**Primary Early Years 3-11 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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **EYE1100 – Unit 4.**  **The Early Years Professional.** | 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.  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.  Trainees will develop their knowledge and understanding of how in the moment assessments inform in the moment planning. | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs **(6.1)** Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use**. (6.3)** | Using assessments to check for prior knowledge and pre-existing misconceptions.(**6.e)** Monitoring pupil work during lessons, including checking for misconceptions (**6.h)**  Recording data only when it is useful for improving pupil outcomes.(**6.m)** | Howard, S., Hutchinson, A. (2021) in Palaiologou, 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 Pebble Pad.  Questioning and discussion. |
| **EYE1103 – The Early Years Environment.** | 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.  Trainees will develop their understanding of how to intervene sensitively and question children effectively within play to gain accurate information.  Trainees will develop their understanding of questioning within adult led tasks.  Trainees will know the difference between open and closed questions.  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 assess within the continuous provision environment. | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs **(6.1)** To be of value, 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)**  Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.**(6.7)** | Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would understanding (e.g. by using hinge questions to pinpoint knowledge gaps). (**6.a)**  Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils. **(6.d)**  Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple choice questions) **(6.f)**  Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. **(6.g)**  Monitoring pupil work during lessons, including checking for misconceptions **(6.h)**  Recording data only when it is useful for improving pupil outcomes. **(6.m).** | WDS.  Reflections in Pebble Pad.  Questioning and discussion. |

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| **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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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 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. | To be of value, 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)**  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 considering pupils’ responses.  Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would understanding (e.g. by using hinge questions to pinpoint knowledge gaps). (**6.a)**  Drawing conclusions about what pupils have learned by looking at patterns in performance over a number of assessments (e.g appreciating that assessments draw inferences about learning from performance. **(6.b)**  Using assessments to check for prior knowledge and pre-existing misconceptions. **(6.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***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture 1- 2010** | * Types of assessment * Formative assessment * Hinge questions * Self and peer assessment * Effective feedback * School marking policies. | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs **(6.1),**  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)**  Over time, feedback should support pupils to monitor and regulate their own learning (6.6)  Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload **(6.7)** | Using assessments to check for prior knowledge and pre-existing misconceptions **(6.e)**  Using verbal feedback during lessons in place of written feedback after lessons where possible **(6.o)** | 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  Emery, S. (1978) Actualizations. Garden City, NY: Dolphin Books, Doubleday and Company,  Glazzard, J, and Green, M (2022) Learning to be a Primary Teacher : Core Knowledge and Understanding, Critical Publishing, 2022.  Jeffers, S. (1987) Feel The Fear And Do It Anyway, Random House Publishing, London  Emery, S. (1978) Actualizations. Garden City, NY: Dolphin Books, Doubleday and  Company,  Glazzard, J, and Green, M (2022) Learning to be a Primary Teacher : Core Knowledge and  Understanding, Critical Publishing, 2022.  Jeffers, S. (1987) Feel The Fear And Do It Anyway, Random House Publishing, London | **WDS**  **Micro teach with feedback from expert practitioner**  **Self assessment**  **Peer review and feedback** |
| **Seminar 1**  **Week 2**  **Week** | 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 – exploring the complexities of such assessment for young children  Discuss and critically analyse the effectiveness of an  assessment process in Key Stage 1  Assessment enables teachers to support learning more effectively in classrooms.  Know that assessment allows you to gain an accurate understanding of learners’ current achievements and skills.  Know that you can use this information to plan next steps.  Understand that assessment will enable you to support children’s development. | Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs **(6.1)**.  Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear **(6.2).**  To be of value, 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)**.  Over time, feedback should support pupils to monitor and regulate their own learning **(6.6**).  Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs **(6.1)**.  Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear **(6.2)**.  Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use **(6.3)**.  To be of value, 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)**.  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).**  Over time, feedback should support pupils to monitor and regulate their own learning **(6.6).** | Using assessments to check for prior knowledge and pre-existing misconceptions **(6.e)**  Using verbal feedback during lessons in place of written feedback after lessons where possible **(6.o)**  Making use of formative assessment **(5.b)**  Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps) **(6.a)**.  Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments **(6.c)**.  Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils **(6.d)**. |
| **EYE2007** | To know how to use formative and summative assessment in individual NC subjects. (see separate individual curriculum plans) |  |  |  |  |
| **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 | Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.**(6.3)**  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)** | Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils **(6.d)**  Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions) **(6.f)**  Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment**.(6.l)**  Using verbal feedback during lessons in place of written feedback after lessons where possible. **(6.o)**  Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). **(6.q)** |  |  |
| **1 week focus** | ITaP – Questioning for assessment | Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. **(Classroom Practice 4.6)** | Stimulate pupil thinking and check for understanding, by:  Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Elaborate on and query pupil contributions to support pupils’ oral language skills, and knowledge development. **(Classroom Practice 4.m)**  Providing appropriate wait time between question and response where more developed responses are required. **(Classroom Practice 4.n)**  Include a range of different types of question to extend and challenge pupils e.g. by modelling new vocabulary or asking pupils to justify answer. **(Classroom Practice 4.o)**  Meet individual needs without creating unnecessary workload, by:  Reframing questions to provide greater scaffolding or greater stretch. **(Adaptive Teaching 5.n)**  Avoid common assessment pitfalls, by:  Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). **(Assessment 6.a)**    Check prior knowledge and understanding during lessons, by:  Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). **(Assessment 6.f)**  Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. **(Assessment 6.g)** | COE, R., ALOISI, C., HIGGINS, S. and MAJOR, L. E., 2014. What makes great teaching. Review of the underpinning research. Durham University: UK.  JAY, T., WILLIS, B., THOMAS, P., TAYLOR, R., MOORE, N., BURNETT, C., MERCHANT, G., STEVENS, A. (2017) Dialogic Teaching: Evaluation Report.  ALEXANDER., R.J., 2020. A Dialogic Teaching Companion. London. Routledge.  BLACK, P., HARRISON, C., LEE, C., MARSHALL, B., & WILIAM, D.., 2004. Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan [ONLINE]. 86(1), 8–21. | Discussion  Analysing videos  Connecting theory to practice  Reflective presentation |

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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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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. | To be of value, 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)**  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)** | Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). **(6.a)**  Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. **(6.c)**  Using assessments to check for prior knowledge and pre-existing misconceptions. **(6.e)**  Monitoring pupil work during lessons, including checking for misconceptions **(6.h)**  Using verbal feedback during lessons in place of written feedback after lessons where possible. **(6.o)**  Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking. (**6.r)** | 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**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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 | Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. (**6.3)**  To be of value, 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)**  Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload **(6.7)** | Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. **(6.c)**  Recording data only when it is useful for improving pupil outcomes. **(6.m)**  **6n,**  Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). **(6.q)** | 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. |

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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 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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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 | To be of value, 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)**  Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload **(6.7)** | Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. (**6.g)**  Understanding that written marking is only one form of feedback **(6.p)**  Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking **(6.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 |