

Upper 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.

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



fig A.1

Assessment techniques and key questions

Throughout the teaching plans, there are key questions to ask **shown in red**, which will help you assess the children's understanding. Asking questions and giving the children opportunities to discuss 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, each with a class member's name on.
- Displaying two solutions (1 and 2) on the Interactive Whiteboard (IWB) and getting 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 in Python will drive the van along a particular route).

See Shirley Clark's work for more ideas:

www.shirleyclarke-education.org/resources

For support in planning a problem-solving task, many schools use the TASC wheel:

http://tascwheel.com/?wpfb_dl=28
http://tascwheel.com/?page_id=33

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

On separate sheets you will find the UKS2 Teacher Record sheet (UKS2-TRS), and the pupil Self-Assessment sheet (UKS2-SA).

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

Success criteria for assessment

All

- Demonstrate confidence in writing basic programs in a visual language using **repetition** and **selection**
- Use **procedures** to organise their programs efficiently
- Have an awareness of a text-based programming language
- Understand the importance of precision in use of syntax in textual languages

Most

- Be able to identify equivalent commands and transfer some skills from their use of visual programming language Blockly to Python
- Write simple lines of code in Python
- Use indents and colons accurately in Python

Some

- Create and debug simple programs in Python
- Understand and use **repetition** and **selection** in Python
- Use **variables**, inputs and outputs in Python with confidence