

## RETHINKING ASSESSMENT CASE STUDY: CUFFLEY PRIMARY SCHOOL

Collaboration for equity and inclusive learning for all:  
Assessment and curriculum approaches to support  
collaborative learning in the classroom.



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### **About the project:**

This project was a partnership between HFL Education and Rethinking Assessment and focused on collaboration in the classroom with Year 5 pupils. It aimed to support and develop approaches to assessment and pedagogy which promoted equity and a sense of belonging for all children. Over the course of one academic year, schools worked to deepen approaches to pedagogy and the assessment of collaboration, with the aim of designing and piloting a digital learner profile to capture and evidence learning and achievement beyond a narrow set of academic outcomes.

### **Who are we?**

We are a two-form entry mixed primary school in Hertfordshire with approximately 450 pupils. We are friendly and welcoming with a real focus on belonging and community. We are full in every year group with a waiting list for each year group too. We have always wanted to be able to provide for all pupils here, regardless of their need and attainment. We want to provide a bigger and broader picture of their academic achievement, and know and value more about our children.

### **What did we do?**

**We feel that all children are more than just a grade, a label, or a number, and this had been a focus for us, before this project began. We felt that we were relying on teacher knowledge**

**of the children at transition between classes and we wanted to address the tacit knowledge that teachers have and capture this in a more detailed way.**

**This was important for us because there are so many nuances that cannot be captured just by looking at the grade or judgement, and for some children the journey they have been on from their starting point to that stage could be huge.** We have done a lot of oracy work at the school and used Voice 21 prior to this project for the last few years. Because of this we have realised how important it is across the curriculum, not just in one subject, and the element of collaboration in oracy tightened our focus for this project.

We focussed on Year 4 and Year 5, and we wanted to push their ability to collaborate in groups and within their teams. Working with the class teachers we asked them to begin to thread collaboration across the curriculum, where they felt there were useful opportunities. We asked them to try and instigate more investigation activities and more collaboration tasks across a range of curriculum areas.

They particularly focused on using open ended tasks in Science and Maths - for example, the children were challenged to work in groups to create the longest line out of 4 sheets of A4 paper, and they could cut or tear the paper in any way; in another task they had paper and paper clips and had to design and make a spiralling paper aeroplane and test it using more or less weight; in another activity the groups had to construct a bridge to hold as much weight as possible, using materials provided.

We chose to trial the digital learner profile as a method of capturing wider strengths and skills and for this part of the project we focused on our Pupil Premium, SEND and children working towards expected levels of achievement, and created a learner profile for each of these students using the profile template created by Rethinking Assessment. We wanted to run this as a pilot, with the intention of rolling out across the year groups if successful.

## Reception child example -

### Who am I?

- I live at home with my mummy, daddy, big brother (Freddie in 3G) and little brother Hudson (2 years old).
  - I have a pet kitten called Bobby.
  - At home my favourite thing to do is to play board games with my family, especially the "pig game".
  - I like going on treasure hunts with my brothers.
  - Every week I go to swimming lessons.
  - My friends at school are Hope, Millie, Hermione and Bobbi.
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### Strengths I can see in myself:

- Kind and caring - I am considerate of other children's feelings when playing with my friends.
- Making relationships with others- I have built friendships with a range of peers in my class. I enjoy sharing my successes and wonderful drawing with the adults that work in RS.
- Creative- I am a creative person who enjoys drawing and painting. I work with my peers to create artistic masterpieces.
- I have a great attitude towards learning- I try my best in everything I do at school.



### My challenges might include:

- Confidence - I am not always as confident as I could be.
- Emotional - My emotions can change quickly.



### How I would like to be supported:

- I need to feel valued.
- I need a challenge - otherwise I can become comfortable.

Year 1 child example -



My challenges might include:

- Confidence - I am not always as confident as I could be to join in with other peoples games.
- Anxiety - Sometimes when I come to school I might be a little sad because I am worried and miss my Mummy.
- Independence - I may need some support to understand a task and need a teacher to check in on my progress.



Year 4 child example -



My challenges might include:

- Tiredness - I spend a lot of time rushing around in the mornings.
- Arguments with my sister - We bicker over small problems.

How I would like to be supported:

- Adults reminding me that we could use our Oracy skills to solve our problems calmly.



Year 4 example of our Collaboration Journey -

# My Collaboration Journey this year

Here are a selection of moments where I feel I have best demonstrated the skill of collaboration...

Autumn 2: Monday 6th November 2023

## The Great Chain Race

I listened carefully to my group. I did agree with some of their ideas but I also said when I did not agree. After this, we worked well together but we did experience small disagreements as not everyone disagreed politely with each other.



Co-operating appropriately

Year 5 examples -



Co-operating appropriately



Photo/video evidence of learning with caption

### **What was the aim of the investigation?**

We were trying to see what parachute was the quickest and which one was the slowest.

### **How well did your group collaborate? Can you explain why / give examples?**

They collaborated really well because each of us had a job. We all did our jobs.

### **What did you do to show you were a good collaborator?**

My job because every time they needed something, I went and got it.



Co-operating  
appropriately



Photo/video  
evidence of learning  
with caption

#### **What did you have to do?**

We had to work together to create a hip-hop dance.

#### **How did you work with your teammates?**

Sometimes it was successful and sometimes it wasn't. There were a few people in our group who were just making up moves. It was quite good but I think two or three people were a bit nervous and we messed up.

#### **How did it feel sharing your product?**

Nervous because we only had 2 weeks to practise it. We still needed to practise some moves so we only had a little bit of time to add in the moves.

#### **What did you learn from your experience?**

Some people needed to add in some moves because they were a bit quiet.

#### **What did you have to do in Geography?**

"We had to make posters by comparing Chile and the UK."

#### **How did you work with your group?**

"We worked well together as we all did writing and drawing together."

#### **How did it feel sharing your product?**

"Good because you could receive and give feedback."

#### **How did it feel giving feedback to another group?**

"Nice as they could improve and so could my group."

#### **What did you learn from your experience?**

"To be louder and slower."



Co-operating  
appropriately

## What did we learn?

**Staff knowledge about the children improved hugely during this project. Across a range of activities the staff were very surprised - from the outset - at how much information they gained about the children from working this way, and it changed their understanding of how some children liked to work, different skill sets they had that were previously unseen, and how they worked differently under different conditions and with different children.**

The children's perception of each other also changed. Where they may previously have chosen to work with children with an assumed talent in a curriculum area (eg Maths), they began to see the power of team building skills, for example, valuing children who were really good at organising the task, or keeping the team on track. This was a clear impact in the classroom dynamics and we also saw this in other lessons that didn't contain a collaborative element, and on the playground, because children began working and playing in other groups that they wouldn't necessarily have chosen at the beginning of the project.

Digital learner profiles also proved to be very successful, not only for capturing collaboration skills, but for a more holistic approach to capturing a rich picture of each child. For this pilot group, the learner profiles provided a much more detailed assessment overview for the next teacher to work from - if a child has been 'working towards' for 2 years, what else is happening for that child? We wanted to be able to provide something more for those children who may have a need and who are not able to access the academic curriculum and the impact has been very positive. **Through working on their learner profiles the children have been supported to articulate their skills and strengths, for example, dance, sport or music. This was very powerful for us as it prompted us to question what we were providing for these children at school and consider what more we can do moving forward, particularly for our disadvantaged children.**

This project also provided high quality CPD and next steps for staff in terms of seeing a different pedagogical approach and style which is less about a powerpoint input and more about facilitating an investigation or a big question. Staff training for the learner profile element was also positive as staff trained each other in how to use the Google Site, and then staff sat with learners 1:1 to begin with to support building digital skills in the early stages, which then became easier over the duration of the project.

## **Next steps**

Everyone involved in the project this year, from pupil voice and staff involved, have said they have got so much more out of taking this collaborative approach across the curriculum. Whilst we took a broader approach to the curriculum this year to pilot only in Years 4 and 5, we would like to roll this out across the whole school next year. As we involve more staff members we will consider whether we standardise the approach to designing the collaborative activities (e.g. assigning roles or not, as we have taken a variety of approaches this year) or whether we continue to use a freer approach. Our next step will be to create learner profiles for all pupils in the school; we are thinking through how to stagger this implementation over time, but it is definitely a goal for us.