**Primary Initial Teacher Education: Curriculum Plan**

**Assessment: Undergraduate Programmes**

Objectives in blue indicate school based learning

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| **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…** |
| **Phase 1** | **Trainees will know:**  | **Trainees will be able to:**  |
| * What assessment is; the way of knowing how the children have learned.
 | * Evaluate marking policies with a focus on pupil progress.
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| * Assessment as an on-going process which happens throughout teaching and involves the children. **(LT 6.1, LT 6.6)**
 | * Begin to appropriately utilise formative and summative assessment to support pupil progress.
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| * Types of assessment; summative and formative.
 | * Recognise the uses of formative and summative assessment in supporting pupil progress and adapt teaching in light of pupils’ responses. **(LT 6.5)**
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| * Three phases to assessment
* Data collection
* Data analysis
* Identify next steps
 | * Recognise and articulate the assessment cycle
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| * Feedback provides information to learners about their performance and how to improve **(LT 6.5, LT 6.6).**
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| **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:**** Evaluate marking policies with a focus on pupil progress.
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| * How personal experiences and professional subject knowledge can influence your assessment of children’s learning.
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| * How does formative and summative assessment support pupils' progress. **(LT 6.5)**
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| * Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. (**LT 6.2**)
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| * How can formative assessment strategies be effectively used to adapt teaching within lessons in light of pupils’ responses. **(LT 6.4)**
 | **Assessment**University based learning assessed formatively in PED1021 sessionsSchool based learning assessed by progress reports (in Assessment strand) and placement tasks |
| * The purpose of the assessment cycle to inform practice in an on-going and adaptive manner.
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| **Phase 2** | **Trainees will know:**  | **Trainees will be able to:** |
| * 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)**
 | * Identify pupils’ next steps in learning and provide specific feedback to them **(LT 6.5, LH 6.3)**
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| * Feedback should support pupils to monitor and regulate their own learning. **(LT 6.6)**
 | * Plan formative assessment opportunities in lessons, including self and peer assessment **(LH 6.1, LH 6.5)**
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| * Pupils should be involved in the assessment process **(LT 6.6)**
 | * Utilise formative assessment strategies in identifying what pupils have done well and what they need to do to improve. **(LH 6.5)**
 |
| * Pupils should be involved in the assessment process **(LT 6.6)**
 |
| * The uses and purpose of formative and summative assessment
 |
| **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 unwritten 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)**
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| * How formative assessment is used in the classroom

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| * How summative assessment can be used to set targets and monitor progress **(LH 6.3)**
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| * That there should be direct involvement of support staff in assessing and recording pupil progress **(LH 8.5)**
 |
| * What does closing the gap mean.
 | **Assessment**University based learning will be formatively assessed in APD sessions, overall assessment via the Assessment reporting on professional practice progress reports. |
| * That Assessment of Learning and Assessment for Learning serve different purposes
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| **Phase 3** | **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.
 |
| * The current developments in assessment in relation to testing, benchmarking and moderation.
 | * Engage with individual schools’ assessment policies and interpret this in relation to tracking, reporting and workload. **(LT 6.7, LH 6.16)**
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| * Ways in which schools are responding to national developments, including:
* Tracking
* Reporting
* Workload
 | * Demonstrate a deep and developed understanding of formative assessment strategies which are embedded within their own repertoire for adaptive teaching.
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| * High-quality data is important for effective accountability to governors and parents
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| **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:**** 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:**** Independently analyse, interpret and relate a school’s assessment policy to their own teaching practice. **(LH 6.14)**
 |
| * The ways in which schools track and monitor students both formatively and summatively
 |
| * The importance of accurate summative data
 |
| * The value of formative assessment in appropriately adapting teaching and to update the necessary stakeholders
 |
| * Why teachers must keep up to date with developments concerning assessment
 | **Assessment**University based learning will be formatively assessed in APD sessions, overall assessment via the Assessment reporting on professional practice progress reports. |
| * How data can inform timely interventions to diminish gaps in learning. **(LH 6.3)**
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**Sources used in developing and delivering assessment strand**

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

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