# 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
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| * 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
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**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.

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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)

DONARSKI, S., 2020, *The research ED Guide To Assessment: An Evidence-Informed Guide for Teachers*, John Catt

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>/.