

Summative assessments and accountability

- Inspection
- LEA review/monitoring
- Within school
 - target setting/ subjects/departments/teachers
- Next schools/key stages - transition
- FE and HE
- Employers
- Parents
- Students

Summative assessments and accountability - questions

	Inspection LEA review and monitoring	Within school	At transition
School	<ul style="list-style-type: none"> •Is this an effective school? •Are standards acceptable? •Are pupils progressing appropriately? 	<ul style="list-style-type: none"> •What progress do our pupils make? •How do we compare with other schools? •What targets do we need to set? •What are implications for planning, teaching and learning? 	<ul style="list-style-type: none"> •Are these results accurate? •Can we rely on what the previous school/key stage says?
Teacher	<ul style="list-style-type: none"> •Are pupils progressing appropriately? •Is this an effective teacher? 	<ul style="list-style-type: none"> •What targets should be set with this teacher? •Is this an improving teacher? (Performance management) 	<ul style="list-style-type: none"> •Are these results accurate? •Can we rely on what the previous teacher says?

Summative assessments and accountability - evidence

	Inspection LEA review and monitoring	Within school	At transition
School	<ul style="list-style-type: none"> •PANDA – benchmark grades •Other data •Inspection/LEA judgements •Targets 	<ul style="list-style-type: none"> •PANDA – benchmark grades •Other data •Performance tables 	<ul style="list-style-type: none"> •Pupils’ results
Teacher	<ul style="list-style-type: none"> •Inspection/LEA judgements 	<ul style="list-style-type: none"> •Monitoring including through performance management 	<ul style="list-style-type: none"> •Pupils’ results

Summative assessments and accountability - changes if teachers’ assessments are to play a more significant role

	Inspection LEA review and monitoring	Within school	At transition
School	<ul style="list-style-type: none"> •PANDA – content and interpretation/uses •Inspection process •Accreditation 	<ul style="list-style-type: none"> •PANDA – content and interpretation/uses •Other data – better use for monitoring and evaluation •No performance tables •Within school and across school moderation processes 	<ul style="list-style-type: none"> •Moderation processes across schools and across key stages •Collegiate approaches to assessment
Teacher	<ul style="list-style-type: none"> •LEA moderation processes •Accreditation 	<ul style="list-style-type: none"> •Within school moderation processes 	<ul style="list-style-type: none"> •Moderation processes across schools and across key stages

Issues

- Collegiate not competitive approach to assessment
- Ownership of process as well as assessments
- Purposes of moderation
- Framework for moderation processes
- Workload
- Funding
- Timescales
- Understanding and uses of data