



# APP Reporting in *i-nfer plan*

Jon Williamson

As many schools are discovering, the Government’s initiative Assessing Pupils’ Progress (APP) is a valuable resource in supporting Teacher Assessment. However, it can be difficult and time consuming to administer. The NFER has enhanced its formative e-assessment product *i-nfer plan* to support teachers as they use APP in the classroom.

There are several issues that many teachers encounter implementing APP. It can be difficult to ensure consistency of assessments within the classroom, and strategies for supporting moderation within and between institutions require much management. In addition, APP is only part of embedding Assessment for Learning in a school – once you have a detailed knowledge of where a pupil is, you need to know how to help them to move on.

*i-nfer plan* supports teachers in making Teacher Assessments in the classroom. Pairs of ‘Challenges’ cover areas of the curriculum. The results of a Challenge are

analysed using a complex statistical algorithm, and a ‘profile’ built of a pupil’s pattern of performance, detailing their strengths and weaknesses, and giving ideas of what you might do in order to help them progress. Each of these profiles offers evidence to support a levelling judgement within an APP assessment focus.

In addition, the results of the Challenges give an objective, externally calculated, level prediction. The level is cumulative – the more Challenges taken, the more confident the analysis becomes in its prediction. This is not the “right answer”, as all levels calculated from a test result are merely samples of data subject to statistical error. However, we provide details of the probability distribution of the level prediction – that is, the range of levels that the child may be operating at – to enable teachers to compare it to their own levelling judgements. If

*using the output of assessment to change what is being taught in the classroom*

their assessment lies within the probability distribution, the calculated level supports the teacher’s judgement. If not, teachers can go back to their evidence, and see whether their assessment requires adjustment.

Combining these two approaches to supporting Teacher Assessment – provision of evidence to support APP levelling judgements and displaying a consistent, objective level in one simple report – enables *i-nfer plan* to support teachers in their levelling judgments, and facilitates comparisons to the standard APP grid (Figure 1).

As well as supporting teachers in making their APP levelling judgements, *i-nfer plan* supports in-school and between school moderation. Having a consistent series of assessment data broken down by areas of the curriculum and rich level calculations can enable comparisons of Teacher Assessments within a school, and between schools – making moderation sessions more directed and targeted on areas of inconsistency.

Perhaps more importantly, APP is considered to be a tool to embed Assessment for Learning within schools. Central to this strategy is feedback – using the output of assessment to change what is being taught in the classroom. *i-nfer plan*’s profiles have rich, qualitative information, including advice to teachers on what to do in order to help children to progress, thereby completing the cycle from assessment to personalisation of learning.

For more information on how *i-nfer plan* can support you in delivering APP and Assessment for Learning, please visit our website, [www.i-nfer.co.uk](http://www.i-nfer.co.uk).

Name	Cumulative Level	AF2	AF3	AF4	AF5	AF6
Andrews, Cameron	3C	[2] [2]	[4]	[4]		[2]
Banks, Holly	3B	[3]		[3]		
Gupta, Sandeep	4C	[4] [4]	[4] [4] [4]	[3] [4]	[3]	[3]
Hall, Dulce	3B	[3]		[3]		
Hill, Steve	3C	[4] [4] [2]	[4] [4]	[3] [4]	[3]	[2]
Ishaq, Anta	3B	[4] [4]	[4] [4]	[4]		[3]
Jones, Bethan	3C	[3] [4]	[4]	[3]		[3]
McElen, Paul	3A	[4] [4]	[4] [4] [4]	[4] [3]	[3]	[3]

Figure 1 Screen shot from *i-nfer plan*



## Accept Visa payments to make your life easier.

It's quicker than banking a cheque and better for cash flow as funds are usually received within 2-4 days. So whether it's payments for school fees, uniforms or trips, Visa always gets full marks.

To find out how your school can accept Visa,  
email [cowleyp@visa.com](mailto:cowleyp@visa.com) or visit [visa.co.uk/schools](http://visa.co.uk/schools)



Business flows better with Visa

