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

# **Assessment strand Undergraduate 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** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | Assessment is the way of knowing how the children have learned. | To recognise and articulate the assessment cycle | | | Formative assessment strategies can be effectively used to adapt teaching within lessons in light of pupils’ responses. **(LT 6.4)** | | To recognise the uses of formative and summative assessment in supporting pupil progress and adapt teaching in light of pupils’ responses. **(LT 6.5)** | | Intent |
| Assessment is an on-going process which happens throughout teaching and involves the children. **(LT 6.1, LT 6.6)** |  | | |  | |  | |
| There are several types of assessment including summative and formative. |  | | |  | |  | |
| There are 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).** |  | | |  | |  | |
| Personal experiences and professional subject knowledge can influence their assessment of children’s learning. |  | | |  | |  | |
| 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. |  | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | |  |
| University based learning assessed formatively in PED1021 sessions | | | | School based learning assessed by progress reports (in Assessment strand) and placement tasks | | | | 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. | | Evaluate marking policies with a focus on pupil progress. | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Assessment** | | | | | | | | |
| 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  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/>. | | | | | | | | |

| **Phase 2** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. **(LT 6.5)** | Formative assessment is used in the classroom | | |  | | To identify pupils’ next steps in learning and provide specific feedback to them **(LT 6.5, LH 6.3, LH 6.8, LH 6.15)** | | Intent |
| Feedback should support pupils to monitor and regulate their own learning. **(LT 6.6, LH 6.9, LH 6.10)** |  | | |  | | To plan formative assessment opportunities in lessons, including self and peer assessment **(LH 6.1, LH 6.5)** | |
| Pupils should be involved in the assessment process **(LT 6.6, LH 6.10)** |  | | |  | | To utilise formative assessment strategies in identifying what pupils have done well and what they need to do to improve. **(LH 6.5, LH 6.17)** | |
| Formative and summative assessment are differentiated more by use and purpose than format. |  | | |  | |  | |
| Summative assessment can be used to set targets and monitor progress **(LH 6.3)** |  | | |  | |  | |
| There should be direct involvement of support staff in assessing and recording pupil progress **(LH 8.5)** |  | | |  | |  | |
| An important goal of assessment is “closing the gap” |  | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| Formatively assessed in APD (PED2025) sessions | | | | 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:*** | | |
| Feedback must be high-quality and can be in unwritten or verbal form **(LH 6.13)** | | | 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).** | | With expert colleagues, plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. **(LH 6.1)** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Assessment** | | | | | | | | |
| 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/>  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/> | | | | | | | | |

| **Phase 3** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | Ongoing high-quality data and assessment is necessary for schools to set targets and monitor progress **(LT 6.4)** |  | | |  | | To relate ways in which schools use data to set targets and monitor practice to their own practice. | | Intent |
| Current developments in assessment in relation to testing, benchmarking and moderation should influence their practice. |  | | |  | | Engage with individual schools’ assessment policies and interpret this in relation to tracking, reporting and workload. **(LT 6.7, LH 6.7, LH 6.16)** | |
| Schools are responding to national developments, including:   * Tracking * Reporting * Workload |  | | |  | | To demonstrate a deep and developed understanding of formative assessment strategies which are embedded within their own repertoire for adaptive teaching. | |
| High-quality data is important for effective accountability to governors and parents |  | | |  | |  | |
| Schools track and monitor students both formatively and summatively in various ways |  | | |  | |  | |
| Accurate summative data is essential |  | | |  | |  | |
| Formative assessment is valuable in appropriately adapting teaching and to update the necessary stakeholders |  | | |  | |  | |
| Teachers must keep up to date with developments concerning assessment  Data can inform timely interventions to diminish gaps in learning. **(LH 6.3)** |  | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| Formatively assessed in APD sessions | | | | 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. | | | How schools use data to set targets and monitor progress and communicate data for accountability to stakeholders. | | Independently analyse, interpret and relate a school’s assessment policy to their own teaching practice. **(LH 6.14)** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Assessment** | | | | | | | | |
| DONARSKI, S., 2020, *The research ED Guide To Assessment: An Evidence-Informed Guide for Teachers*, John Catt | | | | | | | | |