# Primary Initial Teacher Education: Curriculum Plan

## ASSESSMENT STRAND: Postgraduate Programmes

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

**Curriculum Intent:**

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** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * What assessment is; the way of knowing how the children have learned. | * Recognise the uses of formative and summative assessment in supporting pupil progress and adapt teaching in light of pupils’ responses. **(LT 6.5)** |
| * Assessment is an ongoing process which happens throughout teaching and involves the children**. (LT 6.1, LT 6.6)** | * Recognise and articulate the assessment cycle |
| * Types of assessment; summative and formative. | * Begin to build assessment into their planning |
| * Three phases to assessment   + Data collection   + Data analysis   + Identify next steps |
| * Feedback provides information to learners about their performance and how to improve. **(LT 6.5, LT 6.6).** |
| * The seminal research on formative assessment by Black and Wiliam. |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  About assessment; definition, types and phases.  *By the end of this phase trainees will* ***understand:***  The influence of personal experiences and professional subject knowledge on assessment of children’s learning.  *By the end of this phase trainees will* ***be able to:***  Include effective assessment in planning  **Assessment**  Formative assessment in APD sessions.  Implementation assessed via “assessment” strand feedback in professional practice. |
| * How personal experiences and professional subject knowledge can influence assessment of children’s learning. |
| * How 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)** |
| * How formative assessment strategies can be effectively used to adapt teaching within lessons in light of pupils’ responses. **(LT 6.4)** |
| * How to use questioning to check understanding and to promote thinking. |
| * How to build assessment tasks into lessons. |
| * The relationship between assessment and retrieval practice (link to the ‘how children learn strand’ of the CCF) |
| * How to use hinge questions. |
| * 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) |
| * How to assess children’s learning in SSP, English, mathematics and science. |
| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * 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)** | * Evaluate marking policies with a focus on pupil progress. |
| * Feedback should support pupils to monitor and regulate their own learning. **(LT 6.6)** | * Begin to appropriately utilise formative and summative assessment to support pupil progress |
| * Pupils should be involved in the assessment process **(LT 6.6)** | * Identify pupils’ next steps in learning and provide specific feedback to them |
| * To build assessment tasks into lessons to check pupils’ understanding. |
| * To notice and respond to misconceptions. |
| * To use hinge questions. |
| * To use questions to check understanding and promote thinking. |
| * Assess learning in English, mathematics and science. |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Feedback must be high-quality and can be in written or verbal form. **(LH 6.13)**  *By the end of this phase trainees will* ***understand:***  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)**  *By the end of this phase trainees will be* ***able to:***  With expert colleagues, plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding **(LH 6.1)**  **Assessment**  Implementation assessed via “assessment” strand feedback in professional practice. |
| * How formative assessment is used in the classroom |
| * That there should be direct involvement of support staff in assessing and recording pupil progress **(LH 8.5)** |
| * That Assessment of Learning and Assessment for Learning serve different purposes **(LT 6.3)** |
| * How to assess the needs of children with special educational needs and those with EAL (Link with ‘adaptive teaching’ in the CCF) |
| * How to assess the needs of children with behaviour needs (link with the ‘behaviour’ strand of the CCF. |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * That on-going high-quality data and assessment is necessary for schools to set targets and monitor progress **(LT 6.4)** | * Relate ways in which schools use data to set targets and monitor practice to their own practice. **(LH 6.3)** |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  How schools use summative data to monitor and improve pupil progress.  *By the end of this phase trainees will* ***understand:***  How schools use data to set targets and monitor progress and communicate data for accountability to stakeholders.  *By the end of this phase trainees will be* ***able to:***  Use summative data to inform their planning  **Assessment**  Formative assessment in APD sessions.  Implementation assessed via “assessment” strand feedback in professional practice. |
| * How summative assessment can be used to set targets and monitor progress **(LH 6.6)** |
| * What “closing the gap” means. |
| * The importance of accurate summative data |
| * 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). |
| * How to assess learning in the foundation subjects. |
| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * 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)** |
| * Assess pupils’ learning in the foundation subjects. |
| * High-quality data is important for effective accountability to governors and parents | * Utilise formative assessment strategies in identifying what pupils have done well and what they need to do to improve **(LH 6.11)** |
| * Engage with individual schools’ assessment policies and interpret this in relation to tracking, reporting and workload. **(LH 6.12 – 6.15)** |
| * Demonstrate a deep and developed understanding of formative assessment strategies which are embedded within their own repertoire for adaptive teaching. **(LH 5.2)** |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  The value of tracking and reporting in relation to their practice and key developments to reflect workload.  *By the end of this phase trainees will* ***understand:***  The ways in which assessment data are collected and used.  *By the end of this phase trainees will be* ***able to:***    Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding  **Assessment**  Implementation assessed via “assessment” strand feedback in professional practice. |
| * The ways in which schools track and monitor students both formatively and summatively. **(LH 6.3)** |
| * The value of formative assessment in appropriately adapting teaching and to update the necessary stakeholders |
| * How data can inform timely interventions to diminish gaps in learning **(LT6.4, LH 6.11)** |
| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * The current developments in assessment in relation to testing, benchmarking and moderation. | * Evaluate developments in assessment considering their sources and evidence base |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  The current developments in assessment and how they relate to their own practice.  *By the end of this phase trainees will* ***understand:***  Directives and developments in assessment can be driven by evidence, pragmatic necessities or political drives.  *By the end of this phase trainees will be* ***able to:***    Independently analyse, interpret and relate a school’s assessment policy to their own teaching practice  **Assessment**  Formative assessment in APD sessions. |
| * Why teachers must keep up to date with developments concerning assessment |

**CODE**

LT Learn that

LH Learn how

(cross referenced to the CCF)

### Research used in developing and delivering assessment strand

BLACK P., & WILIAM, D. (1998). *Inside the Black Box: Raising Standards through Classroom Assessment*. Phi Delta Kappan, 80, 139-148.

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/> (accessed 20/10/21)

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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, *10 Techniques for Retrieval Practice* [online] Available from: <https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice/> (accessed 19/10/21)

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>/.