# **Primary Initial Teacher Education: Curriculum Plan**

# **Strand Assessment Postgraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

**Curriculum Vision:**

Through a combination of evidence informed instruction, directed and independent reading, observation and implementation of ideas in schools, trainees will gain an increasing understanding of:

* The purposes of assessment, and how these inform the best methods of assessment to use
* The principles of assessment for learning
* The importance of integrating thinking about assessment into planning
* The key role of feedback

They will use this growing understanding to inform their planning and implementation of effective assessment and feedback strategies in the classroom.

| **Phase 1** | | | | | | |
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| **University Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | Assessment is the way of knowing how the children have learned. | | To recognise and articulate the assessment cycle | | Intent |
| Assessment is an on-going process which happens throughout teaching and involves the children. **(LT 6.1, LT 6.6)** | | Formative assessment strategies can be effectively used to adapt teaching within lessons in light of pupils’ responses. **(LT 6.4)** | |
| There are several types of assessment including summative and formative. | | To use questioning to check understanding and to promote thinking. | |
| There are three phases to assessment: data collection, data analysis, identify next steps | | To build assessment tasks into lessons. | |
| Feedback provides information to learners about their performance and how to improve **(LT 6.5, LT 6.6).** | | To use hinge questions. | |
| Personal experiences and professional subject knowledge can influence their assessment of children’s learning. | | To assess children’s learning in SSP, English, mathematics and science. | |
| Formative and summative assessment support pupils' progress. **(LT 6.5)** | |  | |
| Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. (**LT 6.2**) | |  | |
| The purpose of the assessment cycle is to inform practice in an ongoing and adaptive manner. | |  | |
| The relationship between assessment and retrieval practice (link to the ‘how children learn strand’ of the CCF) | |  | |
| The purpose of the assessment cycle to inform practice in an on-going and adaptive manner. | |  | |
| The relationship between assessment and subject knowledge through understanding subject progression within SSP, reading, writing and mathematics (link to subject knowledge strand of the CCF) | |  | |
| **Assessment** | **Assessment** | | | |  |
| Formatively assessed in APD sessions | | | | Impact |
| **Composite Knowledge** | **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 |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | |
| BLACK, P. and WILIAM, D., 2010. Inside the black box: Raising standards through classroom assessment. *Phi delta kappan*, *92*(1), pp.81-90.  HARGREAVES, E., GIPPS, C. and PICKERING, A., 2018, *Assessment for Learning* in T. CREMIN and C. BUNETT (eds.) *Learning to Teach in the Primary School,* Milton: Taylor & Francis  JONES, K., 2020, *Retrieval practice: research and resources for every classroom*. Woodbridge: John Catt Educational  SHERRINGTON, T., 2019. *Revisiting Dylan Wiliam’s Five Brilliant Formative Assessment Strategies.*  [online]. Available from: <https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/>.  SHERRINGTON, T., 2019, *10 Techniques for Retrieval Practice* [online] Available from: <https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice/> | | | | |

| **Phase 2** | | | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | High-quality feedback can be written or verbal; it should be accurate and clear, encourage further effort, and provide specific guidance on how to improve **(LT 6.5)** | To assess the needs of children with special educational needs and those with EAL (Link with ‘adaptive teaching’ in the CCF) | | Ongoing high-quality data and assessment is necessary for schools to set targets and monitor progress **(LT 6.4)** | | To assess learning in the foundation subjects. | | Intent |
| Feedback should support pupils to monitor and regulate their own learning. **(LT 6.6, LH 6.9, LH 6.10)** | To assess the needs of children with behaviour needs (link with the ‘behaviour’ strand of the CCF. | | Summative assessment can be used to set targets and monitor progress **(LH 6.6)** | | To relate ways in which schools use data to set targets and monitor practice to their own practice. **(LH 6.3)** | |
| Pupils should be involved in the assessment process **(LT 6.6, LH 6.10)** | To evaluate marking policies with a focus on pupil progress. | | An important goal of assessment is “closing the gap” | | Evaluate developments in assessment considering their sources and evidence base | |
| There should be direct involvement of support staff in assessing and recording pupil progress **(LH 8.5)** | Begin to appropriately utilise formative and summative assessment to support pupil progress | | Accurate summative data is essential | |  | |
| That formative and summative assessment serve different purposes **(LT 6.3)** | To identify pupils’ next steps in learning and provide specific feedback to them **(LH 6.8)** | | The relationship between assessment and subject knowledge through understanding subject progression within subject strands of each foundation subject (link with ‘subject knowledge’ strand of the CCF). | |  | |
|  | To build assessment tasks into lessons to check pupils’ understanding. | | Current developments in assessment in relation to testing, benchmarking and moderation should influence their practice. | |  | |
|  | To notice and respond to misconceptions. **(LH 6.17)** | | Teachers must keep up to date with developments concerning assessment | |  | |
|  | To use hinge questions. | |  | |  | |
|  | To use questions to check understanding and promote thinking. | |  | |  | |
|  | To assess learning in English, mathematics and science. | |  | |  | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| Assessment reporting on professional practice progress reports. | | | Formatively assessed in APD sessions | | | |
| **Composite Knowledge** | **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:*** | | |
| Feedback must be high-quality and can be in written or verbal form. **(LH 6.13)**  How schools use summative data to monitor and improve pupil progress.  The current developments in assessment and how they relate to their own practice. | | Teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect **(LT 6.4, LH 6.8)**  How schools use data to set targets and monitor progress and communicate data for accountability to stakeholders.  Directives and developments in assessment can be driven by evidence, pragmatic necessities or political drives. | | With expert colleagues, plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding **(LH 6.1)**  Use summative data to inform their planning  Independently analyse, interpret and relate a school’s assessment policy to their own teaching practice | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | |
| CLARKE, S., 2014, *Outstanding Formative Assessment: Culture and Practice*. Hodder Education Group.  DABELL, J., 2018, *Effective teacher-student feedback practices* [online] Available from: <https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/>  DONARSKI, S., 2020, *The research ED Guide To Assessment: An Evidence-Informed Guide for Teachers*, John Catt | | | | | | | |

| **Phase 3** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | Ways in which schools are responding to national developments, including tracking, reporting and workload (including familiarisation with DfE guidance on reducing unnecessary workload in assessment). | | Plan formative assessment opportunities in lessons, including self and peer assessment **(LH 6.1-6.7)** | | Intent |
| High-quality data is important for effective accountability to governors and parents | | Assess pupils’ learning in the foundation subjects. | |
| The ways in which schools track and monitor students both formatively and summatively. **(LH 6.3)** | | Utilise formative assessment strategies in identifying what pupils have done well and what they need to do to improve **(LH 6.11)** | |
| The value of formative assessment in appropriately adapting teaching and to update the necessary stakeholders | | Engage with individual schools’ assessment policies and interpret this in relation to tracking, reporting and workload. **(LH 6.12 – 6.16)** | |
| How data can inform timely interventions to diminish gaps in learning **(LT6.4, LH 6.11)** | | Demonstrate a deep and developed understanding of formative assessment strategies which are embedded within their own repertoire for adaptive teaching. **(LH 5.2)** | |
| **Assessment** | **Assessment** | | | | Impact |
| Assessment reporting on professional practice progress reports. | | | |
| **Composite Knowledge** | **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:*** |
| The value of tracking and reporting in relation to their practice and key developments to reflect workload. | The ways in which assessment data are collected and used. | | Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | |
| DONARSKI, S., 2020, *The research ED Guide To Assessment: An Evidence-Informed Guide for Teachers*, John Catt | | | | |