**Primary 5-11 Curriculum Map (Assessment strand)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture** | * Types of assessment * Formative assessment * Effective feedback * School marking policies. | Assessment is the way of knowing how the children have learned. | To recognise and articulate the assessment cycle | 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/>  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 | Tutor assessment of responses in discussions, self-assessment prior to seminar. |
| Assessment is an on-going process which happens throughout teaching and involves the children. **(6.1, 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 | Identify efficient approaches to marking and alternative approaches to providing feedback **(6o)** |
| Feedback provides information to learners about their performance and how to improve **(6.5, 6.6).** |
| Personal experiences and professional subject knowledge can influence their assessment of children’s learning. |
| Formative and summative assessment support pupils' progress. **(6.5)** |
| **Seminar** | * Effective questioning * Diagnostic assessment to find misconceptions | Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. (**6.2**) | To use assessments to check for prior knowledge and pre-existing misconceptions. **(6e)** | Peer and tutor assessment of session task outputs. |
| The purpose of the assessment cycle is to inform practice in an ongoing and adaptive manner. |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues use assessment and deconstruct this approach in at least one lesson.  **Planning :** Observe how expert colleagues plan to include formative assessment and adapt teaching based on this for one lesson  **Teaching :** Rehearse and refine particular approaches for acting on formative assessment of group/whole class. Plan for group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific assessment strategies with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know the difference between formative and summative assessment and how these are used.  Understand the influence of personal experiences and professional subject knowledge on assessment of children’s learning.  Be able to evaluate marking policies with a focus on pupil progress. | Formative assessment strategies can be effectively used to adapt teaching within lessons in light of pupils’ responses. **(6.4)**  Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. (**6.2**) | To recognise the uses of formative and summative assessment in supporting pupil progress and adapt teaching in light of pupils’ responses. **(6a, b, e)** | 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]. | Weekly Development Summary  Lesson Observations  Link Tutor |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar** | * Retrieval practice * Self and peer assessment * Hinge questions * Inclusion and assessment * Formative assessment and feedback - developing | 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. **(6.5)** |  | CLARKE, S., 2014, *Outstanding Formative Assessment: Culture and Practice*. Hodder Education Group.  DABELL, J., 2018, *Effective teacher-student feedback practices* [online]  JONES, K., 2020, *Retrieval practice: research and resources for every classroom*. Woodbridge: John Catt Educational  SHERRINGTON, T., 2019, *10 Techniques for Retrieval Practice* [online | Peer and tutor assessment of session task outputs. |
| Feedback should support pupils to monitor and regulate their own learning. **(6.6)** | To use feedback to support pupils to monitor and regulate their own learning.(**6i, j)** |
| Pupils should be involved in the assessment process **(6.6)** |
| Formative and summative assessment are differentiated more by use and purpose than format. | There should be direct involvement of support staff in assessing and recording pupil progress **(8j, k, l)** |
| An important goal of assessment is “closing the gap” |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing :** Observe how expert colleagues use assessment and deconstruct this approach in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons and use assessment to inform teaching later in the lesson or sequence of lessons.  **Teaching :** Rehearse and refine use of assessment to inform their teaching.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific assessment with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know feedback must be high-quality and can be in unwritten or verbal form.  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.  With expert colleagues, can plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. | 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 **(6.4).**  Feedback must be high-quality and can be in unwritten or verbal form. **(6.5)** | Summative assessment can be used to set targets and monitor progress **(6c)**  To identify pupils’ next steps in learning and provide specific feedback to them **(6c, h, o)**  To plan formative assessment opportunities in lessons, including self and peer assessment **(6a, e)**  To utilise formative assessment strategies in identifying what pupils have done well and what they need to do to improve. **(6e, r)** | CLARKE, S., 2014, *Outstanding Formative Assessment: Culture and Practice*. Hodder Education Group. | Weekly Development Summary  Lesson Observations  Link Tutor |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture** | * Summative assessment * Judging quality of assessment instruments * Using assessment data * Reporting data to stakeholders * Assessment and workload | Ongoing high-quality data and assessment is necessary for schools to set targets and monitor progress **(6.4)** | Data can inform timely interventions to diminish gaps in learning. **(6c)** | DONARSKI, S., 2020, *The research ED Guide To Assessment: An Evidence-Informed Guide for Teachers*, John Catt  DEPARTMENT FOR EDUCATION, 2018, *Making Data Work,* London: The Stationery Office  ROBERTS, N, 2020, *Assessment and testing in primary education (England),* London: The Stationery Office  WILIAM, D, 2014, *Principled Assessment Design*, London: The Schools Network | Self-assessment based on questions in session. |
| Current developments in assessment in relation to testing, benchmarking and moderation should influence their practice. **(6.3)** |
| Schools are responding to national developments, including tracking, reporting and workload | The value and use of assessment data must be balanced with the workload that gathering them entails. **(6m, n, q)** |
| 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 are 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 |
| Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. **(6.7)** |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing :** Observe how expert colleagues use summative assessment data to inform teaching and deconstruct this approach in at least one lesson throughout school.  **Planning :** Plan sequences of lessons incorporating clearly planned assessment.  **Teaching :** Consistently use appropriate assessment techniques to assess pupils’ progress and adapt subsequent teaching.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific summative assessments with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know the value of tracking and reporting in relation to their practice and key developments to reflect workload.  Understand how schools use data to set targets and monitor progress and communicate data for accountability to stakeholders.  Be able to independently analyse, interpret and relate a school’s assessment policy to their own teaching practice | Ongoing high-quality data and assessment is necessary for schools to set targets and monitor progress **(6.4)**  They must balance their workload when assessing**. (6.7)** | To relate ways in which schools use data to set targets and monitor practice to their own practice.  Engage with individual schools’ assessment policies and interpret this in relation to tracking, reporting and workload. **(LH 6g, LH 6o, p, r)** | ROBERTS, N, 2020, *Assessment and testing in primary education (England),* London: The Stationery Office  WILIAM, D, 2014, *Principled Assessment Design*, London: The Schools Network | Weekly Development Summary  Lesson Observations  Link Tutor |