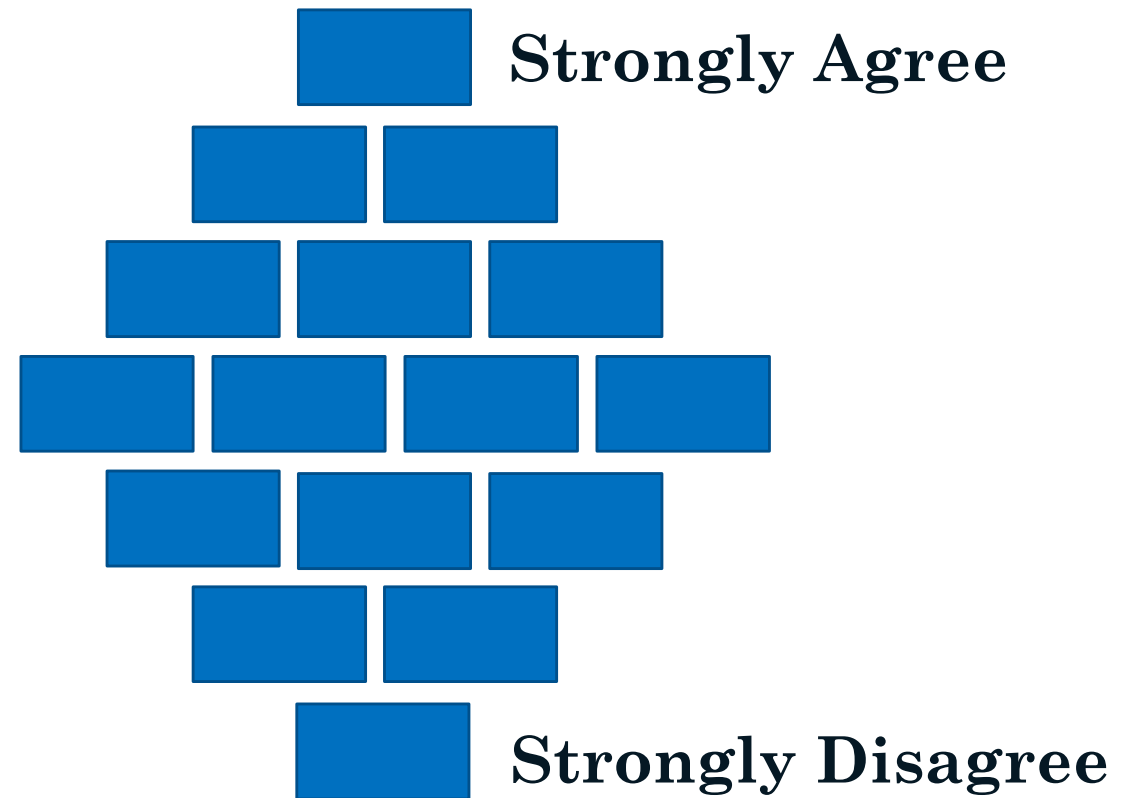




Diamond Rank

In pairs; discuss & arrange
16 cards into a diamond with
the statement you agree with
most strongly at the top and
the statement you disagree
with most strongly at the base.

(You may leave 4 cards out)





The White Hills Park Trust

A Culture of Excellence

Workshop A: Low Stakes Testing

Monday 1st July, 2019

Joel Haigh & Rob Palmer



Aims of this session:

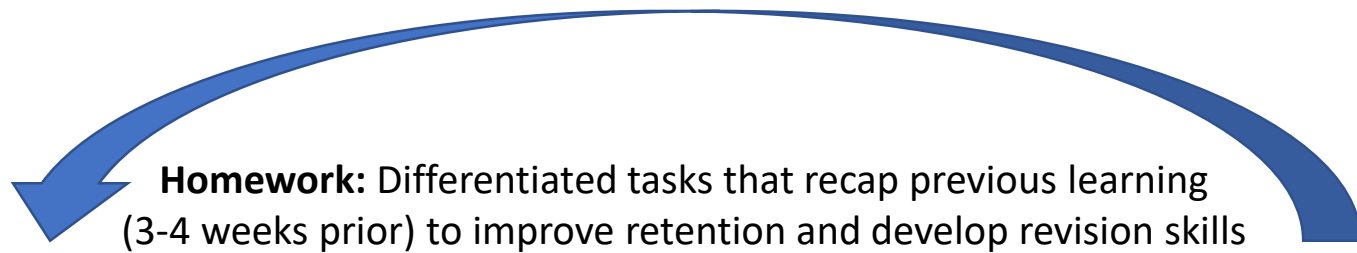
- **Reflecting on your philosophy of assessment**
(Do you practice what you preach?)
- **Understanding & utilising the research**
(Maths case study)
- **Implementing this session in the classroom**
(AFL vs Low Stakes Testing)



Aims of this session:

- **Reflecting on your philosophy of assessment**
(Do you practice what you preach?)
- **Understanding & utilising the research**
(Maths case study)
- **Implementing this session in the classroom**
(AFL vs Low Stakes Testing)

AWS Maths
Structure of Assessment



Schoolwide data collection points (3x per year)

Current Topic
Teaching & Learning (~2 weeks)



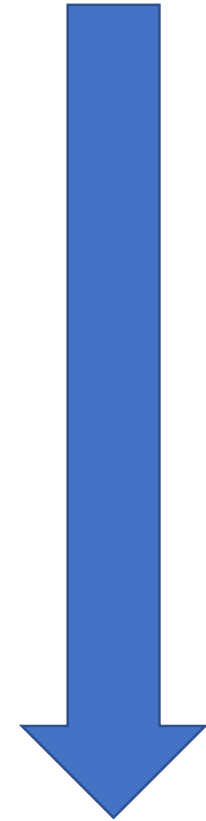
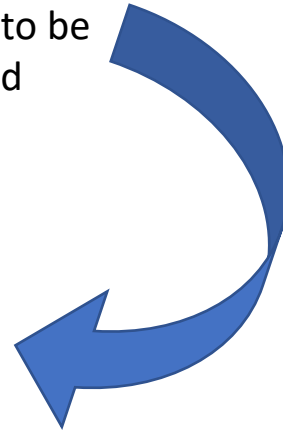
Pre-Test
Diagnostic.
Informs planning



Post-Test
Shows progress & what needs to be improved



Target Tackling/Mastery
Opportunity to improve or extend/problem solve



Summative Assessment
Tests retained/applied learning (Termly)

Name: [REDACTED]

Date: 26.9.17.

9H 1 Integers Post - Test

Where am I now?

- 1) Calculate
- 645×792
- showing all working out

$$\begin{array}{r} 645 \\ \times 792 \\ \hline 1290 \\ 58050 \\ 451500 \\ \hline 510840 \end{array}$$

- 2) Calculate
- $(6+5) \times 2 + (15 - 2 \times 3) - 6$

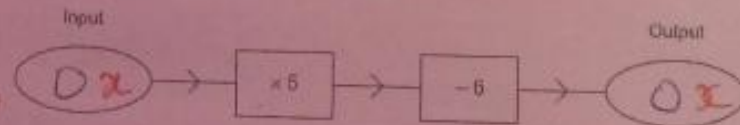
$$\begin{aligned} (6+5) \times 2 + (15 - 2 \times 3) - 6 &= 25 \\ 11 \times 2 + (15 - 6) - 6 & \\ 22 + 9 - 6 & \\ 31 - 6 & = 25 \end{aligned}$$

- 3) Use one pair of brackets to make this statement correct

$$8 + 2 \times (4 + 8) - 12 = 20$$

$$\text{to prove this} \rightarrow 8 + 2 \times 12 - 12 = 20$$

- 4) Here is a number machine.



Use x for unknowns.

The output is equal to the input. Work out the input.

$$\begin{aligned} 5x - 6 &= x \\ 4x &= 6 \\ x &= 1.5 \end{aligned}$$

- 5) There are two boxes, box A and box B. Altogether, there are 30 oranges in the boxes. 7 oranges are moved from box A to box B. The number of oranges in each box is now the same. How many oranges were in box A at the start?

A	B
15	15
22	8
6-7	7
15	15

$15 - 7 = 8$
 $15 + 7 = 22$
Box a = 22

Name: [REDACTED]

Date: 29.9.17

9H 1 Integers TTT

Have I improved?

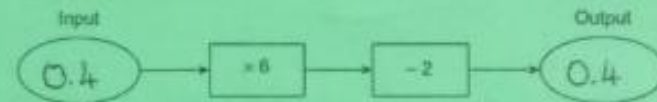
- 1) Calculate
- 739×426
- showing all working out

- 2) Calculate
- $(7+8) \times 2 + (15 - 4 \times 2) + 8$

- 3) Use one pair of brackets to make this statement correct

$$\begin{aligned} 8 + 8 + 8 - 12 & \checkmark & 8 + (2 \times 4) + 8 - 12 & = 12 \\ 8 + 24 - 12 & = 12 & \checkmark \end{aligned}$$

- 4) Here is a number machine.



The output is ^{the same as} twice the input. Work out the input.

$$\begin{aligned} x \times 6 - 2 &= x \\ 6x - 2 &= x \\ 5x - 2 & \checkmark \end{aligned} \quad \frac{5x}{5} = \frac{2}{5} = \frac{4}{10} = 0.4 \checkmark$$

- 5) There are two boxes, box A and box B. Altogether, there are 36 oranges in the boxes. 8 oranges are moved from box A to box B. The number of oranges in each box is now the same. How many oranges were in box A at the start?

Name:

Date:

9H 4 Properties of Integers Mastery Question

Have I mastered it?

1) Put each of these numbers into the correct box.

27 2 8 11 64

	Square number	Odd number	Even number
Cube number	64	27	8
Prime number		11	2

(b) Explain why it is **never** possible to put a number in the shaded box?

because a square number has 3 factors and prime numbers only have 2.

2) I am thinking of a number. My number is between 20 and 30.

My number and 12 have only one common factor.

What number could I be thinking of? Give all three possible answers.

20 21 22 23 24 25 26 27 28 29 30

12		
1 12	21	23
2 6	27	23
3 4	29	25

Name: _____
 Maths Group: 9AY
 Teacher: Mr Hain

MATHEMATICS
BOOK
Year 9

WHP: My KS3 Assessments

	Current	Predictor
Autumn	Secure	Secure
Spring	Mastered	mastered.
Summer		

My Target:



Working the Integers	1-4: shaded, 5-10: green
Collect, Interpret, Represent data	1-3: shaded, 4-10: green
Analysing Data	1-3: shaded, 4-10: green
Properties of Integers	1-3: shaded, 4-10: green
Working with Fractions	1-3: shaded, 4-10: green
Working with Decimals	1-3: shaded, 4-10: green
Basic Algebra	1-10: green
Properties of Polygons & 3D objects	1-3: shaded, 4-10: green, M
Angles	1-3: shaded, 4-10: green
Perimeter	1-3: shaded, 4-10: green
Area	1-3: shaded, 4-10: green
Rounding and Estimation	1-10: green
Percentages	1-10: green
Powers and Roots	1-10: green
Standard Form	1-10: green
Further Algebra	1-10: green

Autumn Term Progress Score	43 %	27	+	70	=
Autumn Term Assessment	Secure.				
Autumn Term Progress Score	47 %	43	+	90	=
Spring Term Progress Score (1)	35 %	50	+	85	=
Spring Term Assessment	Mastered.				
Spring Term Progress Score (2)	30 %	50	+	80	=
Summer Term Progress Score	%		+		=
Summer Term Assessment					
Summer Term Progress Score	%		+		=

Benefits:

- Students **see** the progress they are making within a low pressure / low risk environment
- Closes feedback loop – more effective the sooner it is given
- **Verbal feedback is powerful but more difficult to look back at*
- Explicit demonstration of progress to aid students in their revision
- Low-stakes tests form part of a learning cycle building towards the ‘end-points’ (AfL vs Summative)



Broader Benefits:

- Provides a 'light touch' structure to staff; stepping stones through scheme of learning
- Powerful consistency which demonstrates aligned practice and policies being followed
- Consistency allows comparison of students across groups so that any class changes are informed and reliable
- Useful for moderation or standardising teacher judgements



The White Hills Park Trust
A Culture of Excellence

Aims: *Reflecting on your philosophy of assessment*
Understanding & utilising the research
Implementing this session in the classroom



Aims of this session:

- **Reflecting on your philosophy of assessment**
(Do you practice what you preach?)
- **Understanding & utilising the research**
(Maths case study)
- **Implementing this session in the classroom**
(AFL vs Low Stakes Testing)

Common Assessment Strategies

- **Homework** (parent support, not completed, quite often slow feedback)
- **Hands up / Mini-Whiteboards** (are responses trustworthy, do pupils opt out due to anxiety / lack of engagement, easy to copy other students)
- **Mini-plenaries/quizzes** (often don't assess retention?)
- **Topic Tests** (more summative in nature, quite often slow feedback).



Aims of this session:

- **Reflecting on your philosophy of assessment**
(Do you practice what you preach?)
- **Understanding & utilising the research**
(Maths case study)
- **Implementing this session in the classroom**
(AFL vs Low Stakes Testing)