Why capture Baseline information?

Different audiences: DfE

- Use ‘Big Data’ to identify groups of children/ areas of the country/ aspects of curriculum in which children do/ don’t do well
- Identify school effectiveness and evaluate value-added by the end of KS2
Why capture Baseline information?

Different audiences: Reception Teachers

- Begin to understand children as individual learners
- Identify children’s strengths and weaknesses
- Help to identify potential SENs
Why capture Baseline information?

Different audiences: Parents

- Want to be reassured that their child is going to be ‘OK’ in school.
- Want to feel that someone in school knows and cares about their individual child.
Observation, computer or paper?

Observation:
- Feels natural
- Enables children to be themselves - no stress
- So busy observing, no time to get to know children
- Skews curriculum for weeks while adults try to take notes.
Observation, computer or paper?

Computer:

- Visually attractive
- Efficient administration
- Small children want to explore on a computer, not sit still and listen.
- Isolating. Child alone at computer/tablet.
- Advantages children who have fine motor skills and IT experience.
Observation, computer or paper?

Paper

- Informal, chatty opportunity to share a book
- Relaxed opportunity to find out *what* the child knows as well as *how* they learn.
- Adult makes judgements and observations - not computer.
- Opportunities to manipulate tactile objects in maths activities
What does the Hodder baseline test?

Progress towards ELGs in:
• reading, writing and linking sounds and letters,
• maths.

Adaptive design allows you to identify cusp of child’s learning without putting them under pressure of failure.

Observational assessment of personal, social and emotional skills.

Opportunities to capture the child’s voice.

Opportunities to watch how the child engages with a task
Presentation

• Children engage with two attractive, picture-led booklets.
• Child-friendly, full-colour illustrations used throughout.
• The pace is set by the child and suggestions are given to break up sessions.
And after the Baseline?

• The Hodder Reception Baseline is the ideal vehicle for getting to know your children.
• Easy to complete a whole class within the first two weeks of term (nearly 2,000 children and practitioners in 48 schools attest to this).
• At the end of the time, you know what they know, how they learn and who they are.
• So now you can target known weaknesses, build on strengths and move forward with your teaching and learning.
Feedback from Trialling

‘The baseline is so thorough it gave us clear areas to plan into our lessons over the first few weeks. As a team we felt that we were really building on the children's prior knowledge.

The information from the baseline helped us to group the children quickly and begin to cover different areas of learning for each group. We targeted children specifically for motor skills, name recognition and rhyme and within six weeks all were doing well and had made at least 20 points progress in the test-retest research with the assessments.'

Woodstock CoE Primary, Oxon
Assessment design

Demand

• Coverage
Demand of questions

Too hard is of little value.
Too easy is of little value.
Close to where a child is working in that learning area.
This thinking leads to tiered tests
or a cleverly designed assessment of increasing difficulty.

- We want children meet appropriate questions.
- This also means letting children stop when they get something wrong and not meeting harder questions
Coverage information

- Speaking/listening: 0
- Early phonics: 16
- Reading: 16
- Writing: 16
- Count numbers: 16
- Compare numbers: 16
- Use numbers: 15
- Shape/space: 15
- Measure: 15
Main and Extension assessments

One big assessment does not work for all:

• Why?
  - Too many wasted questions.

• Because assessments should be measuring match to curriculum defined by Early learning Outcomes not by outcome or observation – to ensure coverage.

• Questions need to be pitched at different levels of demand. Answers give clear evidence of success.

• An accumulation of information on similar topics is helpful as it improves reliability and makes for easier reporting.
Comparing to a national sample
Maximising info-Minimising time

Time is precious.
Quality-information - essential.
Diagnostic feedback to inform teaching - critical.
High quality reports help parents understand how their child is doing - essential.

And finally, the Hodder assessment leads into Hodder Scale, which goes right through primary to monitor and predict progress - useful.