

Oxbridge Lane Primary School

Remote Learning Assessment Overview

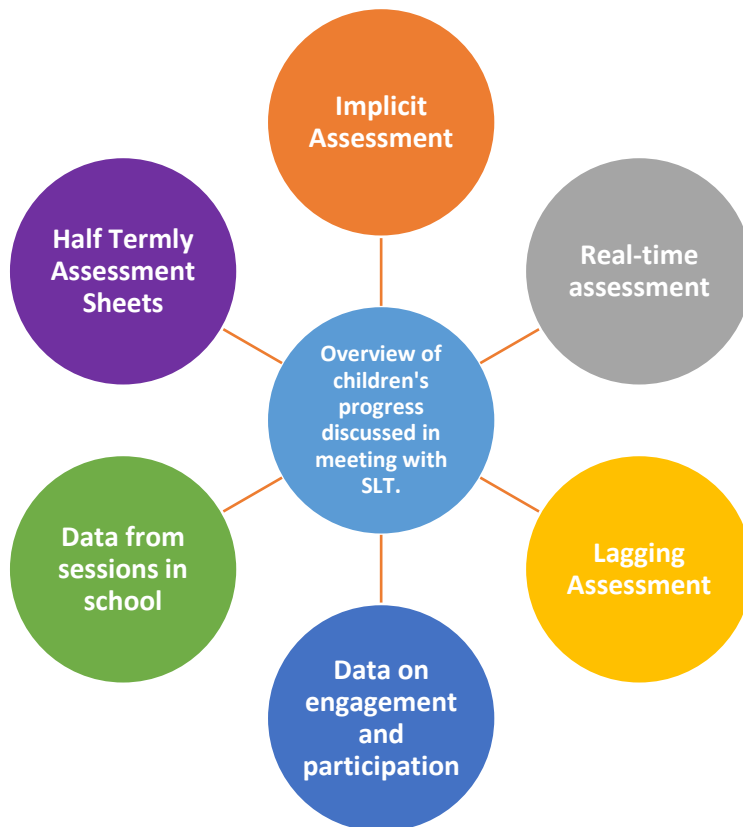
February 2021

Rationale:

It can be challenging to assess accurately whilst online teaching due to the range of additional variables in comparison to live teaching in the classroom. At Oxbridge Lane, we aim to use a range of assessment strategies during remote learning to assess for children's understanding and progress made against objectives taught. It is important to distinguish between what has been taught and what has been learned. It is important to consider the difference between engagement and learning.

Teachers will continually check for understanding through assessment loops – teachers will ask children to complete tasks that can be assessed against a model, self-assessed or assessed by the teacher. A combination of all three assessment loops will be used to give teachers a clear understanding of children's progress.

Information on pupil engagement and participation, data from half-termly assessment sheets and data from sessions attended in school will also form part of the overview of children's progress. Teachers will attend a meeting with SLT to discuss pupil progress.



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Types of assessment loops (Lemov, 2020):

- 1. Implicit assessment**
- 2. Real-time assessment**
- 3. Lagging Assessment**

Implicit Assessment (Self- assessment)

- Children assessing their work against a model
- Teachers allow students to complete a short task, then share an exemplar. They highlight common errors and/or explain how to arrive at the correct answer.
- Teachers should support children to self assess against the model provided.
- Teachers prompt children to improve their work by directing them to support. (E.g. If you struggle with X, watch the video in Google Classrooms and use the example to support you as you try again.)
- Implicit Assessment normalises error and revision.

Lagging Assessment

- Children complete and submit work that teachers evaluate.
- This allows teachers to check for understanding during more substantive assessments.
- Teachers to give very clear parameters about what is done when and expectations for submission.
- Lagging Assessment enables teacher to collect larger snapshot of data from all children.
- Summative weekly quiz.
- Tips:
- Have a plan for following up with children who do not submit their work.
- Less is more: assign work carefully so that children are more likely to complete the work diligently and submit.

Real Time Assessment

- Teachers check for understanding in the moment (during live lesson).
- Data is gathered immediately on what children are/ are not struggling with.
- Start the lesson with short quiz to ascertain what needs to be addressed.
- Cold calling (see WalkThrus CPD) to gauge understanding in the lesson.
- Show Call – E.g. Type into GoogleDocs/ show a piece of work...

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