Video transcript

School-based Assessment – Efficient

Mark Corrie:Firstly, I think the key is to understand that it's supposed to be a representative sample of the key knowledge and key skills, as long as you're meeting the outcome. So I think a mistake that people often make is that they try to assess every single key knowledge point in every single key skill.

That may lead to thinking that you're doing your students a favour by splitting a SAC into two parts, when in fact you're just adding to their anxiety and stress, and the SACs shouldn't be so stressful and create so much anxiety. It's supposed to be a small snippet of seeing where students [are] up to at this point in time, so we can help develop them towards the end of year. The real aim of a SAC is [that] we're really trying to determine the level of achievement of our students, so we get this little bit of a rank, but we certainly have other ways we can assess along the way, formatively, as [has] been mentioned, to help our students.

Louise Macfarlane: I think it's so vital because over assessing is really what's stressing some of the kids out, and then they end up a bit broken by the end of it. So we have to be supporting their learning confidence, which is what you were talking about with multiple entry points and we have to be making sure it's achievable.