June 2007 - the Thinking Skills and Personal Capabilities comments were incorporated into the Learning Areas' comments. Learning for Life and Work was reported discretely in the Year 8 reports.

Who has been involved in the process?

The Vice Principal and Heads of English, Mathematics and ICT were involved in the Assessment training. The Principal, Vice Principal and Leadership Team were involved in the decision regarding the model to be adopted by the school. Heads of Department and all staff were involved in identifying opportunities for tasks involving the Cross Curricular skills.

Briefly describe the process in which you have been involved and the assessment model you are adopting.

The Leadership Team decided that it was essential that good practice in developing Thinking Skills and Personal Capabilities and connected learning across the curriculum is not lost and that assessment is not allowed to distort the curriculum content. The curriculum must continue to have priority over assessment.

The decision was made at Leadership Team level to make staff aware of the statutory requirements but to keep the emphasis on providing opportunities for pupils to acquire the skills.

Model 5 was adopted where subject areas are given the opportunity to identify the skills which could easily be assessed through a task arising naturally in the Schemes of Work.

There will be gradual development of Profiles 7 to manage the reporting arrangements for all year groups.

What are your next steps?

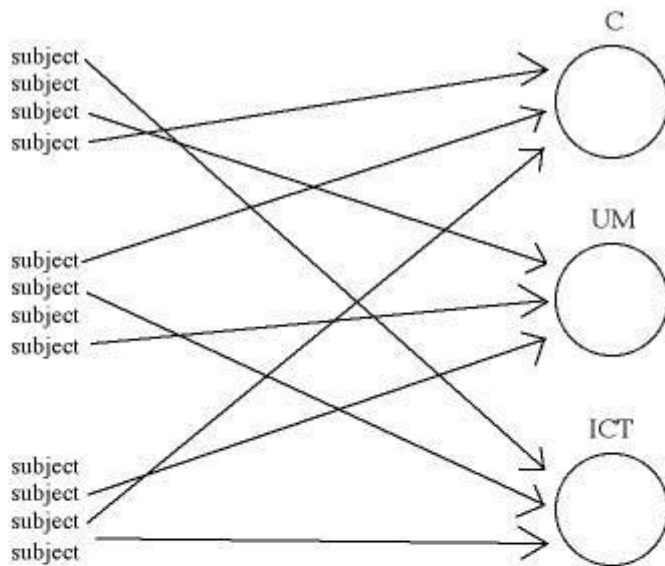
- Heads of English, Mathematics and ICT to talk to all staff on the School Development Day in November about an activity they are currently delivering to demonstrate how they deliver the skills and to ‘unpack’ the language associated with the skills and the levels.
- All departments will audit opportunities for acquisition and development of the skills as appropriate in their subject considering the activity and the timing. The results of the audit will be displayed for all staff on a year planner to show spread and timing of opportunities.
- The Leadership Team will consider the mapping of skills across departments and the year to ensure coverage of the skills. Specific opportunities for assessment will be identified including the number of departments to contribute.
- Some identified activities will be trialled against the levels.
- Further training will be attended in January and February 2008 and then levels will be considered in greater detail as well as the issue of standardisation.
- Profiles 7 software will be further developed with comment banks for Years 10 to 12 and the use of free text for Year 13 and 14.
- In June 2008 the Year 8 Pupil Profile will include a report on Communication, Using Maths and Using ICT.

Name: Irene Dunn

Date: 19/11/07

Model 5

Subjects are given the opportunity to **state preference** for skill(s) that they would like to formally assess.



Advantages	Disadvantages	Issues
<p>Opportunity for sense of ownership by staff.</p>	<p>Possibility of uneven coverage so that preferences expressed may have to be renegotiated.</p>	

1.6 Little Flower Girls' School

Describe how your school started 'Planning for Assessment'

- Meeting with team members
- Action Plan developed
- Awareness raising at Staff Day
- General policy agreed

Who has been involved in the process?

- VP
- HoDS
- Curriculum Team

Briefly describe the process in which you have been involved and the assessment model you are adopting.

- Developing curriculum model for delivery of CCS
- Negotiate initial assessment departments
- Agreeing an embryonic model for reporting CCS

What are your next steps?

- Staff Day in January 2008 to embed into curriculum
- Departments prioritise which CCS they can best contribute to
- Audit across Years 8 and 9 to see where CCS delivered
- Developing a mechanism to allocate each department into assessment groups for the purposes of making level judgements

Name: Jim McKeever

Date: 24/11/07

1.7 St Catherine's College, Armagh

Describe how your school started 'Planning for Assessment'.

We began with Assessment for Learning. I, as Curriculum Coordinator, delivered whole-staff training on AFL as well as producing exemplar AFL resources for my own department (English). CCEA had initially provided us with training which outlined the principles of AFL then we contextualised these broad principles to subject based assessments. My examples were then issued to other departments as examples of AFL best practice and other departments were invited to model their AFL work on these. Each department was given a day to work together to produce AFL resources for Year 8 and HoDs allocated the design of at least one AFL task to every member of their department. This way, AFL became firmly embedded in Year 8 and we have now completed the process for Year 9 as well. We were able to allow staff to work in departments by using CCEA cover (24e).

The assessment of Cross Curricular Skills and Personal Capabilities was begun in a similar way. We began with a day of wholestaff training on the pupil profile. On this day, departments were told which skills they would be assessing and reporting on in each year (ie we have adopted the infusion approach whereby the skills are not reported on discretely but rather merged into subject assessment across the key stage. No subject reports on the same skill twice). Colleagues then broke into departments and using the CCEA tasks as a starting point, tried to devise an appropriate assessment for the skill they would be assessing based on their schemes and units of work. By the end of the day, all departments had returned details of how, when and where they would be assessing their pupils in skills for the purpose of the pupil profile.

Who has been involved in the process?

I, as Curriculum Coordinator, have led the process and HoDs have then led their departments in designing necessary resources. The Key Skills Coordinator was involved in the initial skills training but we have now appointed a line manager for reporting whose remit is to translate my version of the pupil profile into a physical reality using the available software and to coordinate the input of information by staff into the pupil profile. This division of duties works quite well.

Briefly describe the process in which you have been involved and the assessment model you are adopting.

We sent out 15 pilot pupil profiles during the summer along with parental questionnaires. Based on their responses, we are currently designing the final version of our Year 8 Pupil Profile which will go out to parents of all Year 8 pupils in June. As outlined above, we

have adopted the infusion assessment model for skills; parents made no objection to this. In reporting, however, teachers tended to focus on the particular skill they had been asked to assess at the expense of commenting on other areas of their subject. Therefore, staff training in reporting is necessary if the infusion method is to work.

What are your next steps?

Beginning the AFL process in Year 10, designing our own internal assessment procedures to replace Key Stage 3 Statutory Assessment, devising a Key Stage 3 marking procedure flexible enough to meet the demands of the Revised Curriculum, rewriting the School Homework Policy to ensure it is in line with new teaching methodology and managing smooth implementation of the Pupil Profile across the Key Stage. We are also about to begin the process of informing parents about assessment changes.

Name: Noeleen Tiffney

Date: 4/12/07

1.8 St. Colm's High School, Dunmurry

Describe how your school started 'Planning for Assessment'

- Key Stage Team set up to start the implementation of the Revised Curriculum.
- Staff Awareness Raising of AFL and how assessment will fit in the 'Big Picture'.
- Key Personnel attended CCEA courses on Assessment and feedback to Team.
- Use of HODs of Maths, English and ICT as coordinators of the CCS.

Who has been involved in the process?

- VPKey
- Stage Coordinator
- Key Stage Three Team
- HODs
- Whole-staff

Briefly describe the process in which you have been involved and the assessment model you are adopting.

- All departments have implemented AFL strategies into their classroom practice.
- Development of Assessment units for the CCS.
- CCS to be assessed through a number of departments on a 'roll out programme over the Key Stage'.
- English, Maths and ICT departments will take lead role in determining the level of progression in the first instance with other departments becoming more familiar and confident in understanding the level descriptors with support.
- Use of Thematic Approach to allow for connected learning and the opportunity to acquire, develop and assess the TS and PC's.
- Development of Comment Banks for Pupil Profile in Year 8.
- Development of template for new reporting system.
- Continued development of assessment units.
- Continued development of curriculum mapping to identify gaps/duplication of skills across the key stage.
- HODs of English, Maths and ICT will support other department heads in the development of assessment tasks and interpretation of levels of progression.
- Report in June using Profile 7.
- Explore process of coordinating skills developed through initiatives eg Sentinus, Young Enterprise programmes.
- Monitor and Evaluate classroom practice.

- Develop use of peer and self assessment.

Name: Cathy McMurray

Date: 23/11/07

1.9 St. Patrick's Grammar School, Armagh

Describe how your school started 'Planning for Assessment'

- Formation of curriculum teams: AfL, LLW, TSPCs
- Training from CCEA for working groups
- Staff Awareness days
- Staff questionnaires and audits
- Staff and departmental responses
- Displaying of Learning Intentions (WALT boards) and success criteria
- Shifting in emphasis towards the use of formative assessment as a means of providing a meaningful report at the end of term 1

Who has been involved in the process?

- Vice Principals
- SELB Link Officer
- AfL Team
- LLW Team
- TSPC team
- Assessment team: assessment manager/internal exams/parents
- All staff
- Curriculum Mapping Software organisation

Briefly describe the process in which you have been involved and the assessment model you are adopting.

- Use of curriculum mapping software has enabled all learning areas to input lesson plans and units of work for Year 8.
- Cross Curricular Skills (CCS) will be addressed initially using the following model:
 - English and History will take responsibility for assessment in Communication with Years 8 and 9.
 - Mathematics and Science will take the lead for assessment in Using Maths with Years 8 and 9.
 - ICT, Technology and a third subject will be responsible for assessment in Using ICT with Years 8 and 9.
 - Other subjects will be brought on board as the revised curriculum progresses. Training in the area of CCS is currently ongoing and a CCS team are now working on tasks.

- TSPCs will overlap with Learning areas and this is currently being mapped out in conjunction with curriculum mapping software, HODs and TSPC working group.

What are your next steps?

- To develop tasks for CCS and assign levels.
- To utilise, investigate and analyse the use of Mapping software further.
- To investigate the use of Pupil Profiles for Summer 2008 as a means of reporting for Years 8 and 9.
- To investigate the impact of assessment procedures on the School Development Plan.

Name: Catherine McVeigh **Date:** 20/11/07

1.10 St Patrick's College, Maghera

Describe how your school started 'Planning for Assessment'

We started with an Audit to identify the potential to meet the requirements for Using Mathematics, ICT and Communication. This was completed in February 2007.

The aim of this was to note the levels that subjects would hit/meet.

Prior to this subject specialists had translated the levels into language that other departments would understand. This was then matched to pupil activities/tasks.

Who has been involved in the process?

The Senior Leader for Assessment. Director of Learning for skills and Capabilities, the SLT, and the Senior Leader for Teaching and Learning. Then the Heads of the 3 Key Skill areas were involved and this was followed by the involvement of the Subject Specialists.

The Key Skills Coordinator also became involved.

Briefly describe the process in which you have been involved and the assessment model you are adopting.

- We decided that several subjects should contribute to each skill.
- Year 9 subjects were selected to tie in to our Connected Learning Theme.
- The Year 8 subjects were selected from the results of the audit.
- Tasks were prepared which focussed on the suitability of the subject and not the levels.
- Following CCEA training in February 2008 we will try to use the same tasks and match them to levels. If unsuitable, new tasks will be designed.

All of this involves time.

What are your next steps?

- We need to make a decision about how a range of evidence can be made into a single comment that meets a level. This will be complicated.
- We need to decide who will be involved. We need to be able to stand over the level for each year group.
- We want to report on this annually.
- The levels will have to be recorded.
- We need to decide how we will store portfolios of evidence.

- We need to decide how we are going to build our portfolios of evidence.
- We want to guarantee that progress will happen. We do not know HOW yet!
- We will have to guarantee that all the subcategories of each skill are hit, for example Using Mathematics - Shape & Measure.

N.B. Staff development will have to take place, especially in the area of Using ICT.

We need to plan our timing so that we can synchronise Departments and Schemes of Work with Tasks. For example a Year 8 ICT task has been developed to suit English as it is a newspaper article that ties in with the Year 8 Theme on *Myself*. Also, in History a PowerPoint presentation could be linked to the ICT skill and also used to assess talking and Listening.

We hope to use examples like this in our staff development.

<i>Name:</i>	<i>Date</i>
Mrs Brenda Mussen	23/11/07
Mrs Dympna Devlin	
Mr Andrew Terrington	

1.11 St Peter's High School

Describe how your school started 'Planning for Assessment'

05-06: Whole-staff Training AFL Strategies > Dept. awareness and initial usage. Year 8 Focus: Communication (Identified weakness ie pupils entry data term one)

06-07: 2 Staff attending (Term One) preliminary training (CCEA) re: Assessment Tools > feedback led to revisiting school, report proforma (KS3) to accommodate incoming statutory requirements. Term 3 06/07 revised version of key stage report which included staff reporting on agreed focus for Years 8, 9, 10 from Thinking Skills and Personal Capabilities ie Year 8 Skill Focus Self Management; Year 9: Working with others; Year 10: Managing Information.

June 07: Year 8 pupils all participated in curriculum collaboration project and showcase event (Adaptation of 'It's A Wrap' where skills focus was Communication and Working with Others).

Who has been involved in the process?

- Year 8 Teachers (Subjects and Pastoral) 05/06; 06/07
- KS 3 Development Team and Vice Principal
- Assessment Manager
- SMT Team
- All Key Stage 3 teaching staff 06/07

Briefly describe the process in which you have been involved and the assessment model you are adopting.

Rationale for Assessment Model Diagram Map debated and agreed by KS 3 Team who provided one to one Dissemination to HODs followed by agreement within Areas of Learning. Supported process by using LNI.

At organised series of meetings with Development Team (KS 3) and HODs same documentation issued in hard copy ie:

- Legislation (A. Marshall's PowerPoint)
- 3 colour coded documents showing Cross Curricular Skills levels Framework
- Exemplar Tasks Booklet
- Template for writing own skills (AOL) to assist editing schemes of work

- Sharing feedback from CCEA Training Days to explore tasks and compare with existing Schemes of Work

What are your next steps?

- Organise regular meetings (monthly) for AOL's re: Diagram Map prioritizing Year 8 > Year 9 etc.
- Monitor rigorously to promote: Sharing practice; Identify mini tasks for signposting along Themed Curriculum Plan (Years 8 and 9).
- Use Whole School Assessment opportunity. (Scheduled for mid December for Skills Assessment (1/2))
- Update Parents KS3 re: Skills Assessment.
- Repeat Year 8 Curriculum Collaboration Project in 07/08.
- Plan and implement another collaborative project for Year 9 07/08 which has different skills emphases to provide for progression.
- Reviewing evidence - mapping for skills.
- Staffing consensus re: Skills Mapping Year 8; Year 9.
- Editing schemes of work to make skills coverage explicit (AOLs).
- Ongoing Monitoring.

Name: Geraldine Mellon **Date:** 23/11/07

LNI - Learning Nr. Ireland

AOLs - Areas of Learning

ASSESSMENT MODEL DIAGRAM

	Yr 8	Yr 9	Yr 10
Communication	Citizenship English Employability	Modern Languages RE Science	English PSHE History
Using Maths	Science Technology PE	Maths PSHE (Financial Capabilities) Art	Maths Employability Geography
Using ICT	Geography Maths Art	History Science English	Technology RE Music

1.12 Sullivan Upper

Describe how your school started 'Planning for Assessment'

- The Curriculum Leaders discussed the matter.
- An audit Heads of Department were asked to provide information about which skills their subject develops and how they might approach this.

Who has been involved in the process?

- The Curriculum Vice Principal
- A Senior Teacher
- The Curriculum Leaders
- Heads of Departments

Briefly describe the process in which you have been involved and the assessment model you are adopting.

- Collating returns from the audit with Heads of Department to produce a spreadsheet of which skills are covered and by whom.
- The Assessment model will be two learning areas for each of Years 8, 9 and 10 for Using Mathematics and Communication and six for Using ICT. A similar approach will be used for Thinking Skills and Personal Capabilities.

What are your next steps?

- A further briefing for Heads of Department.
- A workshop for Heads of Department to share experiences to date.
- Use part of an exceptional closure day for departments to review progress and plan tasks which integrate assessment and learning.

Name: Dr R Brown

Date: 28.11.07