| Early Years Developmental Placement | | | |
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| **Week 6 Strand Focus: Assessment** | | | |
| The ITE Curriculum is a joint venture between university-based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools | | | |
| The ITE Curriculum in University | | | |
| *Learn That…* | | The purpose of the assessment cycle is to inform practice in an ongoing and adaptive manner. | |
| Assessment is the way of knowing how the children have learned. | | The relationship between assessment and retrieval practice. | |
| Assessment is an on-going process which happens throughout teaching and involves the children. | | The purpose of the assessment cycle to inform practice in an on-going and adaptive manner. | |
| There are several types of assessment including summative and formative. | | *Learn How…* | |
| There are three phases to assessment: data collection, data analysis, identify next steps. | | To assess children’s learning in SSP, English, mathematics and science. | |
| Feedback provides information to learners about their performance and how to improve. | | To recognise and articulate the assessment cycle. | |
| Personal experiences and professional subject knowledge can influence their assessment of children’s learning. | | Formative assessment strategies can be effectively used to adapt teaching within lessons in light of pupils’ responses. | |
| Formative and summative assessment support pupils' progress. | | To use questioning to check understanding and to promote thinking. | |
| Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. | | To build assessment tasks into lessons. | |
| The relationship between assessment and subject knowledge through understanding subject progression within SSP, reading, writing and mathematics | | To use hinge questions. | |
| The ITE Curriculum in school | | | |
| *Mentor/Assessment Lead to work on with the trainee* | | | |
| Discuss the importance of changing a lesson based on formative assessment. Observe this in action and discuss it. | | Look at the school assessment/marking policy and relate this to what you’ve seen in class. | |
| Identify how a pupils’ next steps in learning is communicated to them. | | Discuss how to plan formative assessment opportunities in lessons, including self and peer assessment. | |
| Discuss different ways to formatively assess and identify what pupils have done well and what they need to do to improve. | | Discuss how feedback should support pupils to monitor and regulate their own learning. | |
| Composite knowledge/understanding/skills | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| About assessment; definition, types and phases. | The influence of personal experiences and professional  subject knowledge on assessment of children’s learning. | | Include effective assessment in planning. |