

# The Lancashire Assessment Programme



## Introduction

The Lancashire Assessment Programme has been created under the guidance of the Lancashire Consultancy Team by teams of subject specialists working in schools reflecting a range of contexts. Sitting comfortably with the new GCSE specifications, the programme provides a suite of rigorous criteria which enable teachers to track pupil progress from Year 7 to GCSE all of which have been trialled in a number of schools prior to publication.

Teachers using the programme have found it a manageable programme which is easy to use and meets all the needs outlined in the Commission Report on Assessment published in September 2015: it provides teachers with a teaching and learning tool as well as facilitating formative and summative assessments based on rigorous criteria; it is flexible to meet the needs of individual schools yet provides a much needed consistency across the curriculum and between schools.

Supported by training from the Lancashire Consultancy team on introducing and using the programme as well as standardisation networks, schools can feel confident that their measure of progress is in line with that of other schools.

As a teaching tool, it facilitates the principles of effective assessment for learning providing a means of initial assessment on entry; differentiated pathways to GCSE; a range of methods of assessment; peer and self assessment as well as reliable data for tracking pupils' progress.

Facilitating reporting to parents, the programme allows for a range of ways in which individual schools may choose to communicate progress with parents.

Schools adopting the programme agree to attend standardisation networks and have appropriate internal standardisation routines which follow the guidelines in the programme to ensure quality control.

Each subject folder includes a full explanation of the rationale behind the programme, a full set of criteria for that subject, explanation of the link with GCSE grades and some samples of pupils' work with commentaries for use as part of the CPD on the programme.

For more information on training and costing e mail  
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## **How does the Lancashire Model Work?**

The Lancashire Assessment Programme is designed to fill the gap caused by the removal of National Curriculum levels. It provides an assessment model that includes:

- an assessment framework from KS3 to the GCSE
- objective assessment criteria
- a progression ladder to support teachers' planning and Afl work
- advice on how to administer assessments
- in-house moderation approaches
- standardising opportunities to support quality control across schools

## **Who has produced the resources?**

All the resources have been produced by groups of subject specialist teachers and consultants reflecting a variety of schools across the authority. Prior to full publication the resources were piloted in the schools involved in developing the resources.

## **Which Subjects are covered by the Lancashire Model and how do I get information on them?**

The subjects covered by the Lancashire Assessment without Levels Programme are:

Mathematics, English, Science, MFL, History, Geography, Computing, Art, Drama, Music, Technology and PE.

Each of the subject files contains a disc with all relevant subject materials. This can be uploaded to school systems so it can be used by any member of the school staff. However, it is essential that the primary person, who attended training, disseminates the information and the materials to the teachers in the department to support the effective use of the resources.

## **Has Ofsted made any comments on schools using the Lancashire Programme?**

Ofsted does not comment on specific methods or systems of assessment. However, having been in a number of schools using this system, there have been no criticisms of the assessment model by any inspector.

### **Where can I find pupil work which exemplifies bands or grades?**

The standards files within each subject area contain examples of pupils' work. These are under constant development through subject standardisation meetings. Dates of standardisation meetings are available through the Lancashire CPD website ([www.lancashire.gov.uk/lpds](http://www.lancashire.gov.uk/lpds)) or via the Secondary Consultant Team Office.

### **How do we know that the data provided through the programme is reliable?**

Regular subject specific standardisation meetings are held to ensure the tasks set and the work presented is of an appropriate standard for the band or grade awarded.

### **Will departments need to write new schemes of work?**

All departments need to do is ensure the content and challenge of their schemes of work sit well with the assessment criteria and ultimately the new style of GCSE.

### **How can this programme support effective teaching and learning?**

Where Schemes of work are built around providing pupils with opportunities to achieve the criteria relative to their flight path then effective teaching and learning will be promoted.

### **How does this programme support a department in producing their own interim assessments?**

The assessment tasks are stepping stones towards GCSE. These will be supported by the progression embedded in the Programme. Standardisation meetings also help support this process as they create opportunities to create and review appropriate task setting.

### **How can the Lancashire Assessment without levels programme support intervention?**

Pupils will have a flight path from KS2 to expected grade at GCSE. This can be plotted on the graph an example of which is in the handbook. As they are assessed teachers will be able to see whether or not a pupil is making adequate progress or falling behind. Thus identifying children for intervention should be straightforward. The assessment criteria have been created to allow the teacher to identify gaps in knowledge/ skills/ understanding/ application of these criteria.

## **What do good assessment tasks look like?**

In the standards files there are examples of tasks with commentary on their appropriateness. Further to this, standardisation meetings will provide opportunities for teachers to refine their understanding of appropriate assessment as more information becomes available about new GCSEs.

## **Can this programme be used in KS3 and KS4?**

The programme is designed as a five year programme to maximise progress, reduce transition issues and avoid unnecessary repetition. The skills, knowledge and understanding required progress over the programme enabling teachers to stretch, challenge and differentiate according to the needs of the pupils.

## **Why is Mathematics different?**

The mathematics Programme follows the same pattern as all other subjects; however, it has the facility to follow directly on from the primary mathematics model which assesses using age related expectations or to allocate grades linked with the new GCSE.

The age related standards and assessment materials are provided for KS3. However in KS4 mathematics departments follow GCSE courses and use sample and past papers. Two different tiers of entry mean that pupils in KS4 can be following very different programmes of study and the majority of mathematics departments use examination board resources and advice at this stage in the pupils' learning. Mathematics teachers stated that they would rather follow examination board recommendations in KS4 over any other system.

## **How do we ensure the consistency of data provided by the department?**

Dissemination of information and training as a result of attendance at standardisation meetings should be undertaken promptly on return to school. The most obvious way of achieving consistency across the department is through moderation of departmental work and / or by using the materials provided for standardisation to ensure consistency in the quality and reliability of data provided by departments. This is a very important part of the assessment process and ought to be embedded in the meeting cycle for departments.

### **How do we know pupils are making appropriate progress?**

The programme is flexible enough for schools to adapt it to the system they want to use to show progress. The bands can be broken up in any way a school wishes to facilitate the tracking and measuring of progress. In any flight path it would be expected that a pupil entering the secondary phase having met the expected standard at KS2 would be aiming for a grade 5 or better at GCSE. The graph in the handbook shows the way in which a student's flight path can be chartered and progress can be measured against that pathway.

### **Does the programme promote progression and challenge?**

All criteria have been produced with an end view of allowing pupils to reach the highest levels in the new GCSE. The skills, knowledge and understanding required progress over the programme enabling teachers to stretch, challenge and differentiate according to the needs of the pupils. In fact the bands set out a ladder of progress for each assessment objective.

The assessment materials provided in the Mathematics Programme clearly specify three levels of challenge with the questions set. Other subjects, specify the criteria at a lower mid and higher band.

### **Does the programme cater for those who are below the expected key stage 2 standard?**

All the programmes take into account those pupils who would be slightly below the expected standard. These pupils would likely be placed somewhere around the bottom of band A. Some subjects are piloting resources for those pupils working towards band A and further information will be available in due course.

### **How should we report to parents?**

Schools will be required to indicate whether or not a student is working at, towards or above expected progress. The main issue is whether or not they are making progress against their own flight path and a notional national flight path. Once again the graph in the handbook indicates a number of potential flight paths as well as the average pupil's flight path from the middle of band A to grade 5. Regular assessment will enable the school to ascertain whether a pupil is making adequate progress for him/ her and to measure their progress against the average flight path.

Secondary Consultant Team

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