

How do we assess pupils' progress through the English Curriculum?

We believe that formative assessment is the best way to assess pupils' progress in English:

We use formative assessment to check that curriculum content is remembered long term and what has been forgotten. At both KS3 and KS4 formative assessment is used within and through each English lesson.

We recognise that assessment can be used in a number of ways:

- **Assessment of learning:** e.g. summative assessments in order to monitor pupils' progress through national standardised tests (used for data drops)
- **Assessment for learning:** through questioning, MWB, examining pupils' work to provide analysis of pupil progress and allow real time adjustments in lessons.
- **Assessment as learning:** through routine quizzes and tests to build memory and automaticity in students. These low stakes assessments are central to the learning process.

Assessment as Learning through starter quizzes:

Starter quizzes are designed to be used to check that students remember taught knowledge, reinforce taught knowledge and also allow teachers to address misconceptions and gaps as they appear in student performance.

There is a clear format and rationale that is utilised by the department in using formative assessment at the start of each lesson. Starter quiz assessment, for example, simultaneously allow teachers to assess what students know and remember, can be used as a way to reinforce learning of knowledge and allow students to move towards automaticity in areas.

Assessment as learning in KS3 Starter Quizzes:

Starter quizzes at KS3 are used to assess student knowledge of grammar and writers' methods and are linked to our Purbeck School writing mat. We use a regular routine quiz in order to build automaticity in certain defined areas such as accurate comma usage in complex sentence structures such as those using adverbial elements or relative clauses, correct use of apostrophes and ability to identify word classes or methods used by writers. We have decided to prioritise this content as it supports students in expressing themselves across all writing tasks and across the curriculum.

Starter quizzes for KS3 take three formats and are all conducted on MWB in order to ensure that teachers are in the best position to notice misconceptions that they might need to address. The knowledge targeted in the starter quizzes has been scheduled and planned for the year so it is consistent between teachers. We use three formats to allow us to test this knowledge in a variety of ways and allows for opportunities for students to be creative whilst demonstrating their knowledge.

Starter Quiz 1:

1) Add the apostrophe to show possession: I borrowed my friends pen last lesson.	6) Put the commas in the correct place: Thanks to the wonderful teachers school is very enjoyable.
2) Add the apostrophe to show possession: The mans trousers were pinstriped.	7) Correct the sentence, adding capital letters: after seeing the movie the addams family we went for a healthy dinner at subway.
3) Contract they will using an apostrophe	8) Correct the sentence, adding capital letters: in my younger and more vulnerable years, my father gave me some advice that I've been turning over in my mind ever since.
4) Contract cannot using an apostrophe	9) Put the commas around the relative clause: The man who wore a hat ate a pie.
5) Put the commas in the correct place: Suddenly there was a loud bang.	10) Put the commas around the relative clause: Giraffes who are the tallest animals on the plains tower over the trees.

Starter Quiz 2:

Starter

Write out these 5 sentences correcting the mistakes.

- the minotaur determined to guard the cave wasnt in the mood for visitors
- the boat sailing for troy hadnt been that full in months
- because the trojan horse was full the soldiers couldnt breath
- the child who couldnt spell onomatopoeia howled at the back of the class
- once this task is complete its going to be a much easier day

Starter Quiz 3:

Starter

- Describe the scene.
- You must include:
 - **A sentence with an apostrophe for possession.**
 - **Varied fronted adverbials**
 - **A complex sentence with a relative clause**



Assessment as learning in KS4 Starter Quizzes:

Recall of knowledge and interleaving are vital elements in supporting students to commit information to their long-term memory. To that end, at The Purbeck School we have committed to beginning lessons with a, low-stakes questions in order to test and recall previous knowledge. Teachers use these starter activities as a means of formatively assessing students and to address any misconceptions that arise. A schedule for the content of starter quizzes is published at the start of each academic year based on effective interleaving of taught knowledge.

Example 1:

Read the following extracts. Source A is a letter written in the 19th century, and Source B is an extract from a diary written in the 20th century.

Source A

Dearest Caroline,
 Lady Jennings and I paid a visit to the slum dwellings today, with a view to helping the children there by investing our funds in a charitable orphanage. I was simply astonished to see the extent of the poverty in which these poor orphans currently live. Of course I had heard that the conditions were unpleasant, but nothing could have prepared me for the destitution I witnessed there. We must do all we can to help these poor, unfortunate souls — it is our duty as their fellow men.

Source B

Dear diary,
 Today I've been helping out at an underfunded local orphanage, which was built for the children who lost their families in the influenza epidemic. It's been really sad to see so many children having to live in such basic conditions, although it's not really that surprising given the state of the area in general. They need more support, but even if I had money to give, it shouldn't be my job to help them. Their government should be providing for them better.

Summarise the differences between the writers in Source A and Source B.

*In source A, the writer... when...
 This suggests...
 However, in source B, the writer... when...
 This suggests...*


LP2, Q2

Success criteria:

- Quotations (both)
- Compare
- Inference (which suggests)

Example 2:

How is Mary Morstan presented in 'Sign of the Four'?	
AO1:	Big ideas/ Quotations/ Other moments
AO2:	Subject Terminology/ Methods/ Language/ Structure/ Writer's Intentions
AO3:	Context



221B

Ch.2

Miss Morstan entered the room with a firm step and an outward composure of manner. She was a blonde young lady, small, dainty, well gloved, and dressed in the most perfect taste. There was, however, a plainness and simplicity about her costume which bore with it a suggestion of limited means. The dress was a sombre greyish beige, untrimmed and unbraided, and she wore a small turban of the same dull hue, relieved only by a suspicion of white feather in the side. Her face had neither regularity of feature nor beauty of complexion, but her expression was sweet and amiable, and her large blue eyes were singularly spiritual and sympathetic. In an experience of women which extends over many nations and three separate continents, I have never looked upon a face which gave a clearer promise of a refined and sensitive nature. I could not but observe that as she took the seat which Sherlock Holmes placed for her, her lip trembled, her hand quivered, and she showed every sign of intense inward agitation.

Assessment during Schemes of learning:

In the same way that you would not assess the progress of an amateur runner by expecting them to run a marathon, we do not assess our KS3 students by asking them to complete the same examination questions that they would face at the end of KS4 or use grade descriptors designed for summative purposes to provide formative feedback for teachers; we focus on assessing smaller areas of learning such as how to use particular punctuation or how effectively they embed a quotation.

The assessments that our KS3 students undertake will include some of the composite skills required in the GCSE and therefore will be linked to and have some resemblance to the end-point goals.

Our assessments develop in complexity as students progress through the curriculum.

Self-assessment:

If you look at the supporting self-assessment sheet (below – *versions also exist on PPT*), you will notice that assessment of creative writing in year seven looks only at composites such as vocabulary, sentence variety, punctuation and linguistic methods where similar assessments in latter years also consider areas like narrative voice and complex structural designs. Similarly, whilst we prepare students in analysing literature, students in year seven would not be expected to draw references from a whole text and contextual understanding might be simplified as part of the assessment with the focus placed more on student competency in using quotations effectively.

In addition, earlier assessments of literature may focus more fully on one of the composite skills such as ‘explaining effects on the readers’ or writing about ‘authorial intent’ rather than expecting students to be able to do all these things at the start of the KS3 curriculum. For example, It is in year 8 that we first expect student to be able to write analytical essays that discuss the development of a theme throughout a whole text and in year seven we focus on the mechanics of using quotations.

Success Criteria	Descriptive or Narrative Writing	
	Things to check	How to improve
Quick Check Tasks: 1.1 Have you used capital letters for proper nouns and at the start of sentences? 2.1 Have you written in paragraphs using TSPD?		1.1 Add missing capitals for proper nouns and the start of sentences. 2.1 Add // where you should have placed paragraphs.
Variety of Sentences: 1. First, highlight and label the type of sentences that you have used. For example, you might highlight adverbial elements, relative clauses and minor sentences (use the mat to help you). 2. Now, for two examples, explain in the margin why you chose to use that type of sentence in this particular part of your writing. (E.g. I used a minor sentence here because I wanted to...) Now, circle the tick in one of the following sentences that summarises how well you feel you have met this success criteria. - "My writing has a wide variety of sentence structures so I have used the full range of sentences on 'The Purbeck School Writing Mat' accurately and to impact my reader. I can confidently explain why I am choosing to use the sentence types that I am in my writing." - "I have used some of the sentence forms on 'The Purbeck School Writing Mat' but I could expand my range of sentences that I have used. I have noticed that very often I am starting sentences with words like 'he' 'she' 'the' and 'it', so more variety could be included." - "I am struggling to understand how to use a variety of sentences and I need more help in this area."		
Variety of Punctuation: 1. First, circle where you have used punctuation other than a full stop, comma and question mark. Use the examination marks, semi colons and colons, speech marks, ellipses, apostrophes and brackets. 2. Now, for two examples, explain in the margin why you chose to use that type of punctuation in that particular part of your writing. (E.g. I used an examination mark here to...) Now, circle the tick in one of the following sentences that summarises how well you feel you have met this success criteria. - "I have used a wide range of punctuation from 'The Purbeck School Writing Mat' accurately and to impact my readers. I have thought about how I am using punctuation to create specific effects." - "I have not used any punctuation apart from full stops, commas and capital letters. I need to widen the range of punctuation that I am using and to think about how I can use punctuation creatively." - "Punctuation has not been used or used inconsistently. I need to work on this."		
Variety of Methods: 1. First, highlight where you have used a variety of methods to make your writing lively and exciting for your readers. Look for examples of visual imagery, metaphor, simile and personification and examples of auditory imagery, alliteration, onomatopoeia. You may have used more methods such as semantic fields or free verse! 2. Choose an example of a method that you have used and explain in the margin what you hoped the effect would be on your reader. (E.g. I used this metaphor here because I felt it might make the reader feel... excited...)		Now, circle the tick in one of the following sentences that summarises how well you feel you have met this success criteria. - "I used a wide range of language methods in order to entertain and engage my readers. I have used a mixture of both visual and auditory imagery and tried to avoid using clichés in my writing, e.g. 'as cold as ice'." - "I have used some language methods in my writing but I feel that I could still expand the range of methods that I have used to entertain my readers." - "I am struggling with this area as I either forget to include methods or I do not understand how to use them."
Extensive and Ambitious Vocabulary: 1. Read back through your work and find three examples of the vocabulary that you are proud of. Highlight these words (label – 'strong vocabulary'). 2. Read back through your work and find three examples of vocabulary that you could improve. Highlight these words and use it as a chance to find a more ambitious synonym. (E.g. 'It was a cold day' could be 'It was a glacial day'.)		
Structural Features: 1. First, highlight and label where you have used a variety of structural methods to make your writing lively and exciting for your readers. Look for examples of structural decisions: <i>forecasting, motif, flashback, circular narratives, panoramic descriptions, opening in and zooming out / switching focus.</i> 2. Now, look again at how you have structured your writing. For each paragraph, write a bullet point summary of what you have tried to achieve in the margin. E.g. • Paragraph 1: wide view setting the scene. • Paragraph 2: zoom in on protagonist and describe in detail. • Paragraph 3: flashback.		Now, circle the tick in one of the following sentences that summarises how well you feel you have met this success criteria. - "I used a wide range of structural methods in order to entertain and engage my readers." - "I have used some structural methods in my writing but I feel that I could still expand the range of methods that I have used to entertain my readers." - "I am struggling with this area and I feel that my writing could have had more of an entertaining structure."
Narrative Hooks: 1. First, label the type of hook that you used at the start of your writing. You may have chosen from: <i>question hook / mysterious hook / figurative language hook / action hook / dialogue hook.</i> 2. In detail, explain the effects that you hoped your hook would create in your reader in the margin.		
Narrative Perspective: 1. Identify the narrative perspective of your writing: first person; second person; omniscient third person; dual narrators. 2. Explain why you chose that narrative perspective.		

In this box, write a summary of your strengths and areas for development.

- Strength:
- Strength:
- Area(s) for development:

Next Steps:

- 1) Write a new title under your work in your pink book. 'Improving my work'.
- 2) Now, add a new paragraph to your writing where you are looking at working on some of the targets that you have identified above. You may want to rewrite one of the paragraphs from your assessment with improvements or add a new paragraph.
- 3) Clearly label where you have made improvements in this paragraph.

Stretch and challenge:

If you already feel you have met and are secure on all the success criteria for this assessment for your year group check with your teacher. If they agree, complete one of the following tasks.

- 1) Think about the start of your writing. How effectively did it hook the reader? Rewrite the opening so that it is as interesting as you can make it.
- 2) Think about the structure of your writing. Could you include one of the following techniques to make the structure more interesting: forecasting, motif, flashback, or circular narrative. Try to add one or more of these elements into your writing.
- 3) Rewrite some of your writing from a more challenging narrative perspective. This might be from the perspective of another character or even an animal witnessing the scene that you describe. For a real challenge, write from the narrative perspective of an inanimate object.

What types of assessments do students complete?

Given that we expect our students to make progress across reading, writing and speaking we have shaped our assessments through the year to allow for coverage of these areas and a range of forms within these areas.

How do assessments shape the curriculum content?

After assessments are completed curriculum plans are adjusted based on the common errors of students that are discovered by the department. Schemes of learning are regularly reviewed based on the outcomes of assessments and adapted for future teaching.