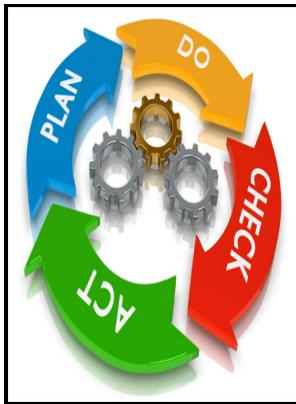


Numbers game - the use of assessment data in primary and secondary schools and by OFSTED inspectors

Centre for Performance Evaluation & Resource Management, University of York - The problem with progress: a guide



Description: -

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France -- Religion
Huguenots -- France
Protestants -- France
Education, Secondary -- Great Britain -- Evaluation.
Education, Primary -- Great Britain -- Evaluation.
Schools, British -- Evaluation.numbers game - the use of assessment data in primary and secondary schools and by OFSTED inspectors
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Notes: Cover title.

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The first published reports under the new Ofsted framework

For good reasons this fell by the wayside, but it is something to think about for next year. Excluded from an education The numbers of those children who are not in the setting named in their plan or, indeed in any setting, needs to be investigated further.

The problem with progress: a guide

For some pupils, you may expect them to close the gap over time and to progress to the point where they can access tests. While we were hoping that Ebacc would not feature heavily in the reports, the EIF makes it almost impossible not to respond to this. Inspectors will be interested in the conclusions drawn and actions taken from any internal assessment information, but they will not examine or verify that information first hand.

The problem with progress: a guide

Imagine we had the same across the curriculum. If we discover that a group of students in year 4 have a dodgy understanding of place value, we will do something about it.

The latest Ofsted reports for primary, secondary and specialist schools in Trowbridge area

Firstly, regarding the implementation of the curriculum: The most important factors in how, and how effectively, the curriculum is taught and assessed are that: What are the Ofsted ratings? Bear that in mind and none of us can go far wrong. Ofsted are looking for evidence that intent is clear throughout a balanced curriculum.

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