



We know that implementing straightforward and accurate assessment is a key part of your teaching so we are working hard to bring you the Assessment elements of Snap Science.

The government published its response to the Primary assessment and accountability consultation on 27<sup>th</sup> March 2014 and since then our authors and consultants have been working to create a coherent assessment framework to underpin all our new curriculum publishing. This relatively late response to the original consultation has impacted on our schedule – we could not finalise resources until we had confirmation that they would support the plans the government was putting in place. To date we are still awaiting performance descriptors and draft end-of-key stage tests from the government, but we will add additional guidance and support to our assessment materials as necessary to ensure you have the most up-to-date resources at your fingertips.

There are other assessment resources on the market, but if they were available before or immediately after the programmes of study were finalised in September 2013, they may not fully match the new curriculum.

### **What is available and when?**

#### **Assessment is embedded throughout all Snap Science lessons**

The removal of level descriptors means that the relationship between the science that children are taught and the science that is assessed will be much stronger. Confident teacher assessment is vital and the creators of Snap Science have ensured that effective formative assessment strategies are used in every lesson.

- Each lesson has a clear science *Learning Intention* which all children are expected to achieve or exceed, with *Success Criteria* to exemplify what success will look.
- Differentiation is by access, with each lesson beginning with an *Explore* activity to enable children and their teacher to assess prior understanding and identify which level of challenge to take.
- Teachers can annotate planning to reflect this.

- The *Enquire* part of the lesson includes a choice of three challenges which will ensure that all children can work appropriately towards achieving the learning intention. Differentiation in the challenges is based on a model of progression in science learning which supports children to become more independent and autonomous, systematic, precise and evaluative, and to increasingly use their scientific knowledge in their explanations. This means that grouping in Snap Science lessons is flexible, dependent on the level of skill, knowledge and understanding that each child demonstrates in the *Explore* activity, and the level of support and challenge that is appropriate for them in each lesson. Children should be encouraged, with teacher support, to choose for themselves the right challenge to complete to achieve the learning intention.
- The final stage of each lesson is a *Reflect and Review* activity where children summarise what they have learnt and use the success criteria to assess their success and identify next steps. Assessment evidence from each lesson should be used formatively to determine appropriate next steps for individuals and groups of children.

### **Snapshots**

On **31 October 2014**, we are adding *Snapshot Assessments*. The lessons are full of support with formative assessment, but we are adding as extra support. The purpose of the Snapshots is to provide teachers with extra evidence to support their judgement Snapshots are short and sharp, for one teacher to use with one pupil. They will only be needed for some children, where a quick additional check is required. We will provide one Snapshot for every curriculum statement; for example, for the curriculum statement '*Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food*', the Snapshot will be a picture card sort activity, with guidance for the teacher on what to look for to assess mastery.


### **Class records**

On **31 October** we are also adding a simple, easy-to-use record-keeping section for all teachers' mastery judgements across the whole curriculum. Using all the assessment opportunities in the lesson, and Snapshots if they need them as well, they can enter each child as green (mastery achieved and exceeded), orange (mastery achieved) or red (mastery not achieved), for each curriculum statement. The *Class Record* section will allow teachers to view and export the data easily in a variety of different ways; they can use it as an at-a-glance overview of the progress of their whole class, or print a report by pupil, by module or by curriculum statement, to take to parents' evening or show Ofsted.

A view of pupil progress by module:

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## Pupil records by module

[Home](#) > [Busy Ant Maths](#) > [Year 3](#) > [Pupil records by domain](#)


Group: Class 3 Ravenclaw [Open Key](#) +

Module: How does your garden grow? [Switch to view by curriculum](#) [Update records](#)

Data recorded for 4 of 8 curriculum statements

Name	Mastery	Comments	Date
Peter Clarke	●	Covered in Year 3 Module How does your garden grow?	25/10/14
	●	Covered in Year 3 Module How does your garden grow?	10/10/14
	●	Cannot differentiate between different types of plant. Support activity set	02/10/14
	●		
Lee Newman	●	Covered in Year 3 Module How does your garden grow?	25/10/14
Fiona McGlade	●	Covered in Year 3 Module How does your garden grow?	25/10/14
Tom Jackson	●	Having trouble describing the different types...	25/10/14
Mike Murphy	●	Covered in Year 3 Module How does your garden grow?	25/10/14


[Export data](#)



An overview of the class results by module:

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## Results by Module

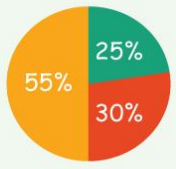
[Home](#) > [Snap Science](#) > [Class record](#)

[View and print summary reports](#) [Open Key](#)

### Our changing world

Data recorded for 8 of 8 curriculum statements

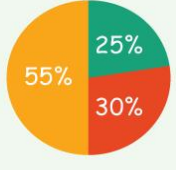
[Student](#) [Curriculum statement](#)



### How does your garden grow

Data recorded for 4 of 8 curriculum statements

[Student](#) [Curriculum statement](#)



### Rock detectives

No data recorded for this module yet

[Start](#)

[Export data](#)

