

Ideas for using the resources to run a session on “KS3 assessment: raising the bar”

Ideas and resources supplied by Alan Kinder, CGeog

Details	Resources
<p>Introduce the session objectives:</p> <ul style="list-style-type: none"> • To agree on notions of progression in KS3 geography • To identify the characteristics of high attainment in KS3 geography and some means of getting pupils there • To identify features of an effective system of assessment 	<p>PPT – objectives page</p>
<p>Starter – emphasise the need for the ‘learner to be at the heart of assessment’ – i.e. for assessment to aid the progression of the learner to their full potential. This implies the teacher needs a clear view of progression in the subject. What does the NC say about this? Analyse Level Descriptors to tease out ‘elements’ of progression. Day-to-day advice on progression.</p>	<p>NC AT Summary paper – progression in GG Better descriptions grid</p>
<p>Assessing Pupil Progress: Assessment foci Emphasise this is the first official ‘rewriting’ of the AT to make elements of progression explicit Use exemplar pupil work – identify what the pupil has achieved and how they might improve. Note: the second golden rule about assessment – it should be comparable.</p>	<p>APP grid What is geography? Excerpts from Level 4 APP collection</p>
<p>Raising the bar – how do we progress students to higher levels, and how do we know when they get there? Use Level 7 collection. Identify the ‘level 7ness’ of it. Note the third golden rule – validity. What could we do to move this pupil to level 8?</p>	<p>APP grid Better explanations? Level 7 APP collection.</p>
<p>More general activity on how to develop higher level characteristics and how to ‘evidence’ it. e.g. using planning information, evaluations, peer reviews Use level 8 extract to show it can be succinct Discuss what teaching and learning activities would be needed to enable this to happen.</p>	<p>Planning grid Level 8 exemplar materials Planning grid</p>
<p>Periodic assessment: using the findings of the Assessment Reform Group on too-frequent assessment of learning. Striking a balance – making it manageable. Note that the first ‘golden rule’ of assessment is to be clear about purpose. Plenary – Golden rules of assessment!</p>	<p>PPT APP guidance Assessment – but for whom?</p>