**North Shields Collaborative**

**Assessment working group: key links etc**

NFER – developing baseline and other assessments. [www.nfer.ac.uk](http://www.nfer.ac.uk).

CEM (at Durham University) produced PIPs and INCAS. PIPs will be submitted for recommendation by government as accredited baseline. [www.cem.org](http://www.cem.org).

Learning Ladders [www.learningladders.info](http://www.learningladders.info). ‘offers schools the opportunity to personalize   
their curriculum to the needs of their pupils, with a bespoke assessment tracking’. Devised by a real primary school.

NAHT: see assessment document. Assessment without levels, measuring and recording progress, Assessment without Levels KS3. [www.naht.org.uk](http://www.naht.org.uk)

*Beyond Levels*. Teaching schools: see [www.gov.uk/government/publications](http://www.gov.uk/government/publications). This document was prepared by a number of teaching schools trying out a number of different approaches, including John Hattie (see below).

OFSTED – notes for inspectors: use of assessment information during inspections. [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Secondary schools: progress 8. See NAHT for ideas on how scaled scores from primaries might fit in with Progress across KS3. 100 scaled points would equate to 4b.

Visible learning: John Hattie. Hattie, JAC (2009) *Visible Learning: a synthesis of 800+ meta-analyses on achievement*. London: Routledge. Hattie, JAC (2012) *Visible Learning for Teachers*. London: Routledge.

Krathwohl DR and Anderson, LW (2001) *A Taxonomy for Learning, Teaching and Assessment New York, Longman*. (Bloom’s Taxonomy). Can be used as a way of mapping progressive understanding.

SOLO (see John Biggs or Pam Hook). A way of characterising understanding from pre-structural right up to extended abstract.

NTAGs Our very own approach to assessment developed by a working party of teachers in North Tyneside.