**Primary Early Years 3-11 Curriculum Map (Assessment strand)**

***Year 1 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |
| **EYE1007**  **Seminar 1** | Trainees will understand why assessment is critical to teaching and that assessment needs to take place in both adult led teaching episodes and within continuous provision.  Trainees will know that observations are crucial for formative assessment.  How to use observations as a means of collating information on children’s knowledge and understanding within the areas of learning.  How to use observations as a means of collating information on children’s demonstration of the characteristics of effective learning. | **6.1** | **6e** | Howard, S., Hutchinson, A. (2021) in Palailogou, I (ed)  *The Early Years Foundation Stage: theory and practice.*  Los Angeles: Sage. Chapter 10.  Allen, S. F., Whalley, M.E., Lee, M and Scollan, A. (2020) *Developing Professional Practice in the early years*  Early Years Foundation Stage Statutory Framework, 2021. DfE,    Development Matters, 2021. DfE.    Birth to Five Matters, 2021. Early Education. | **WDS**  **Reflections in learning journey**  **Questioning and discussion** |
| **EYE1007**  **Seminar 2** | Trainees will understand the need to record observations so that they can be used to inform future planning.  Trainees will be introduced to an exemplar observation pro forma and learn how to use this to collate accurate and clear information on children’s achievements. | **6.3** | **6e, 6g, 6l** |
| **EYE1007**  **Seminar 3** | Trainees will understand the learning environment (indoors and outdoors) can influence the knowledge, skills and understanding that the children demonstrate and therefore the potential assessments that can be made.  How to intervene sensitively and question children effectively within play in order to gain accurate information. | **6.4** | **6a, 6d, 6h** |  |
| **EYE1007**  **Seminar 4** | Trainees will develop their understanding of questioning within adult led tasks.  Trainees will know the difference between open and closed questions. | **6.1, 6.4** |  |
| **EYE1007**  **Seminar 5** | Trainees will look at how other adults in the classroom/setting can contribute to assessments of the children.  Trainees will know how to plan for specific knowledge to assessed within the continuous provision environment. | **6.1, 6.7** | **6c, 6d** |
| **EYE1007**  **Seminar 5** | Trainees will develop their knowledge and understanding of how in the moment assessments inform in the moment planning. |  | **6a** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum – Year 1 (nursery)** | | | | |
| **Observing :** Observe how expert colleagues use assessment and deconstruct this approach in both adult led and continuous provision experiences.  **Planning :** Observe how expert colleagues plan to include formative assessment via observations and adapt teaching based on this for one lesson  **Teaching :** Rehearse and refine particular approaches for acting on formative assessment of adult led/continuous provision. Plan for adult led teaching and continuous provision activities.  **Assessment :** Check prior knowledge and understanding during adult led and continuous provision experiences.  **Subject Knowledge :** Discuss and analyse subject specific assessment (areas of learning and characteristics of effective learning) 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 that schools and settings will have different approaches to assessment in an EYFS setting.  Understand the importance of collating accurate assessment data in order to plan for adult led learning and continuous provision experiences.  Be able to use observations and questioning to collate data on children’s knowledge and understanding. | 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)** | Howard, S., Hutchinson, A. (2021) in Palailogou, I (ed)  *The Early Years Foundation Stage: theory and practice.*  Los Angeles: Sage. Chapter 10.  Allen, S. F., Whalley, M.E., Lee, M and Scollan, A. (2020) *Developing Professional Practice in the early years* | Weekly Development Summary  Lesson Observations  Link Tutor |

***Year 2 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |
| **Lecture** | * Types of assessment * Formative assessment * Hinge questions * Self and peer assessment * Effective feedback * School marking policies. * Role of Tas/HLTAs in supporting assessment procedures in the classroom. | **6.1, 6.5, 6.6, 6.7** | **6o, 6e** | CLARKE, S., 2014, *Outstanding Formative Assessment: Culture and Practice*. Hodder Education Group.  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 | **WDS**  **Micro teach with feedback from expert practitioner**  **Self assessment**  **Peer review and feedback** |
| **Seminar 1** | Exploring recording formats alongside the expert to see if they are fit for purpose  What makes effective verbal feedback and how we tailor this to young children  Exploring school marking policies and analysing their effectiveness  How to provide written feedback on work  Peer and self assessment – exporing the complexities of such assessment for young children | 6.1, 6.2, 6.4, 6.6 | 6o, 6e |
| **Seminar 2**  **Micro Teach** | Developing understanding of appropriate formative assessment processes in relation to subject teaching.  Identification of key questions – both open and closed  Designing recording formats appropriate for formative assessment  Providing verbal feedback on learning | 6.3, 6.5 | 6d, 6f, 6l6o, 6q |  |  |
|  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 written 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.  To be able to, with expert colleagues, plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. | **6.4, 6.5** | **6a, 6c, 6e, 6h, 6o, 6r** | CLARKE, S., 2014, *Outstanding Formative Assessment: Culture and Practice*. Hodder Education Group.  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 3 Undergraduate**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |
| **3010**  **Coverage** | Current developments in relation to testing, benchmarking and moderation  Using assessment data – how data is recorded and tracked  Reporting data to stakeholders – consideration of children, parents, governors and Ofsted  Assessment and workload – how settings are responding to maintaining quality of assessment whilst considering workload  Using assessment for timely intervention | **6.3, 6.4 , 6.7** | **6c, 6m, 6n, 6q** | 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 adult led learning experiences 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 | **6.4, 6.7** | **6g, 6p, 6r** | 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 |