# **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** |
| --- |
| **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 & FrancisSHERRINGTON, 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** |
| --- |
| **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 EducationalSHERRINGTON, T., 2019, *10 Techniques for Retrieval Practice* [online] Available from: <https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice/>  |

| **Phase 3** |
| --- |
| **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 assessmentData 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 |