

TRANSCRIPT: Assessment for learning: Establishing a baseline

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I teach Year 7. When I start in September with my new class, there are children who come through our school and then we often get children who've come from mainstream school. You need baseline information on all the children in the class before you can get started.

Let me first talk about the children who come through from our school. They arrive with information from our computerised assessment process. This is a highly detailed breakdown of every strand of the National Curriculum. I'm dealing with maths so I'm only looking at the strands of number, using and applying, space, shape and measure and data. Each strand is broken down into very detailed tasks and children have to achieve those tasks before they can progress to the next level. So, I have all that information. I will have recommended targets they should be working on and I'll also have access to a file of their moderated work. So I pull all this information together.

Sometimes children from mainstream schools come with very, very well documented information for me, but some come with very little so the assessment process has to start really from scratch. So, I've devised a series of tasks related to each level of the National Curriculum and I start at Level 1C and I've got a variety of exercises and games to play to assess whether the child is at that level, and if they're zipping through that I can perhaps jump a couple of levels. There are already PACE assessments where you can assess children below Level 1. I have to do that with each new pupil to find out exactly where they are.