

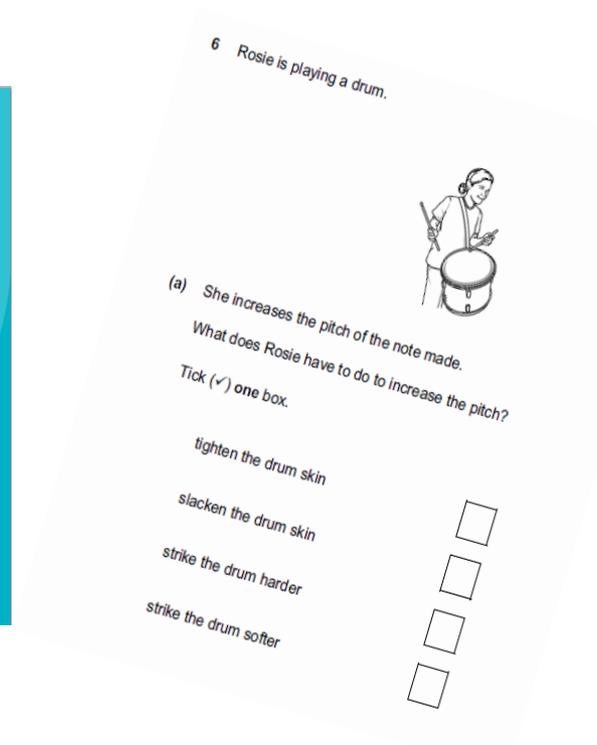
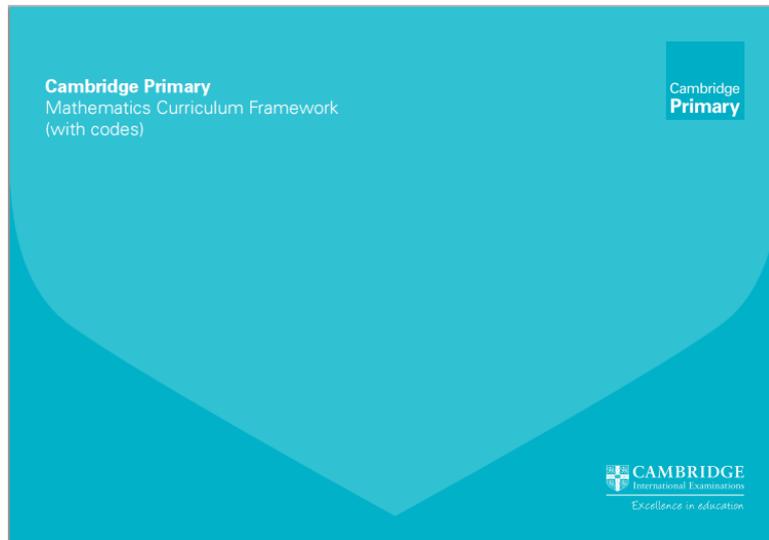
Supporting good progression at Cambridge Primary and Secondary 1

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Objective

- Explore ways in which Cambridge can help support good progression at Primary and Secondary 1



Starter – progression in Cambridge learning objectives

Task

- Put the two sets of objectives in the order you think they are found in the curriculum frameworks (three are from Primary science and three from Secondary 1 English).

Primary science learning objectives

Recognise that a test or comparison may be unfair.

▶ Stage 2

With help, think about collecting evidence and planning fair tests.

▶ Stage 3

Design a fair test and plan how to collect sufficient evidence.

▶ Stage 4

Secondary 1 English learning objectives

Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas.

▶ Stage 7

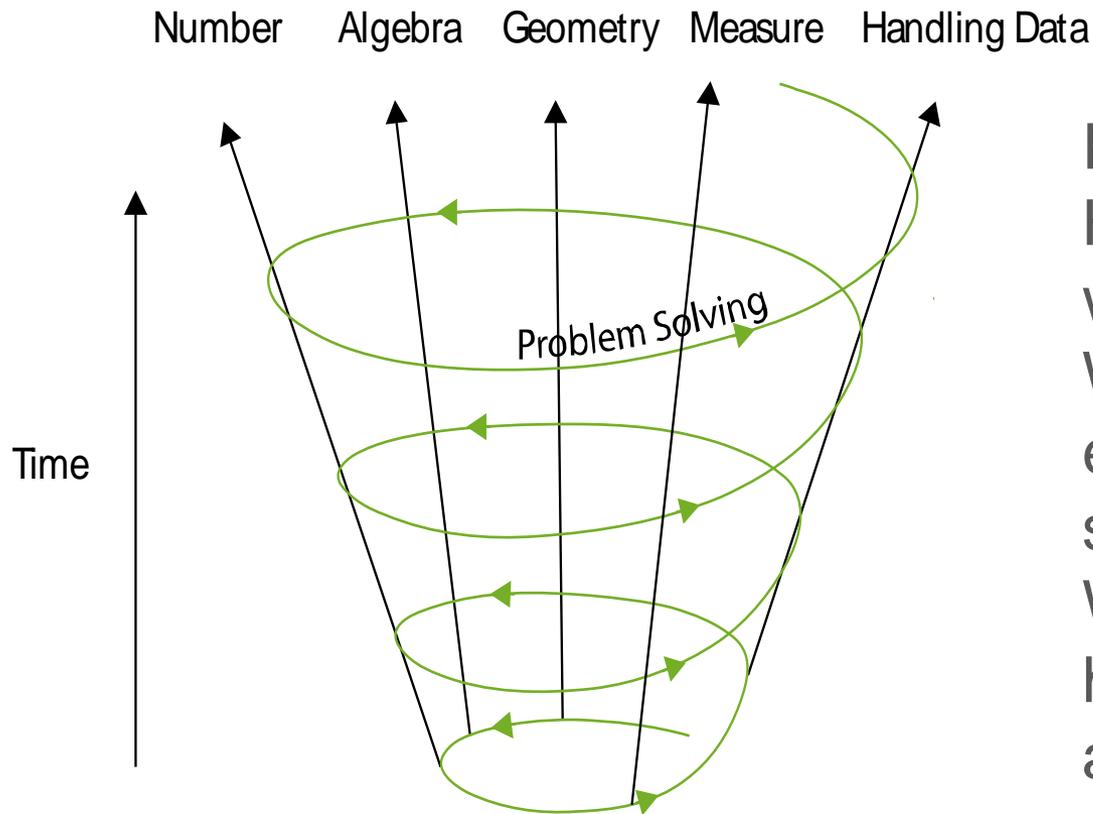
Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas.

▶ Stage 8

Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.

▶ Stage 9

Progression in a spiral curriculum



For discussion:
How did you know what the order was?
What are the different expectations at each stage?
What impact does that have on your teaching and planning?

How should a curriculum describe teaching and learning?

“With help, think about collecting evidence and planning fair tests”

~~With help, think about collecting evidence and planning fair tests.~~

Should learners do it on their own or with help?

With help, think about collecting evidence and planning fair tests.

Should learners just think about it or be able to do it?

What does progression mean?

- ▶ “...a researcher-conjectured, empirically supported description of the ordered network of constructs a student encounters through instruction (ie activities, tasks, tools, forms of interaction and methods of evaluation), in order to move from informal ideas, through successive refinements of representation, articulation, and reflection, towards increasingly complex concepts over time” (Confrey et al 2009)

Alignment and coherence

Curriculum – taken from Cambridge Stage 7 English Curriculum Framework

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

7Rw1 Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary.

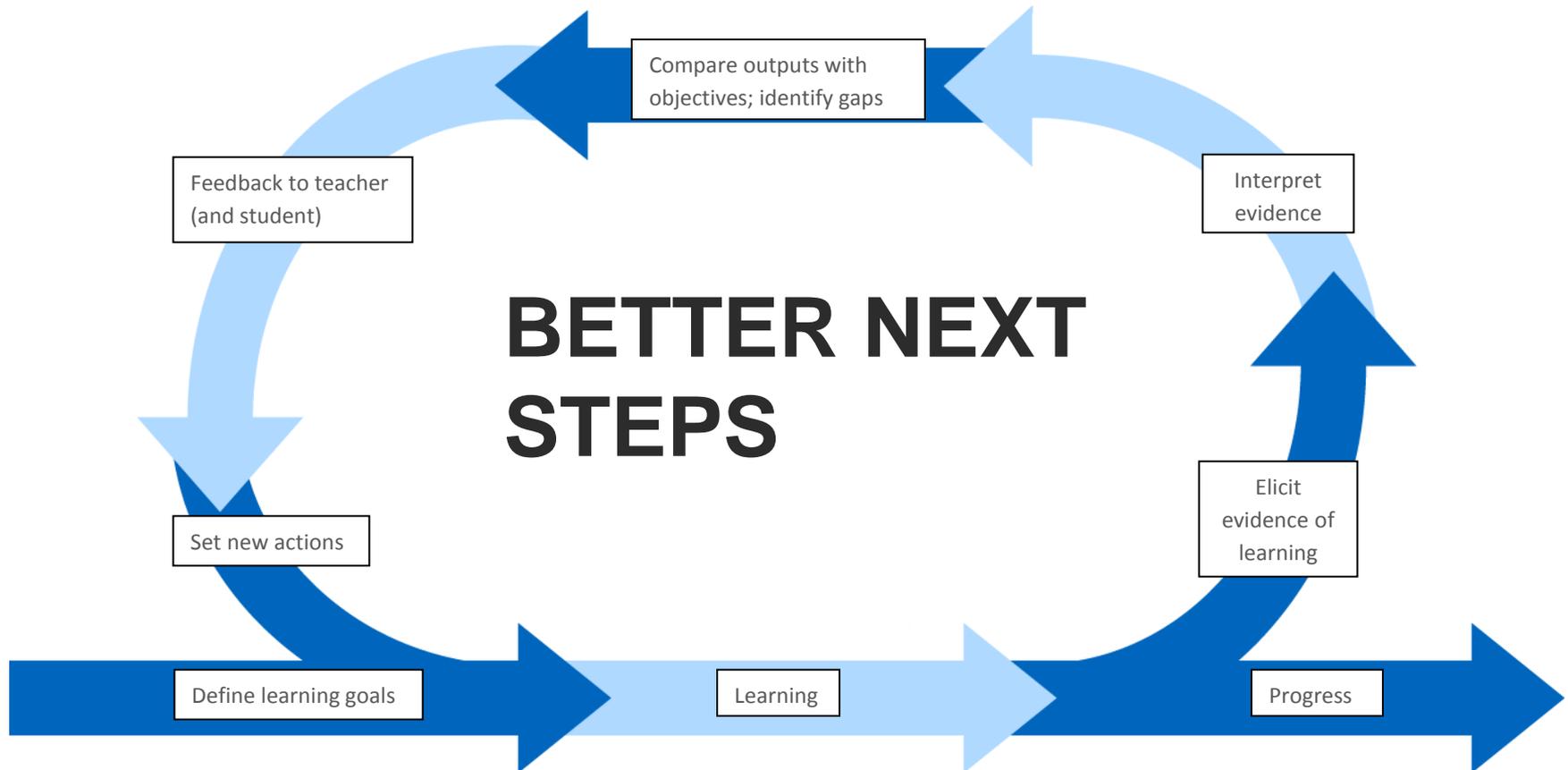
Pedagogy – taken from Cambridge Stage 7 English Scheme of Work

Teachers need to ensure that students know how to write simple advice text, use certain language features and be able to analyse such text based on vocabulary used.

Assessment – taken from Cambridge Stage 7 English Progression Test

What is the effect of using the pronouns 'we' and 'you' in the last paragraph?

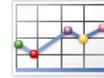
Supporting progression in the classroom



Tools to support progression

Teachers upload results to the Cambridge Primary website

Class summary



Summary reports by subject, strand and gender

Options

No comparison ▼

[View report](#)

Subject summary



Subject-by-subject reports for a class

Options

All subjects ▼

Boys and girls together ▼

[View report](#)

Learner performance



Learner-by-learner reports, identifying progress, strengths and areas for improvement in each subject

Options

Choose learner ▼

No comparison ▼

[View report](#)

Subject analysis



Question-by-question reports, comparing subject results for a class

Options

Choose subject ▼

Marks for current classes in the school ▼

[View report](#)

Year-on-year performance



Compares the performance of a class to results achieved in the previous stage

Options

All subjects ▼

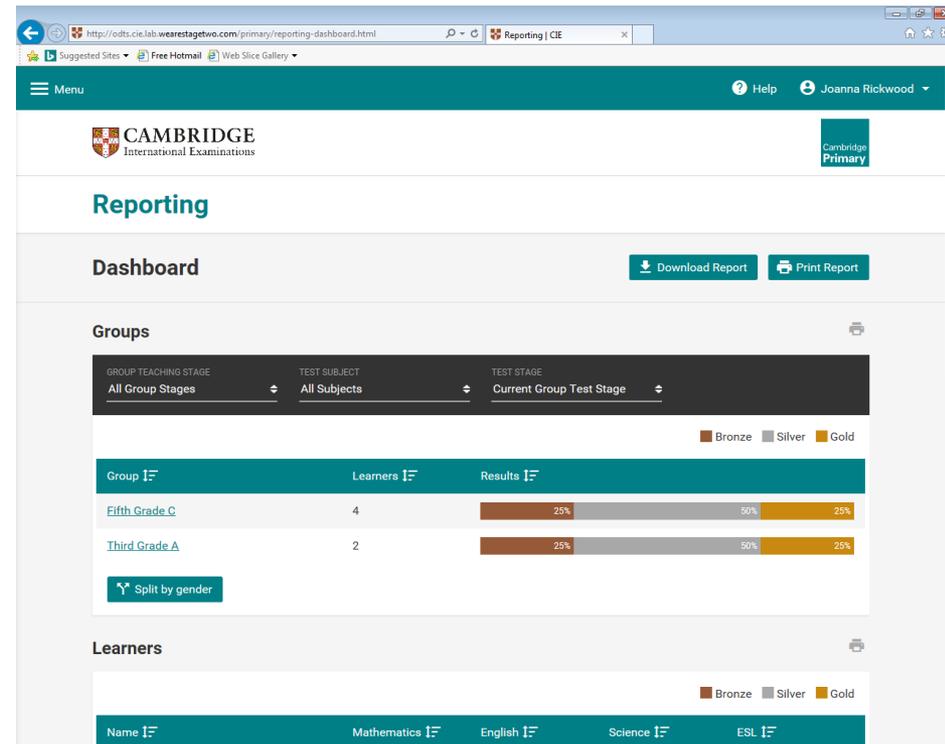
[View report](#)

Task for learner reports

- ▶ What questions do the learner reports prompt?
- ▶ A – What feedback would give to the teacher of these learners if you were a colleague / the subject leader?
- ▶ B – What feedback might you be giving to learners C, D and E based on these reports?

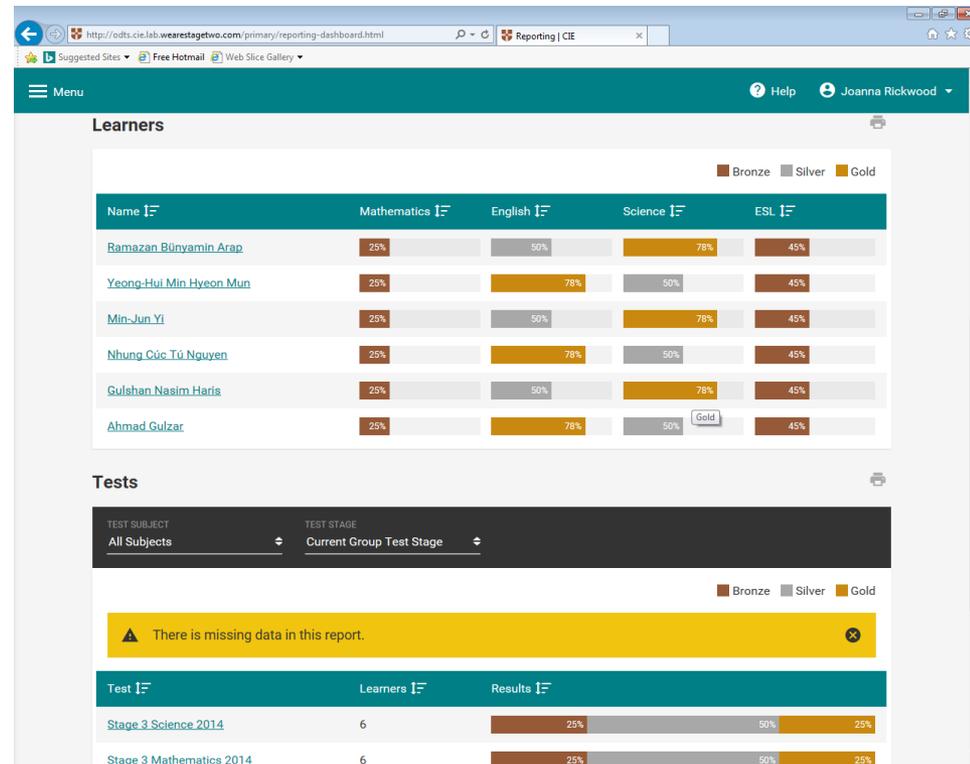
Coming soon

- ▶ Analysis by reporting strand, by learning objective and by question for learner groups and individual learners. Current Progress Checker only shows analysis by reporting strand and learning objective for a learner group (class).
- ▶ Ability to order the data in the reports, so for example you could order the analysis by learning objective reports by result, and then easily see which learning objectives an individual or class performed best or less well at.
- ▶ For a learner progression test result, the ability to see the percentage achieved and also how far into the grade they achieved.



Coming soon (cont)

- ▶ Comparisons within the school and across the other Cambridge schools at reporting strand, learning objective and question level.
- ▶ Click-through navigation in the reporting for easy navigation to the information you need.
- ▶ Ability to download the data behind the reports as a CSV so you can import it into other applications if you wish.



Reviews so far...

“I really like it -I would be excited to use it. Especially to get through all testing we do. I would definitely use it.”

Teacher

“It's wonderful. It's nice to see that there is a lot of expansion going on and that more reports can be generated, and as the head of the school, so that I would know who the teachers who really work hard are.”

Head of School

“I think it's really useful, exactly what we need -you can go into as much depth as you want, lots or just an overview. Useful for both students and teachers. Really user-friendly and easy to navigate.”

Head of Faculty

Thank you

