Step 2: Statements for the online survey regarding impact upon assessment practice, as derived from the TAPS pyramid activities.

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| *Key* | *Assessment activity* |
| A | I plan opportunities for eliciting children’s science knowledge and skills |
| B | I discuss the learning objectives and success criteria for science lessons with my class |
| C | I gather formative assessment data from observations, questioning and / or discussion |
| D | I gather evidence from a range of different science activities for assessment |
| E | I use formative assessment to adapt the pace and challenge of science lessons |
| F | I give children written or oral feedback on how to improve |
| G | I give the children time to reflect upon their science work |
| H | I judge pupil progress in science by looking at a range of formative data |
| I | I have a manageable system for keeping and using formative data |
| J\* | There is a shared understanding of what progress in science looks like |
| K\* | We use teacher judgments for end of term reporting in science |
| L\* | We use teacher judgments for end of year reporting in science |
| M\* | Teachers have moderation meetings to discuss their judgments |

Table 5: statements used in the online survey of assessment activities taken from the TAPS pyramid

\*Statement only included for evaluating impact upon practice of whole school use of the TAPS pyramid