



**One school, four viewpoints:
what does effective
assessment look like?**



Who are we?

Luke Rees

Assistant Head

@LukeReesEdu

Amy Mulgrew

Class Teacher

@AmyMulgrew_1

Janine Johnston

Head of Learning and
Progress

@misjjj2

Emma Dibden

Head of Learning
Support

@EmmaDibden

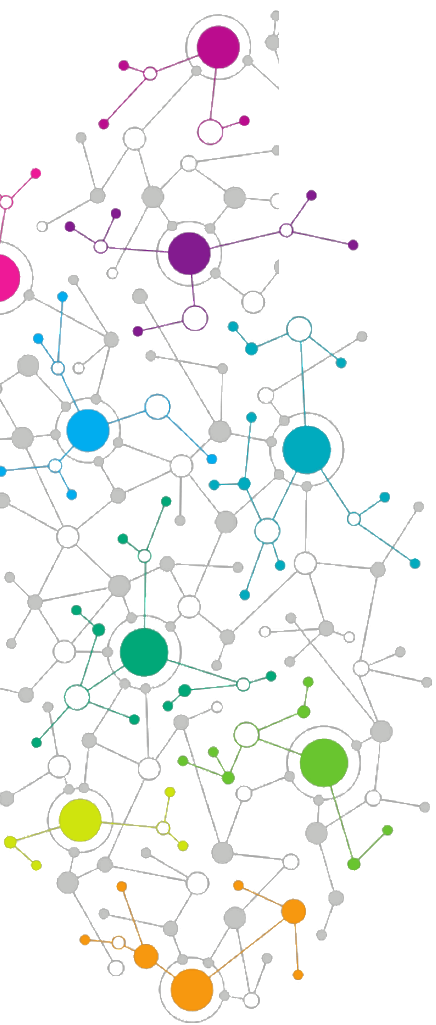
Who are we?










JESS Jumeirah







@JESS_Jumeirah




@JESSDubai



Who are we?

Students	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	FS1-Year 6
	 Number of students on roll	703
	 Number of Emirati students	5
	 Number of students of determination	21
	 Largest nationality group of students	UK

Teachers	 Number of teachers	53
	 Largest nationality group of teachers	British
	 Number of teaching assistants	37
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	21%

Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	CAT4, GL
	 Accreditation	BSO, COBIS
	 National Agenda Benchmark Tests	GL

1

IDENTIFY YEAR GROUP TRENDS

Look for areas of relative strength or those for development;
to do this, use the mean score of each battery.

V. Q. NV. S.



2

IDENTIFY INDIVIDUAL PUPILS WITH SIGNIFICANTLY DIFFERENT SCORES

Initially check for scores that are different by 20
when you compare batteries.

Quantitative vs Spatial

Verbal vs Non-verbal

V = 85
NV = 123

Significant
Difference

3

CONSIDER THE CONTEXT

Compare CAT 4A and CAT 4B results of the same cohort.

Triangulate with attainment and attitudinal data.

e.g. TA, Progress Tests, PASS



4

CONSIDER ACTION

1. How can you change the Curriculum to suite the needs of this cohort?
2. What learning opportunities do you now need to provide?
3. Organise targeted intervention groups.



Learning Conversations

Get to
know
your
students



Get to know your students

What is your favourite subject?

How do you like to learn?
Alone or in a group?

What are your strengths?

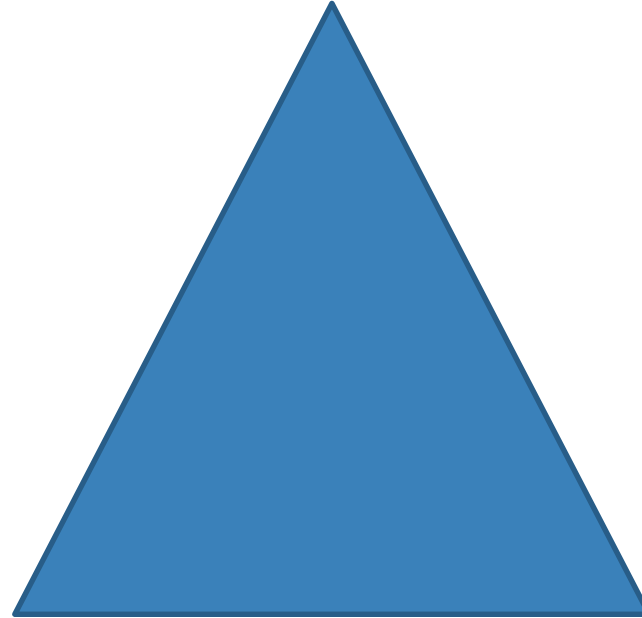


What do find difficult?

Get to
know
your
students

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Attainment



Aptitude

Attitude

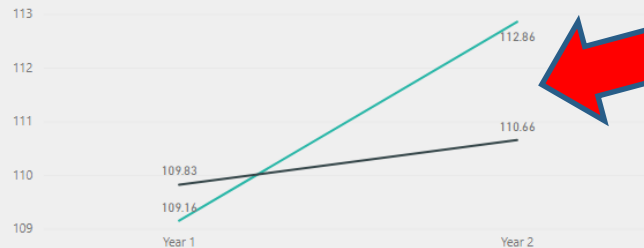
Identifying trends across the year group

JESS
Dubai

Progress Test Attainment - Year on Year

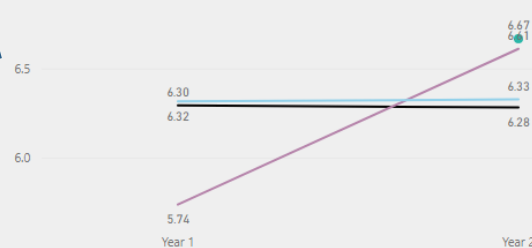
Average of SAS results Year on Year

Subject ● English ● Maths



Average of Stanines Year on Year

Subject ● English ● Maths ● Reading ● SPAG



Cohort

- ☐ JJ 2018 Leavers
- ☐ JJ 2019 Leavers
- ☐ JJ 2020 Leavers
- ☐ JJ 2021 Leavers
- ☐ JJ 2022 Leavers
- ☐ JJ 2R
- ☒ JJ 2023 Leavers
- ☐ JJ 2Y
- ☐ JJ 2024 Leavers

Class

- ☐ AR 2B
- ☐ AR 2Y
- ☐ JJ 2B
- ☐ JJ 2G
- ☐ JJ 2R
- ☐ JJ 2Y

Subject

- ☐ English
- ☐ Maths
- ☐ Reading
- ☐ SPAG

SEN Star

- ☐ Blue
- ☐ Grey
- ☐ Red
- ☐ Yellow

Gender

- ☐ F
- ☐ M

Nationality

- ☐ Non-Emirati

PT6 - Year 1

Subject	5+	Below 5
Maths	84.09%	15.91%
Reading	76.14%	23.86%
SPAG	85.23%	14.77%

Subject	6+	Below 6
Maths	72.73%	27.27%
Reading	54.55%	45.45%
SPAG	63.64%	36.36%

Subject	7+	Below 7
Maths	43.18%	56.82%
Reading	31.82%	68.18%
SPAG	45.45%	54.55%

PT7 - Year 2

Subject	5+	Below 5
English	92.05%	7.95%
Maths	80.68%	19.32%
Reading	85.23%	14.77%
SPAG	88.79%	11.21%

Subject	6+	Below 6
English	75.00%	25.00%
Maths	56.82%	43.18%
Reading	72.73%	27.27%
SPAG	65.91%	34.09%

Subject	7+	Below 7
English	50.00%	50.00%
Maths	42.05%	57.95%
Reading	47.73%	52.27%
SPAG	45.45%	54.55%

PT8 - Year 3

Subject		
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Subject		
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Subject		
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PT9 - Year 4

Subject		
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Subject		
---------	--	--

Subject		
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PT10 - Year 5

Subject		
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Subject		
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Subject		
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PT11 - Year 6

Subject		
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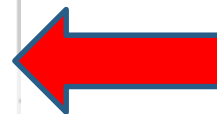
Subject		
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Subject		
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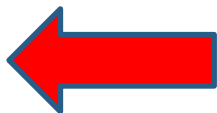
Identifying trends across the year group

PT7 - Year 2

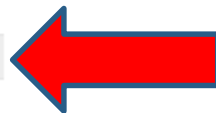
Subject	5+	Below 5
English	92.05%	7.95%
Maths	80.68%	19.32%
Reading	85.23%	14.77%
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Subject	6+	Below 6
English	75.00%	25.00%
Maths	56.82%	43.18%
Reading	72.73%	27.27%
SPAG	65.91%	34.09%



Subject	7+	Below 7
English	50.00%	50.00%
Maths	42.05%	57.95%
Reading	47.73%	52.27%
SPAG	45.45%	54.55%

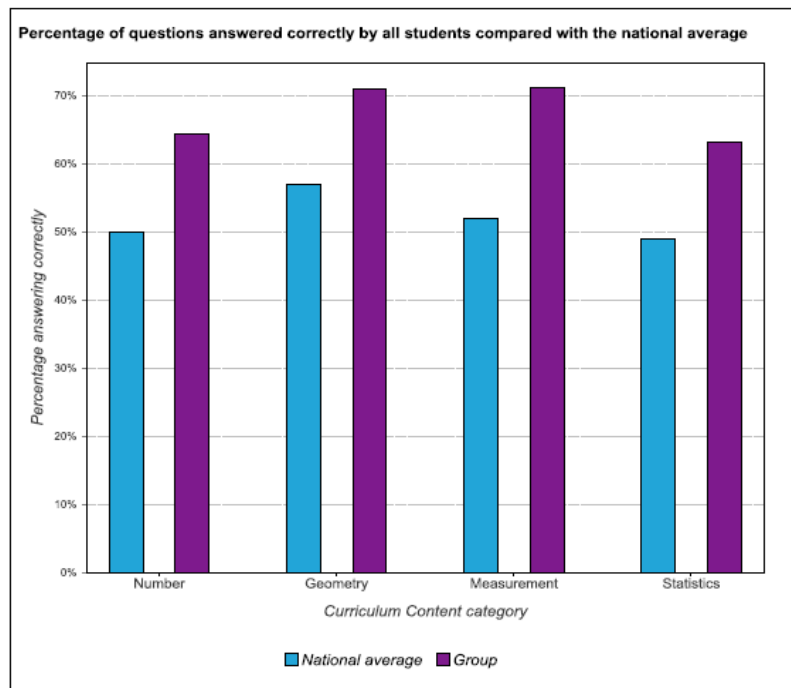


Digging
deeper...

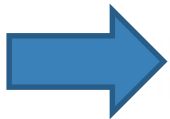
Analysis of group scores (by Curriculum Content category)

The table and chart below show the percentage of questions answered correctly by all students compared with those for the national average.

Curriculum Content category	Number of questions	Group % correct	National % correct	Group/national difference
Number	25	64%	50%	14%
Geometry	5	71%	57%	14%
Measurement	5	71%	52%	19%
Statistics	8	63%	49%	14%



Digging
deeper...



Analysis of group scores (by Curriculum Content category)

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Statistics	8	63%	49%	14%

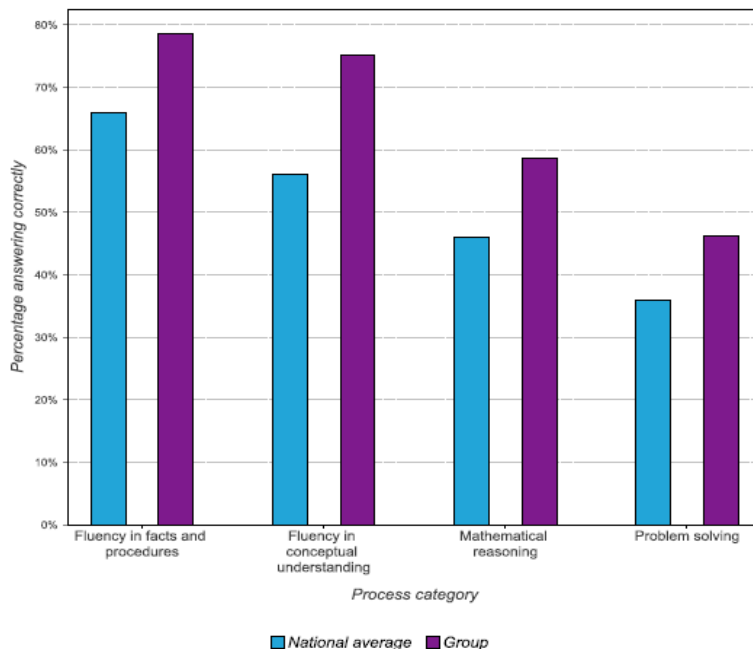
And
deeper...

Analysis of group scores (by Process category)

The table and chart below show the percentage of questions answered correctly by all students compared with those for the national average.

Process category	Number of questions	Group % correct	National % correct	Group/national difference
Fluency in facts and procedures	8	79%	66%	13%
Fluency in conceptual understanding	13	75%	56%	19%
Mathematical reasoning	21	59%	46%	13%
Problem solving	3	46%	36%	10%


Percentage of questions answered correctly by all students compared with the national average



And
deeper...

Analysis of group scores (by Process category)


The table and chart below show the percentage of questions answered correctly by all students compared with those for the national average.

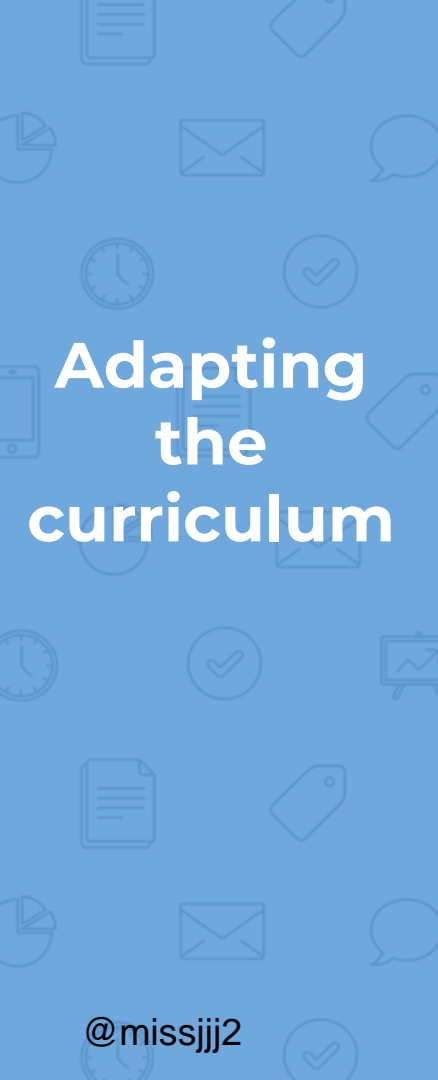


Process category	Number of questions	Group % correct	National % correct	Group/national difference
Fluency in facts and procedures	6	76%	66%	13%
Fluency in conceptual understanding	13	75%	56%	19%
Mathematical reasoning	21	59%	46%	13%
Problem solving	3	46%	36%	10%

Planning the next steps



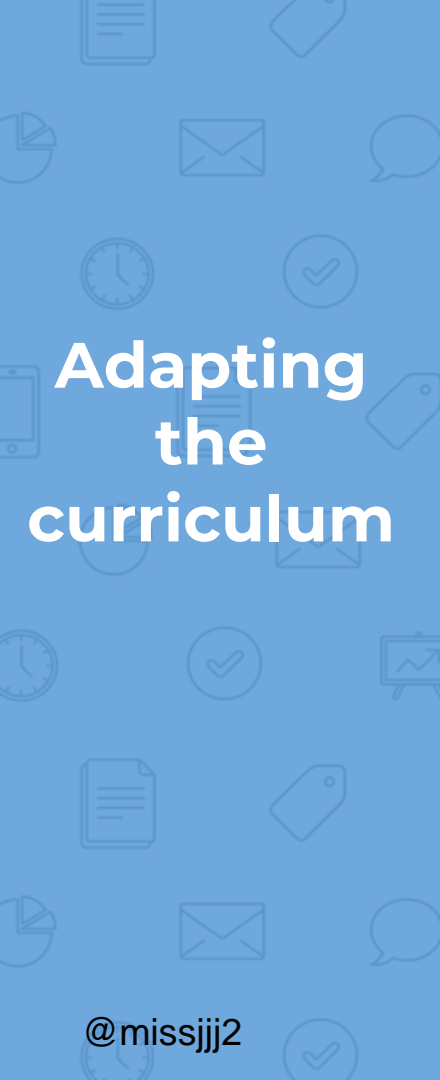
		ACTION PLAN 2018-2019			
		DEPARTMENT: Year 2			
Focus	Purpose	How will it be done?	Timescale	Who?	Success criteria
STEM	To incorporate STEM opportunities into the curriculum	<ul style="list-style-type: none"> Decide when completing medium term planner, where and what opportunities there are for STEM projects in the term Mind-map possible ideas for projects as a whole team 	Term 1 and throughout year	Year 2 Team JJ to oversee	<ul style="list-style-type: none"> Evidence of effective STEM learning taking place in lessons Evidence of effective STEM challenges being accessed through continuous provision in the central area and outdoor learning
Maths	To increase children's understanding and application of measurement	<ul style="list-style-type: none"> When planning across the curriculum look for innovative and creative ways to include measurement To provide opportunities for children to independently use and apply measuring in continuous provision and central area activities 	Term 1 and beyond	JJ Year 2 team	<ul style="list-style-type: none"> Children make significant progress in understanding and application of measurement Children display greater understanding and application of key terminology around measurement
Self and peer-assessment	To embed the effective use of peer and self-assessment in core subjects which will provide pupils with an opportunity to critically self-reflect and critique peers' learning.	<ul style="list-style-type: none"> When planning, teachers to look for good opportunities to include peer and self-assessment and include these on the planning. Develop the language required for pupils to review each other's learning through modelling and demonstrating effective feedback. 	Term 1 and throughout the year	Class teachers Pupil voice JJ to oversee	<ul style="list-style-type: none"> Evidence of peer and self-assessment taking place at least once a week in English and maths (in books) Pupils confidently articulating their opinions on their own work, identifying their next steps
Growth mind-set	Development of growth mind-sets amongst pupils	<ul style="list-style-type: none"> Lessons planned in Moral Ed and Social Studies around topic of growth mind-set Displays in classrooms with language associated growth mind-set 	Term 1 and throughout the year	Class teachers TAs Pupil Voice	<ul style="list-style-type: none"> Pupils begin to use the language of growth mind-set and feel more positive about taking risks Reflected in their PASS survey results when in Term 1 of Year 3



Adapting the curriculum

@missjjj2





Adapting the curriculum



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Ensuring no one is left behind



JUMEIRAH ENGLISH SPEAKING SCHOOL

'Achieving Excellence Together'

Class/YGL Mid-Year Pupil Progress - x

Class/YG: Year x

Teacher: x

Date: x

Subject	% Students On Track to be Below (Within or less) at <u>EoY</u>	% Students On Track to be Meeting (Within +) at <u>EoY</u>	% Students On Track to be Exceeding (At least Secure) at <u>EoY</u>
Reading	0%	23.4%	76.6%
Writing	2.5%	28.4%	69.1%
Maths	6.2%	17.3%	76.6%
Science	0%	12.3%	87.7%
Social Studies	6%	25%	69%

⚡ When Identifying key pupils, focus on key interventions for pupils at on track to Below(W) or Meeting (W+)

Reading

Key Identified pupils- Actions to implement

xxxxxxxxxxxxxxxx are all on 1S+ so need to make 4 steps progress to get to Within +.
xxxxxx has completed BRP. If some of these children don't make 4 steps then our % of below will increase.

Writing

Key Identified pupils- Actions to implement

xxxxxxxxxxxxxxxx are the lowest attaining writers. Ed phyc. Report
xxxxxxxxxxxxxxxx need to make 4 steps progress to get to Within + (Meeting) for EOY.
Continued Oasis support (Ellie is supporting within 2 x)
xxxx has been referred.
xxxx is currently on 2B but I believe will get to 2Sxxxx could also get to 2S and a maybe for xxxxx all from 2x.
Ellie has been in 2x supporting once a week. Could we increase Oasis support in 2x?

xxx 2b (New T1)xxxx 2b xxxxx 2b all in 2xxx xxxxx is confident that xxxxx and xxxxx will get to Secure.

Ensuring no one is left behind



T1 Reflection:

From start of year data summarise successful action points

(ie: Class/YG focused intervention from TAs on reading comp – majority of group now meeting EoY expectations.)

- Team teaching lowest group
- Two parallel groups
- LSA in middle group 4/5 days
- OASIS support for x and when appropriate x 2 days a week
- Dynamo maths
- Extra time allowed for maths passport

Putting
the right
support
in place

First Class @ Number

PTM Group report for teachers

PT MATHS 6

Student name	Class	Age at test (yrs.mths)	No. attempted (/26)	SAS	SAS (with 90% confidence bands)										ST	PR	GR (/88)	Progress Category
					60	70	80	90	100	110	120	130	140					
		6:01	26	104											6	60	~57	Higher
		6:05	26	104											6	60	~57	Higher
		6:00	26	103											5	58	65	Expected
		5:11	26	102											5	55	~66	Expected
		6:07	26	102											5	55	~66	Expected
		6:04	26	102											5	55	~66	Expected
		6:06	26	101											5	52	~69	Expected
		6:03	26	101											5	52	~69	Expected
		6:07	26	100											5	50	71	Expected
		6:08	25	99											5	48	~72	Expected
		6:05	26	99											5	48	~72	Expected
		6:06	26	99											5	48	~72	Expected
		6:03	22	96											4	40	~75	Expected
		5:10	26	96											4	40	~75	Expected
		6:07	25	95											4	37	~77	Expected
		6:02	25	95											4	37	~77	Lower
		6:04	26	95											4	37	~77	Expected
		6:05	25	95											4	37	~77	Lower
		6:06	26	94											4	34	81	Expected
		6:05	25	93											4	32	82	Lower
		6:02	26	91											4	28	~83	Expected
		6:04	26	91											4	28	~83	Much lower
		6:01	26	90											4	26	85	Expected
		6:07	26	89											4	24	86	Much lower
		6:08	26	88											3	22	87	Lower
	6:08	25	84											3	14	88	Expected	

Putting
the right
support
in place

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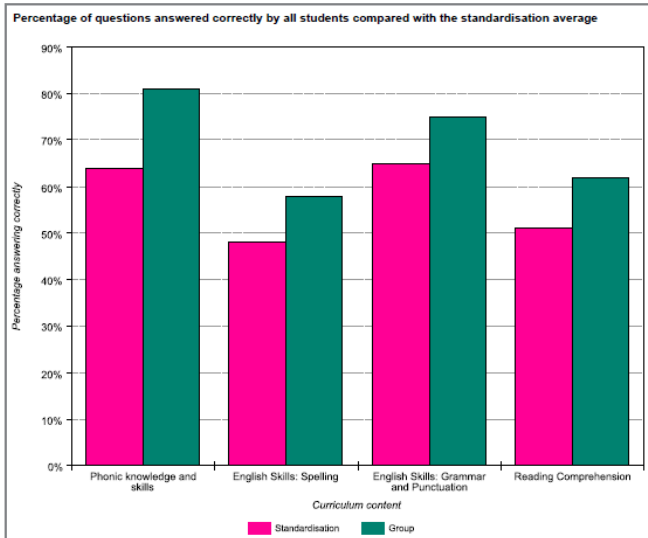
NESSY

School: 20151 Jumeirah English Speaking School	
Group: Year 1	No. of students: 88
Date of test(s): 08/05/2018	

Analysis of group scores (by Curriculum content category)

The table and chart below show the percentage of questions answered correctly by all students compared with those for the standardisation average.

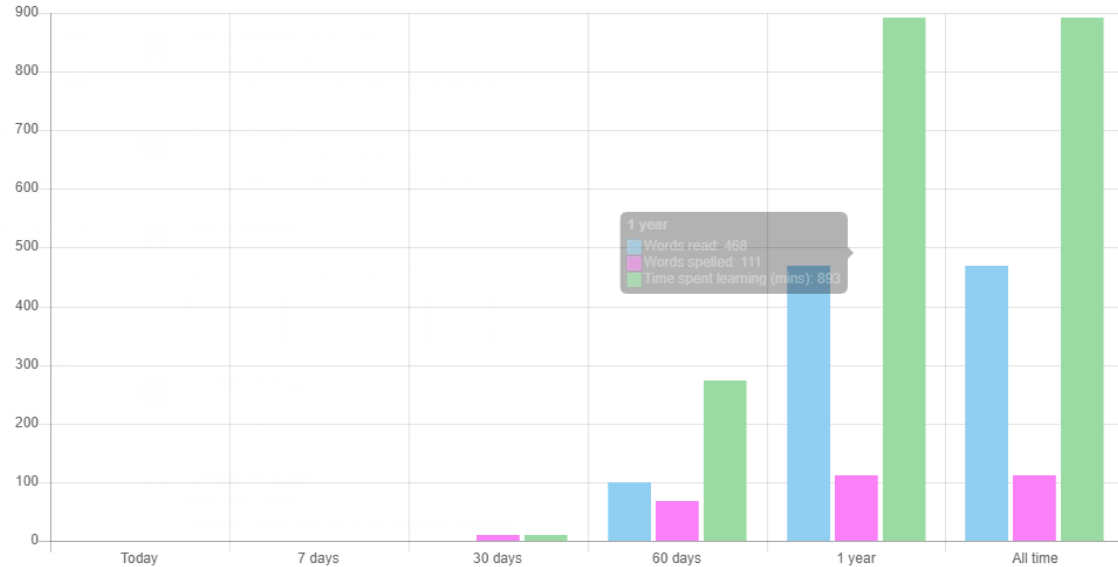
Curriculum content category	Number of questions	Group % correct	Standardisation % correct	Difference
Phonic knowledge and skills	15	81%	64%	17%
English Skills: Spelling	7	58%	48%	10%
English Skills: Grammar and Punctuation	5	75%	65%	10%
Reading Comprehension	9	62%	51%	11%



Putting
the right
support
in place

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NESSY



Reviewing the impact

From this...

Stas and hose a box. Mummy tigger says thank you
for me hafe and with threat she left it in a cool
tigger Taxi. We mummy tigger got some
daddy tigger is playing the guitar in the den.
Mummy and daddy tigger went to bed. In the
morning Sophie's mummy came to get some breakfast.
Daddy tigger gives Sophie's mum some ^{dillishus} wotibix
hite you go Ses daddy tigger.

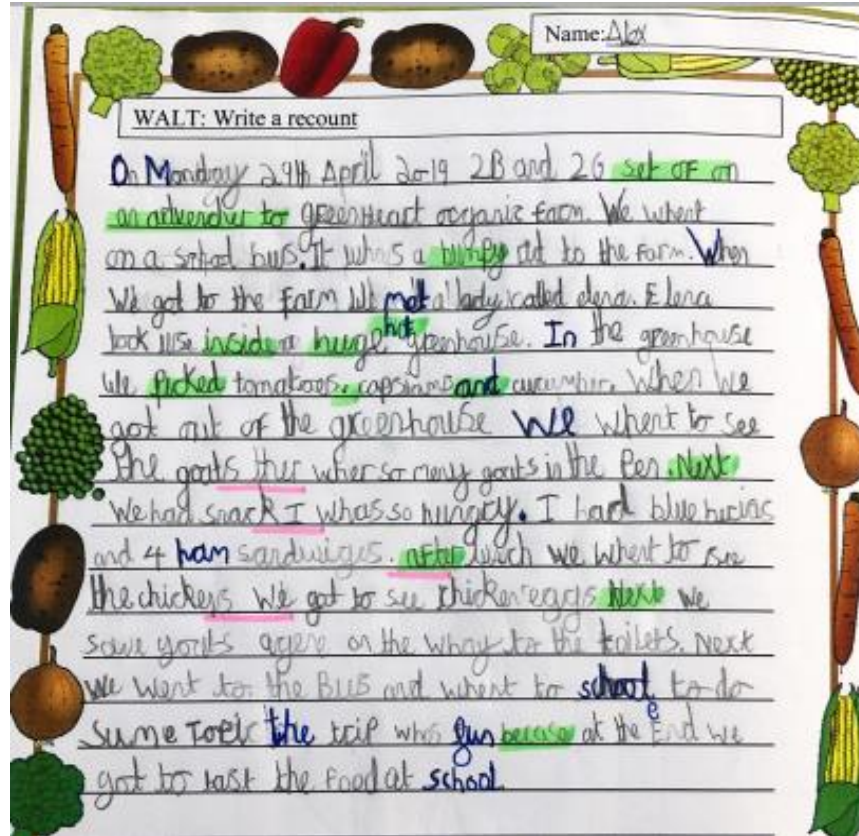
Close the gap

Great openers and you have
used full stops.

Can you add in capital letters.

To this...

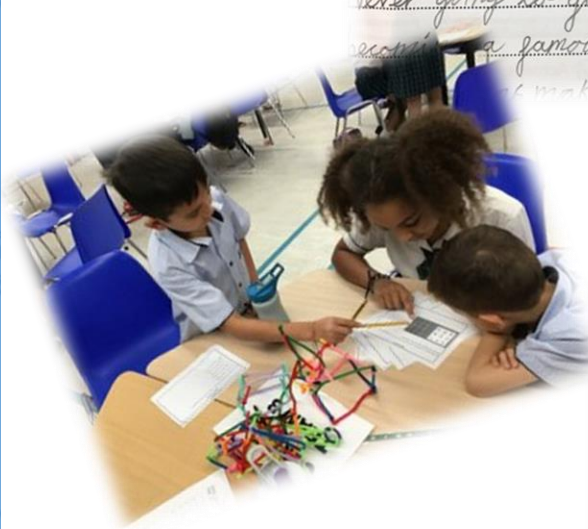
Reviewing the impact



Enrichment opportunities for G+T

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What Singing Feeling!
Sometimes when I am super excited I do amazing singing.
In my break time I love to sing with my friends.
Nothing makes me feel better than when I sing.
Grooving to the beat makes me feel powerful.
It's always good to sing at the top of my voice.
Never going to give up on my dream of becoming a famous singer!
Singing makes me feel alive and excited.



Tracking a year group's progress and attainment over time

@missjjj2



Tracking a year group's progress and attainment over time

PT6 - Year 1

Subject	5+	Below 5
Maths	89.87%	10.13%
Reading	82.28%	17.72%
SPAG	86.08%	13.92%

Subject	6+	Below 6
Maths	68.35%	31.65%
Reading	58.23%	41.77%
SPAG	72.15%	27.85%

Subject	7+	Below 7
Maths	32.91%	67.09%
Reading	35.44%	64.56%
SPAG	46.84%	53.16%

PT7 - Year 2

Subject	5+	Below 5
Maths	89.77%	10.23%
Reading	93.18%	6.82%
SPAG	96.59%	3.41%

Subject	6+	Below 6
Maths	77.27%	22.73%
Reading	75.00%	25.00%
SPAG	90.91%	9.09%

Subject	7+	Below 7
Maths	53.41%	46.59%
Reading	52.27%	47.73%
SPAG	61.36%	38.64%

PT8 - Year 3

Subject	5+	Below 5
English	96.55%	3.45%
Maths	93.10%	6.90%
Reading	94.25%	5.75%
Science	93.10%	6.90%

Subject	6+	Below 6
English	90.80%	9.20%
Maths	74.71%	25.29%
Reading	88.51%	11.49%
Science	91.95%	8.05%

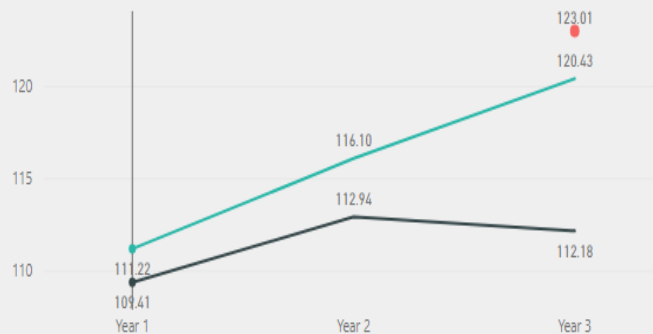
Subject	7+	Below 7
English	71.26%	28.74%
Maths	48.28%	51.72%
Science	75.86%	24.14%

Tracking a year group's progress and attainment over time

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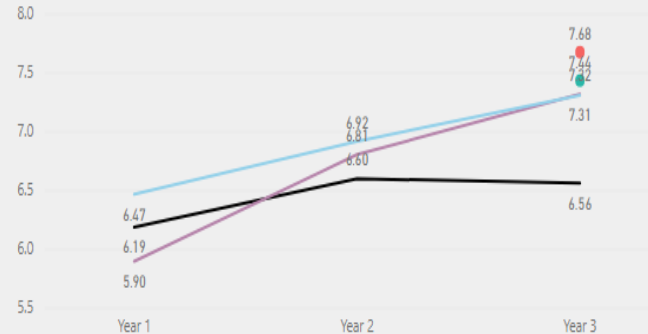
Average of SAS results Year on Year

Subject English Maths Science

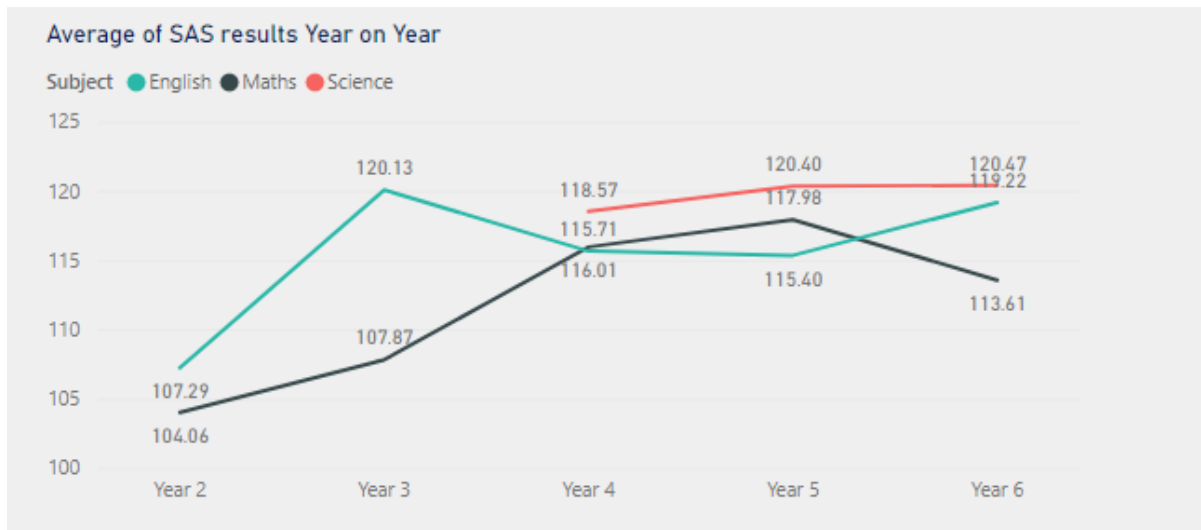


Average of Stanines Year on Year

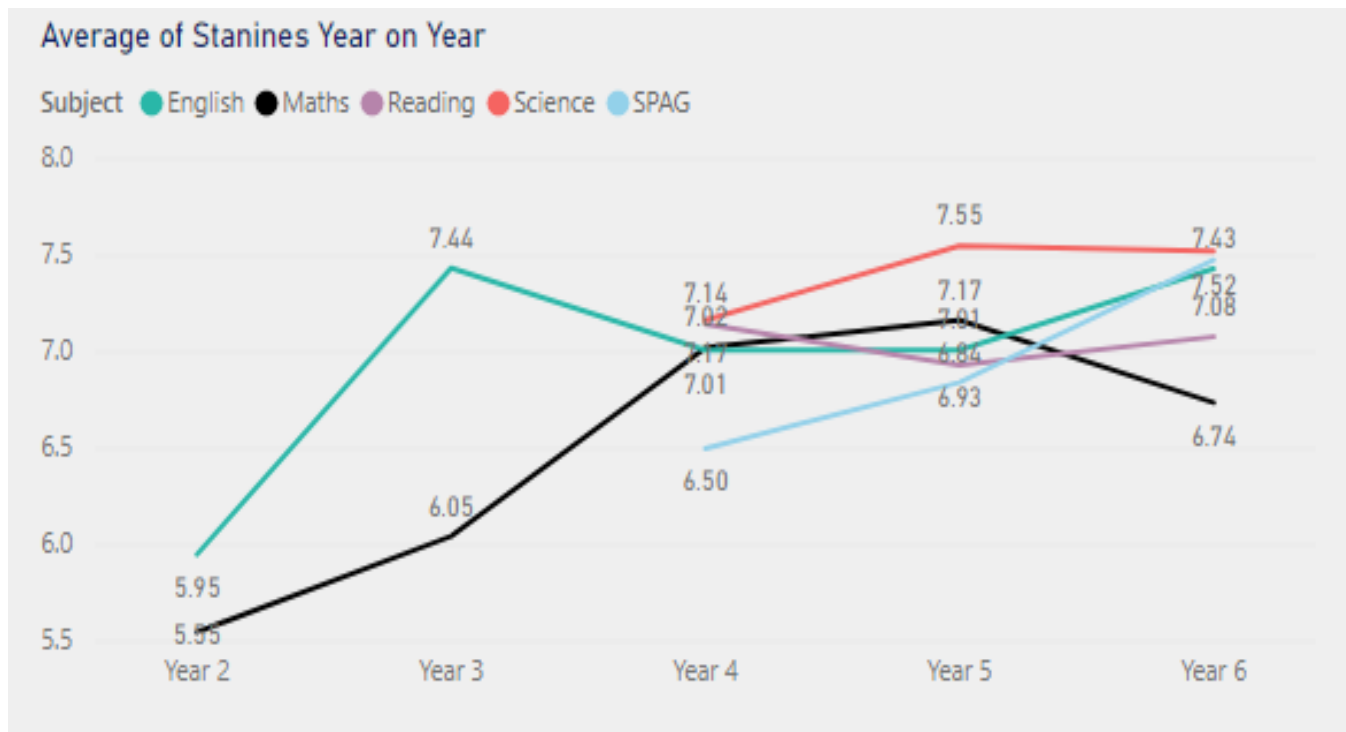
Subject English Maths Reading Science SPAG



Tracking a year group's progress and attainment over time



Tracking a year group's progress and attainment over time



Get to know your students

@missjjj2

