Lower Key Stage 2
Assessment techniques and key questions

Assessment and recording progress

Use the Rapid Router Scoreboard to keep track of the childrens' progress through the levels. This should supplement your observations and assessments through discussion with the children.

At the end of the activity set, you can use the following guide to assess and record the children's learning using the All/Most/Some model.

On the Self-Assessment sheet, the bold statements are those which should apply to most pupils.

On separate sheets you will find the LKS2 Teacher Record sheet, LKS2-TRS, and the pupil Self-Assessment sheet, LKS2-SA.

You can view and manage all of your students within each of your classes by accessing the classes section of the teaching portal *[fig A.1]*.

See Shirley Clark's work for more ideas: www.shirleyclarke-education.org/resources

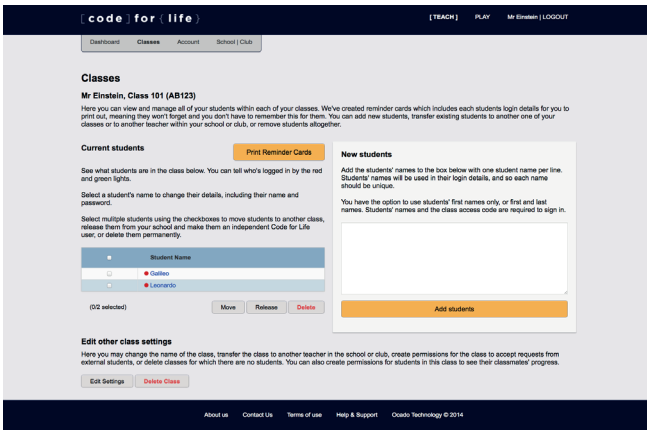

fig A.1

Assessment techniques and key questions

Throughout the teaching plans, there are key questions to ask, which will help you assess the children's understanding. Asking effective questions and giving the children opportunities to discuss with partners and then present what they have done to their peers is an essential part of the Assessment for Learning (AfL) cycle.

The tried and tested AfL techniques will work well here, for example:

- Randomly choosing children to respond to a question rather than the 'hands-up' approach to ensure that everyone is engaged, not just the same few children quick to raise hands. Many teachers use variations of the idea of choosing a lolly stick randomly from a pot of lolly sticks each with a class member's name on.
- Displaying two solutions (1 and 2) on the Interactive Whiteboard, get all the children to write the number of the solution they think is correct on their whiteboard (e.g. for selecting which sequence of code will drive the van along a particular route).

All

- Use and explain the **repeat** and **repeat until** instruction
- Create simple routes for partners to code a journey through

Most

- Use and explain simple selection – **if... do...** code for movement and traffic lights
- Use the wait command within an **if... do...** statement
- Understand the use of simple **variables** such as traffic lights being red or green
- Apply their coding skills to create a challenge for a partner involving **repeat** functions and **if** statements

Some

- Use and explain generalised programs which will work on several routes
- Use and explain the **if... do... else if...** statement