

The Young People's Community

OUR APPROACH TO ASSESSMENT¹

ASSESSMENT AND OBSERVATION

Assessment is observation made explicit.

Where is Observation taking place?

We observe the young person at work within the 'prepared environments' or theatres within which developmental experiences take place.

What is Being Observed?

1. The *behaviours and attitudes*² of the young person at work.
2. The *facility*³ with which the young person encounters experiences they are offered.

These are in relation to the experiences they are offered in the prepared environments – the 'explicit curriculum'.

Why are we observing?

1. To inform continuous improvements to the prepared environments.
2. To give the young person explicit signals that
 - a. cultivate their own capacity for thoughtful observation and
 - b. help them take ownership of navigating towards their goals
3. To allow for accountability within (colleagues, head of school) and outside (young person, parents, regulators) of the team.

¹ To be read alongside our Curriculum Policy.

² Behaviours and attitudes – indicating ENGAGEMENT with the community of practice (for more on 'community of practice' see curriculum policy).

³ Facility – indicating the KNOWLEDGE AND SKILLS associated with that community of practice

FORMS OF REPRESENTING DEVELOPMENT

There are three significant concepts that underlie our approach to the 'forms of representation' that assessments are.

1. The way in which we represent development is not development itself (the Map is not the Territory).

We are interested in development: what kind it is, whether it has taken place, and to what extent. Development is the fact. It is expressed in some observable way - for example through the young person's work. We observe this expression. We make that observation explicit as an 'assessment', in a particular form (e.g. a letter grade). That assessment is interpreted by somebody else. The interpretation they arrive at is four layers away from the fact of development itself.

2. Symbolic representation is of two categories – Relational and Expressive.

A symbol is representational: it re-presents; it is meant to stand for something it is not. It is succinct - its value is derived from its economy.

There are two kinds of symbols. The first is *Relational* – a Thing is compared to something else (a standard) and the symbol that captures the Thing is what it matches with. The second is *Expressive* – the Thing is distilled into a symbol, that captures its essence.

Relational symbols are appropriate within the field of the Sciences. It deals most perfectly with objects (e.g. a table) with measurable qualities (e.g. length), and defined standards (e.g. the platinum bar defining 1m, or the definition of length using speed of light); a subject (person) that measures the object; and scientific instruments that are used for measurement (e.g. callipers, laser, GPS functions).

Expressive symbols are appropriate within the field of the Arts. A logo, a national anthem, or a painting that captures an event. These are artistic creations that seek to express (represent, symbolise) some aspect of a Thing that is of value to humans. Each distinct form allows for certain aspects of that Thing to be expressed – a sonnet is able to symbolise something a photograph is not able to, and vice versa.

3. We consider Education to be an artistic endeavour, and we choose the methods of critique indigenous to the Arts.

To us, education is an act the child performs. We consider it to be a creative act. We consider the field of activity called 'Education' an artistic rather than scientific endeavour. The symbols of representation we choose are Expressive. This means we consider and assess their processes as artists (the young person creating themselves as historian, scientist, horticulturalist) and their devoted work (a poem written, a play performed, an experiment designed, a meal prepared) as artistic products. It means that in assessing these, we mainly (but not solely) use methods of evaluation drawn from the field of art criticism – textual and verbal critique about their processes as artists and their products as works of art.

OUR ASSESSMENT SYSTEMS

For all the young people (12-18) across a range of 'Communities of Practice'

1. Topic coverage - tracker
Updated weekly on Transparent Classroom as Presented / Practising / Mastered.
2. Disciplinary DoG (Dimensions of Observable Growth)
Completed on a 6-weekly basis (together with the young person , for those pursuing A-level study)

See Appendix A1 for an example. The young person gets a copy and the Lead Guide gets a copy. These are summarised at year-end.

Additionally for those pursuing A-Level Courses of Study, for each Subject

3. Fortnightly tutorials/one-to-ones with student with a record of:
 - a. Tutor comments (bullet points)
 - b. Ways to improve (short note with specific focus)
 - c. Things to do over the next fortnight (bullet points)

See Appendix B1 for an example. The young person gets a copy and the Lead Guide gets a copy.

4. 6-weekly progress tracking with a record of:
 - a. Grade level they are working at
 - b. Areas to focus on over next 6 weeks (a short paragraph on 'ways to improve').

See Appendix B2 for an example. The young person gets a copy and the Lead Guide gets a copy.

Each young person has a single folder for all assessment and progress tracking, divided by subject.

Their end of year report contains a summary of these assessments, together with a letter written by the Lead Guide discussing key aspects of their development over the course of the year.

APPENDIX A1

'STUDENT O' ART PRACTICE JULY 2020

Dimension: Attention, Concentration, & Work

"Our attention is not arrested by all things indifferently, but by those which are congenial to our interests. The things which are useful to our inner life are those which arouse our interest. Our internal world is created by a selection from the external world, acquired from and in harmony with our internal activities." Maria Montessori

Observed Behaviour Patterns

#	Attribute	BEGINNING	EMERGENT	DEVELOPED	SKILLFUL
1	Finds satisfaction in Work within this Community of Practice.	Avoids or resists work. Appears to find little satisfaction in work. Tends to be fatigued by work.	Willing to cooperate and work when it's expected. Often lacks enthusiasm for work.	Requires little persuasion to persist in tasks. Generally good humoured and often truly enthusiastic about work.	Genuinely energized by constructive work. Demonstrates pride and renewed purpose upon completing a work cycle.
2	Attentiveness and alertness in a presentation – being present.	Often unaware or inattentive. Tends to be self-absorbed.	Sometimes unaware or inattentive. Needs support to notice changes or pick up subtle cues.	Generally alert and aware of what is going on in the presentation. Needs little or no guidance to notice changes or pick up cues.	Consistently awake, alert, and connected to the goings-on in the presentation. Senses and responds to subtle changes. Helps others to stay in tune.
3	Curiosity	Shows little or no curiosity. Rarely shows a desire to explore, observe, or experiment.	Occasionally asks questions. Rarely transitions to an intentional search for answers through exploration, observation, or experiment.	Consistently asks probing questions. Inspired to pursue answers through deliberate exploration, observation, or experiment.	Demonstrates intellectual leadership. Can help others formulate good questions and is able to share in the curiosity of others.

4	Concentration	Passes from one activity to another without concentration.	Sometimes concentrates but is easily distracted.	Persists in tasks despite potential distractions. Returns to work after interruptions.	Consistently achieves deep concentration. Returns to work after interruptions. Often so engrossed in work that scheduled ends of work periods are an inconvenience.
5	Ability to Marshal Resources	Needs consistent external structure and significant ongoing support to identify and assemble the materials and people needed to accomplish a goal.	With some support, is able to use external structures to identify, assemble and organize the materials and people needed to accomplish a goal and carry out the work effectively.	Needs minimal support or structure to identify, assemble and organize the materials and people needed to accomplish a goal, or to recognize when independent work is most appropriate.	Independently able to identify, assemble and organize the materials and people necessary for an undertaking, and oversee the work to successful completion. Respectfully turns away eager helpers when independent work is called for.
6	Spontaneous Repetition around an activity, concept, or area of enquiry	Rarely returns to the same work without strong encouragement, re-introduction, or other external mechanisms.	Usually requires guidance and encouragement to repeat work after initial presentation.	Often repeats work spontaneously after initial experience. Needs little guidance to return to that work.	Independently and spontaneously seeks to repeat work without any external evidence of the necessity to do so. May demonstrate intense or explosive periods of repetition.
7	Order & Precision in their work	Usually approaches work in a carefree, unsystematic or imprecise way.	Can work with order and precision, given guidance and ongoing support.	Usually orderly and deliberate in approaching work, with or without guidance. Approaches most tasks with precision.	Consistently demonstrates a sense of internal order and works in a precise and methodical way. Able to help others create order.
8	Drive towards doing something as well as they possibly can: self-correction, self-perfection	Demonstrates a happy acceptance of "good enough." Shows little concern about or interest in accuracy or correctness of work.	Willing to repeat and revisit work when materials or structures demand it. Requires strong support to encourage improvement.	Uses implicit cues from materials, environment and colleagues to judge the quality or accuracy of work. Needs little or no encouragement to strive for improvement.	Repeats and self-corrects independently and tirelessly in response to an internal standard of perfection. Encourages others to do the same.

9	Self-Reflection	Resistant to self-reflection. Denies and makes excuses when others ask for reflection.	Sometimes gains insight from self-reflection, when prompted or supported by others. May begin with denial, but backs down in the face of evidence.	Often engages in self-reflective process or conversation. Receptive to calls for self-examination.	Strongly inclined toward self-examination both with and without external prompting. Helps others to do the same.
10	Completing a cycle of work (Work Cycle = CHOOSE work, ASSEMBLE materials, CARRY OUT work, RETURN materials, RESTORE the environment)	Needs continuous support to complete a work cycle.	Needs some support to initiate and complete a work cycle.	Can complete a work cycle independently. May need support with especially complex work, or in transition to new work cycle.	Able to initiate and carry out a complete work cycle, regroup as necessary, and begin a new work cycle unassisted.
11	Craftsmanship – perfecting the work of the hand.	Generally unconscious of or unconcerned with nuances of work quality. Skill development is haphazard and not deliberate.	With support and encouragement, is working to develop progressively more masterful manual skills, and expertise in discerning nuances of work quality.	Takes pride in honing progressively more masterful manual skills and expertise in discerning nuances of work quality.	Deliberate and systematic in honing progressively more masterful manual skills and expertise in discerning nuances of work quality. Makes processes and decision-making explicit to support others' development.
12	Tendency to Initiate Great Work	Almost never initiates undertakings that take more than a single work period to complete.	With support, occasionally initiates large projects and returns to complete them over the course of multiple work periods.	Engages with projects of diverse scope. Routinely initiates complex endeavours that can only be completed by returning to them over the course of multiple work periods.	Engages with projects of diverse scope. Gets satisfaction from initiating huge and complex endeavours that can only be completed by returning to them over the course of multiple work periods. Often needs to enlist the help of peers. Supports peers in initiating their own great work.

Dimension: Purpose & Will

"The life of volition is the life of action. There can be no manifestation of the will without completed action. He who thinks of performing a good action but leaves it undone; he who desires to atone for an offense, but takes no steps to do so; he who proposes to go out, to pay a call, or to write a letter, but goes no farther in the matter, does not accomplish an exercise of the will. To think and to wish is not enough. It is action that counts." Maria Montessori

Observed Behaviour Patterns – within the ‘Community of Practice’ (of biologists or historians or painters)

#	Attribute	BEGINNING	EMERGENT	DEVELOPED	SKILLFUL
1	Purpose	Frequently uninspired, bored, or "can't think of anything to do." Rarely initiates work or study independently.	Sometimes initiates work or study. Prefers to be told what to do, how much, and by when.	Generally initiates own work and research without adult prompting or external motivators.	Appears to respond to an "inner voice." Is compelled to work by internal forces. Wants to create, produce, and contribute.
2	Will	Rarely expresses intentions and goals spontaneously.	Expresses intentions and goals spontaneously. Occasionally takes action consistent with expressed intentions.	Motivated to pursue questions and intentions through deliberate action. Accepts and sometimes seeks guidance to improve the quality of execution.	Demonstrates aspirational leadership. Is able to help others formulate intentions. Is both a producer and a consumer of knowledge.
3	Planning	Requires close consultation and ongoing support to identify and define the events or tasks needed to accomplish a simple goal.	Requires close consultation to identify and define the events or tasks needed to accomplish a complex goal.	With moderate support, can identify and describe the events or tasks needed to accomplish a complex goal.	Able to work independently to identify and describe the events or tasks needed to accomplish complex goals. Able to help others plan.
4	Organization	Requires close consultation and ongoing support to organize and sequence tasks within a simple project.	With moderate support, can organize and sequence the events or tasks needed to accomplish a complex goal.	Needs little or no support to organize and sequence the events or tasks needed to accomplish a complex goal.	Independently able to organize and sequence necessary events and tasks and create own timetables. Able to manage multiple projects simultaneously and support others in organizing their work.

5	Perseverance	Quits or gives up at the first sign of difficulty.	Given encouragement and support, is able to persist in tasks that present moderate obstacles.	Generally manages obstacles in difficult tasks with little outside encouragement. Seeks support when necessary.	Persists optimistically in extremely difficult tasks. Undeterred by repeated obstacles, even when collaborators drop out.
6	Thoroughness	Satisfied with minimal or incomplete effort. Resentful of, or disheartened by, encouragement to be more complete or improve own processes.	With guidance and encouragement, willing to improve and expand own processes to create complete and accurate work.	Independently motivated to expand and improve own processes to create complete and accurate work. Consistently responds positively when process is challenged.	Consistently and independently thorough. Questions own processes and pushes self to create complete and accurate work. Constructively supports others to improve their processes.
7	Rigor	Satisfied with the first answer. Resentful of, or disheartened by, encouragement to retest own conclusions or challenge own assumptions.	Sometimes, with guidance and encouragement, willing to repeat own experiments and challenge own assumptions to arrive at robust and defensible conclusions.	Willing to revisit and repeat own experiments to arrive at robust and defensible conclusions. Consistently responds positively when assumptions and beliefs are challenged.	Consistently and independently revisits own thinking, repeats own experiments and challenges own assumptions to arrive at robust and defensible conclusions. Constructively supports others to challenge their own ideas.
8	Ability to Engage with Remote or Abstract Goals	Requires constant and immediate encouragement and feedback to sustain effort. Works best toward concrete, short-term goals.	Able to work toward abstract or distant goals with consistent, intermittent support	Can work toward abstract or distant goals with minimal support or when collaborating with a like-minded group.	Independently able to establish and work toward goals that are abstract or may not be realized in the immediate future. Can help others keep their eyes on a distant "prize" as well.
9	Urge toward Project Completion	May have multiple ongoing projects in various states, but rarely brings work to completion.	Requires ongoing support to bring complex or long-term projects to completion.	Usually able to finish even complex work with minimal support. Independently persists in	Consistently follows through from concept to completion and/or public presentation of work, even when managing multiple ongoing projects.

				most work to the stage of completion.	Able to support others in completing their work.
10	Self-Assurance	Demonstrates helplessness or presumes incompetence. ("I can't do it." "I'm bad at this.")	Willing to take on some challenges with support and encouragement.	Accepts challenges gracefully. Occasionally willing to take social or intellectual risks in quest for improvement.	Embraces challenge with enthusiasm. Identifies own weaknesses and pushes self to overcome them. Willing to risk failure or embarrassment in order to grow.
11	Management of Ambiguity	Frustrated by ambiguity. Depends upon clearly defined external definitions of success. Prefers to be evaluated by others.	Can participate in defining standards to evaluate own work. Requires close support in self-assessment.	Can define own standards and evaluate own work with some support. Accepts constructive feedback.	Autonomously able to define own standards of success and evaluate own work critically. Seeks critical feedback. Helps others manage ambiguity.
12	Intellectual Integration	Even when offered guidance, often finds cross-disciplinary connections perplexing and difficult to comprehend.	Responds positively when supported to see patterns or make connections across disciplines.	Independently able and eager to see patterns and make connections between and across disciplines.	Able to see patterns and make connections across disciplines. Makes a conscious effort to build and articulate own "intellectual architecture." Supports others to do the same.
13	Self-Advocacy	Consistently avoids or doesn't feel entitled to advocate rationally and respectfully for the conditions most appropriate and conducive to own development and ability to contribute.	With encouragement and support, recognizes entitlement to advocate rationally and respectfully for the conditions most appropriate and conducive to own development and ability to contribute.	Consistently and courageously exercises entitlement to advocate rationally and respectfully for the conditions most appropriate and conducive to own development and ability to contribute.	Consistently advocates respectfully for the conditions most appropriate and conducive to own development and ability to contribute. Advocates for others and encourages others to advocate for themselves.

Appendix B1

XXX A-Level Art Tutorial Sheet

(A01: research artists & develop ideas)(A02: experiment with media & techniques)(A03: review & refine ideas)(A04: final artwork)

TUTOR COMMENTS:	STUDENT LIST TO DO THIS WEEK:	COMPLETE BY?
<p>DATE: 3/3/20 Research symbolism in art Research the Dutch masters & the Vanitas / Momento Mori</p> <p>Improve your work by: Developing your ideas for a final piece & making practice pieces.</p>	<p>DATE: 3/3/20</p> <p>Finish self- portrait. Make observational drawings of baby Sam Explore images with symbolic objects & make research page in journal.</p>	<p>DATE: 17/3/20</p> <p>TICK WHEN DONE: Done</p>
<p>DATE: 27/4/20</p> <p>Just focus on two things for a period of time now that you have the time. For example just the portrait & essay. Make the portrait bigger on A2 card and use a more expressive & painterly technique for skin tones.</p> <p>Improve your work by: Look at the work of Jenny Saville & Lucian Freud to inspire you on painting skin Finish off the portrait to meet assessment objective 3 – use of materials.</p>	<p>DATE: 27/4/20</p> <p>Re-start self-portrait and aim to complete by next Monday 4th May.</p> <p>Aim to write 500-800 words for essay by Friday the 8th May</p>	<p>DATE: 8th May</p> <p>TICK WHEN DONE: Done</p>
<p>DATE: 20/5/20</p> <p>I think you are finding a personal style that suits you and this is helping you to produce work that is more confident and successful.</p> <p>Improve your work by: Attend some online live poses (life drawing sessions) eg BBC4 iplayer & Royal Academy of Arts. This will help improve your technique & is also evidence of observational drawing</p>	<p>DATE:20//5/20</p> <p>Finish off essay and put bibliography together.</p> <p>Document explorations in finding a personal style, include drawings & paintings.</p> <p>If there is time – complete symbolism pages in journal.</p>	<p>DATE: June the 5th</p> <p>TICK WHEN DONE:</p>

Appendix B2

6 WEEKLY PROGRESS TRACKING FOR A-LEVEL ART

NAME & DATE	CURRENT LEVEL	FOCAL AREAS OVER THE NEXT SIX WEEKS
Student 1 14/2/20	A-level art (B)	In order to maintain / improve her grade Student 1 needs to needs to document her ideas for a final piece, as well as experiment with different media. She needs to try both 2D & 3D materials when it comes to making her final artwork she has gone through a process of elimination and selected the media best suited to her ideas.
Student 2 14/2/20	A-level art (B)	In order to maintain / improve her current level of attainment Student 2 needs to complete all unfinished work in her and begin to make experimental pieces outside of her journal, so that she has a clearer idea of what her final outcome might be. Student 2 also needs to complete her essay and insert relevant imagery to illustrate the points she intends to convey.
Student 3 14/2/20	A-level art (E)	Student 3 is now achieving low pass grade, which is a big improvement. He must now add more to his essay (cult of personality). Student 3 has gathered secondary and found imagery in his journal and needs to start including imagery that he has drawn, painted or made himself in order to meet the assessment objectives that focus on technical skill and use of materials.
Student 4 14/2/20	A-level art (B)	In order to improve her current level of attainment Student 4 needs to finish her essay and ensure that her ideas and final piece link coherently with her chosen theme. She also needs to ensure that all pages in her journal are given the same amount of detail and care, so that her ability/ level work is seen as consistent when marking against the assessment criteria.