

Curriculum Assessment

Curriculum assessments help teachers to make inferences about how students are integrating new knowledge into their existing mental models. Assessments are also used as opportunities to review previously encountered material thereby increasing the retrieval strength of the content.

In lesson formative assessment	<p>Teachers use checks for understanding within a lesson to check how well learners are integrating new information. These checks should primarily focus on how learners are understanding the key knowledge goals identified in that lesson's success criteria.</p> <p>Teachers should look to gather as much data as possible, as quickly as possible. This can be done through hinge questions, responses on individual whiteboards or through targeting a representative sample with questions.</p>
Books	<p>Success criteria sheets are stuck in pupils' books or identified in floor books to identify the learning goals for that lesson. They can be discussed at the start of the lesson but must be reviewed by students at the end of the lesson.</p> <p>Teachers should use books to identify common errors suggested by the work in books and must incorporate these errors into daily review at the start of the following lesson.</p>
Daily Review	<p>Teachers must begin each new lesson with a short review of the learning from the previous lesson. Children should be encouraged to revisit the learning goals and work in their books from the previous lesson as part of this.</p> <p>Daily review should also provide the opportunity for a "Thinking Deeper" question to encourage children to relate to the content beyond a simple recall of facts. Thinking Deeper questions should encourage children to build connections across units and disciplines or to use their mental models to explain or predict aspects of the world.</p>
Monthly/ Termly Review	<p>New material is better learnt through retrieving than reteaching. Curriculum content is timetabled to be reviewed on a monthly and termly basis. There are three elements to this review:</p> <ol style="list-style-type: none"> 1. Children are provided with a blank piece of paper and asked to write and draw everything that they can remember from the unit (a knowledge organiser) without a prompt. 2. The class teacher leads a review of the key points that children have remembered before allowing children additional time to add (in a different colour pen) any further knowledge about the subject that has been cued for retrieval. 3. Children review the content in their books from the unit and can add any further information (primarily knowledge goals) to their knowledge organisers in a different colour. <p>(1. Handwriting pen – 2. Blue pen – 3. Pencil)</p> <p>Teachers should use this information to identify commonalities of how well knowledge from each unit has been retained by students.</p>
Essays	<p>Six essays are completed across the school year. These provide students with an opportunity to demonstrate their depth of understanding in a sample of units.</p> <p>Teachers should use the school longer written outcome format of generate, plan, write, edit & redraft. Generate and plan should be used as an opportunity to assess children's understanding of subject related content so that children are not reinforcing errors and misconceptions when they write their essays. Essays are edit marked and children provided with time to edit and redraft work to develop their writing as well.</p>
Subject leads & Senior leaders	<p>An ongoing programme of book looks, lesson visits and pupil interviews is used to inform leaders about the overall impact of the intended and enacted curriculum on students' learning.</p>