Teacher Assessment in Primary Science (TAPS)

Cambridge Primary Review

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Aiming to develop support for a valid, reliable and manageable system of science assessment which will have a positive impact on children’s learning.
TAPS headlines so far

- Reports summarising of approaches
- Pyramid self-evaluation tool with examples
- Focused assessment database of plans and work samples

https://pstt.org.uk/resources/curriculum-materials/assessment
Teacher assessment of primary science

**VALIDITY**
Full breadth of science focused outcomes summarised from a range of evidence types

**RELIABILITY**
Science focused moderating discussions, supported by criteria and exemplars

**Manageability**

**Shared understanding of primary science and assessment purposes**
What does this look like in practice?

A Design-Based Research approach

Ongoing formative assessment can be summarised

Summative reporting e.g. based on range of info

Monitoring e.g. moderation for shared understanding

Responsive teaching e.g. clear focus, Qs, feedback

Active pupil involvement e.g. self/peer assessment

Range of info/contexts supports validity (all areas e.g. WS)

Shared understanding and moderation supports reliability (consistency)

Focus, clear purpose and examples support manageability

Principles and examples of AfL = most impact on learning

TAPS pyramid model
Pupils identify their existing ideas and consider those of peers.
E.g. mindmaps, annotated drawings, PML grids, mini-whiteboards, post-it notes, talk partners.

Pupils assess their own ideas and work against known criteria.
E.g. traffic-lighting or highlighting objectives, commenting on whether predictions are supported.

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.

Pupils use assessment to advance their learning by acting on feedback.
E.g. respond to mini-plenaries; advice in second half of lesson; make improvements in next investigation.

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.

Case study 1: Developing pupil active involvement
Teachers plan opportunities to elicit through discussion

Teachers involve pupils in discussing criteria for success

Teachers adapt pace and give pupils time to reflect

Case study 2: SLT look for responsive teaching
Case study 3: Moderation to support consistency/reliability

“We discussed assessments: we found tracking every child on every objective was unmanageable.’

Moderation discussions

“We tried a best fit model, but it was not really picking up the scientific thinking. We are now using Focused Assessments to look closely at one area of science at a time.’
Shared understanding of progression

Case study 4: Developing a shared understanding
We welcome feedback and further ideas

• Questions?

• Feedback?

• Please do share with your networks and invite them to help us to expand the database with their own egs.

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