Science assessment: TAPS Pyramid school self-evaluation tool

SCHOOL: DATE:

○ = NO PRACTICE
○ = SOME PRACTICE
○ = STRONG PRACTICE

DIRECTION OF INFORMATION FLOW THROUGH SCHOOL

WHOLE-SCHOOL PROCESSES

Science assessment processes provide a **valid and reliable summary** of pupil achievement at the end of Key Stages ○

FEEDBACK FROM DIALOGUE WITH SCHOOL LEADERSHIP, GOVERNORS AND PARENTS INFORMS CHANGES TO SCIENCE ASSESSMENT

SUMMATIVE REPORTING

Teachers **summarise** achievements in terms of **what pupils can do**, not only in terms of levels, grades or %

E.g. progress in skills is passed onto the next teacher. ○ S1

Parents/carers receive **oral and written reports** that identify the next steps for their children

E.g. at parents' evening, comments on homework. ○ S2

Summaries of pupil progress across the cohort draw on a range of information

E.g. learning across a range of contexts is used to decide support or extension needs ○ S3

TEACHER-PUPIL/PARENT CONFERENCES INCLUDE DIALOGUE ON ATTAINMENT IN SCIENCE

SHARED UNDERSTANDING

Teachers base their summative judgements of pupils' learning on a **range of types of activity**

E.g. not reliant on one snapshot to make overall judgement. ○ ShU1

Teachers take part in **moderation/ discussion** with each other of pupils' work in order to align judgements

E.g. staff meeting discussions of science work. ○ ShU2

There is a **shared understanding of progression** in science

E.g. staff map progression of skills, TAs are involved in assessments. ○ ShU3

Pupils are **aware of the criteria** by which their work over a period of time is judged

E.g. examples of what good science looks like are discussed/displayed. ○ ShU4

A **manageable system for record-keeping** is in operation to track and report on pupils' learning in science

E.g. annotated planning, end of topic grids. ○ ShU5

RESPONSIVE TEACHING

ACTIVE PUPILS

Teachers plan opportunities to **elicit** pupils' science knowledge and skills

E.g. plans show range of elicitation strategies at variety of times: beg/mid/end of lesson. ○ T1

Teachers involve pupils in discussing **learning objectives** and **criteria for success**

E.g. discuss what good observation or conclusions look like. ○ T2

Teachers gather evidence of pupils' learning through **questioning/ discussion** and **observation**

E.g. Open Qs, class mindmap/concept cartoon, TA postit quotes, floorbook, annotated photos. ○ T3

Teachers gather evidence of pupils' learning through **focused recording** of activities and tasks

E.g. focused recording of enquiry focus, models, sorting. ○ T4

Teachers use assessment to advance pupils' learning by **adapting the pace, challenge and content** of activities

E.g. support or challenge in response to pupils. ○ T5

Teachers use assessment to advance pupils' learning by **giving feedback** to pupils about how to improve

E.g. mini-plenary, marking, oral feedback, next steps, extension Qs. ○ T6

Teachers use assessment to advance pupils' learning by providing **time for pupils to reflect** on and assess their own work

E.g. reflect on success criteria ○ T7

Pupils identify their **existing ideas**, learning needs and interests, and consider those of peers.

E.g. mindmaps, annotated drawings, KWL grids, mini whiteboards, post its, talk partners. ○ P1

Pupils **focus on science** knowledge, understanding, skills and attitudes in **learning objectives** and **success criteria**

E.g. be clear about science focus rather than presentation etc. ○ P2

Pupils **assess their own** ideas and work against known criteria

E.g. traffic lighting or highlighting objective, commenting on whether predictions are supported. ○ P3

Pupils **assess peers'** ideas and work against known criteria

E.g. comment on another group's presentation, give 2 stars and a wish for piece of work. ○ P4

Pupils use assessment to advance their learning by **acting on feedback**

E.g. respond to mini plenary advice in second half of lesson, make improvements in next investigation. ○ P5

Pupils collaboratively (with peers/ teachers) **identify next steps** in learning

E.g. identify which part of the success criteria is missing, consider how to make the measurement more accurate. ○ P6

Produced by the Teacher Assessment in Primary Science Project, Bath Spa University, developed from the Nuffield Foundation (2012) and Harlen (2013)