

Assessment in the Wider Curriculum

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Assessment and Feedback in Wider Curriculum

Assessment

*'Effective assessment and feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007)*

At Canonbury Primary School, we believe that effective assessment and feedback is integral to the progress and achievement of our children. We recognise the importance of assessment and feedback as part of the teaching & learning cycle and aim to maximise the effectiveness of its use in practice.

Our principles

- High quality teaching and learning is the foundation of effective assessment and feedback;
- Assessment and feedback is used to further children's learning and progress made overtime; and includes a range of strategies, including: verbal, non-verbal, digital and written methods;
- Assessment includes opportunities for: initial, formative and end of unit assessment;
- Feedback delivered closest to the point of learning is most effective;
- Feedback can focus on the content, effort and depth of children's learning;
- Teachers are best placed to decide if feedback should be individual, group or whole class feedback and immediate or distanced;
- Teachers implement strategies that encourage learners to welcome feedback.

Our approach to assessing pupils in the wider curriculum includes: Initial, formative and end of unit assessment.

Wider Curriculum subjects include:

Science, History, Geography, Design Technology, PE, RE Computing and Music.

Initial Assessment Strategies

We recognise the importance of 'prompts' when identifying what children know. Images, relevant vocabulary, sentence stems and purposeful links to prior learning should always be considered as part of the assessment strategies we use. The initial assessment strategy for each subject will be included on medium term planning document, highlighted in green.

<p>Lesson 7 Big Question</p> <p><i>What have we learnt from the Romans?</i></p>	<p>Learning objective(s):</p> <p>Use evidence to ask questions and find answers to questions about the past.(History)</p>	<p>Activities:</p> <p>Vocabulary: Past, Influence, legacy</p> <ol style="list-style-type: none"> 1. Watch https://www.bbc.co.uk/bitesize/clips/zwjhfrd 2. https://www.youtube.com/watch?v=uvPb9NX0zc 3. Follow PowerPoint and discuss 4. Split class in half. Children find partner with matching picture/description of Roman legacy. Each pair shows the class their legacy, puts it on the class mind map. All children create own mind map for topic book. <p>End of unit assessment: What do you think is the most important legacy of Roman rule and why? Create a diamond 9 of ideas. Add to initial knowledge harvest.</p>	<ul style="list-style-type: none"> • Roman legacy PowerPoint • Roman legacy pictures and info
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The following should be considered when deciding on the Initial assessment strategies:

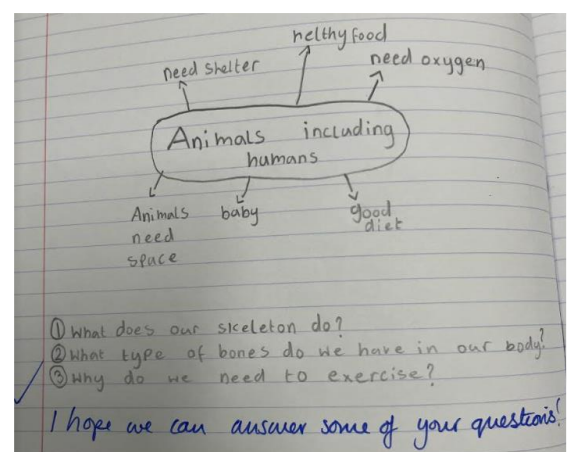
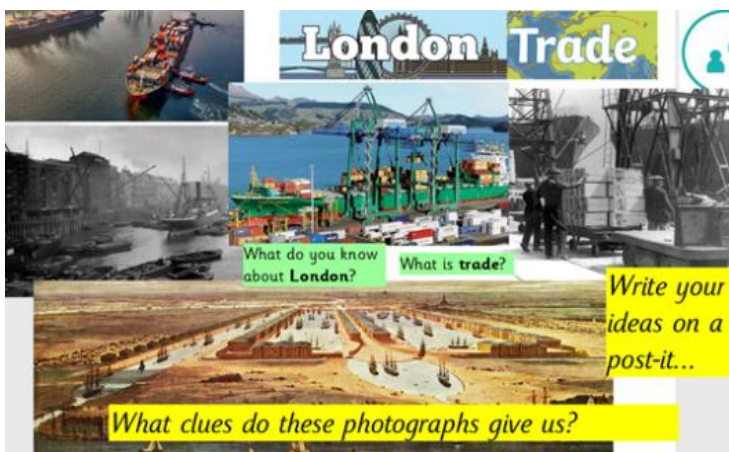
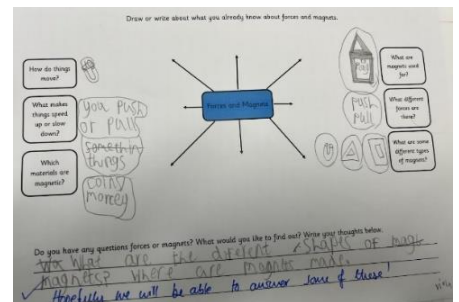
- Which method will give me the clearest overview of what children know?
- How do I link new learning to prior learning?

The initial assessment should give answers to the following:

- What do children already know? (Before I've taught the unit)

Examples of initial assessment in wider curriculum subjects are:

- Knowledge harvest
- KWL grids: What I know? What I Want to know? What I learned?
- Learning journeys: What I know What I've learnt
- Whole class discussion and feedback with ideas recorded
- Word Cloud
- Mind maps
- Low stake quizzes/Mini assessments
- Open ended questions: What do you know about transport in the past? What transport do you know from the past? How has transport changed overtime?



Formative Assessment Strategies

We recognise that formative assessment is an integral part of **every** lesson. Formative assessment are regular, informal assessments that are used by teachers to assess student understanding and inform teaching strategy. The following should be considered when deciding on the **Formative assessment** strategies:

- Is the learning intention clear?
- How do I make learning, including key vocab, 'sticky'?
- How do I maximise assessment opportunities during independent application?

End of unit assessments should give answers to the following:

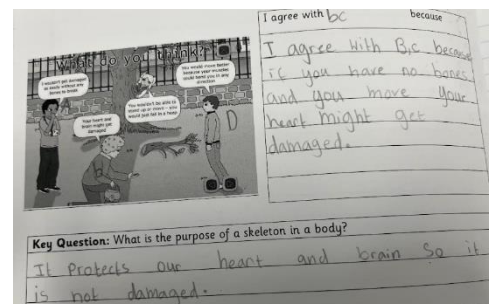
- What are children learning/remembering? (During the unit and/or lesson)
- What misconceptions do they have?

High quality teaching and learning is the foundation of effective assessment and feedback. Wider curriculum lessons should generally follow this structure:

- Recap of previous learning
- Share the learning objective/key question for the lesson in relation to the National Curriculum, the school progression map and key question overview
- Recap/teach key vocabulary
- Teach new learning using quality first teaching strategies
- Discuss as a class how to answer the key question
- Children answer the key question

Other examples of formative assessment in wider curriculum subjects are:

- Quick fire retrieval questions
- Low stake quizzes
- Observation of skills
- White board question and answers
- Gestures to answer questions
- Effective questioning
- Concept cartoons
- Agree or disagree questions
- Loop cards
- Self-assessment -children mark their work based on whole class discussion and the teacher sharing the correct answers
- Peer assessment -Children mark each other's work based on whole class discussion and the teacher sharing the correct answers



Plenary

This is a summary of the key learning in a lesson and aims to support children in reflecting and articulating their understanding to the key lesson question.

Every lesson must include a plenary where children reflect, discuss and answer the key question with subject specific vocabulary.

Thursday 28th September 2023
 L.O. To construct and draw simple circuits identifying basic parts

Key Question:
 What components are used to construct simple series circuits?

~~Electrical~~ crocodile. Electrical ^{circuits} need wire, metal, a cell (battery pack), buzzer, light bulb, propella. A complete ^{circuit} allows electricity to enter a electricity using object: light bulb, propella, buzzer, fan, oven, washing machine. ✓

Old	New

How and why has transport changed over time? changes a society
people need to move the city
and change what they are made
of.

Key question - How did London transport change people's lives?
 People could travel around the city more easily and more quickly. The roads here less busy and people could visit more places than they could before.

Card 2

If it won't work because both wires are attached on positive and not all energy will be used. Then the bulb won't light because when it's on negative too both half's equal side $1/2 = 1$

Correct circuit:

Card 3

If it will work because negative and positive are putting full energy in to the bulb.

Correct circuit:

It will also

Thursday 28th September 2023
 L.O. To explain a chronologically secure knowledge and understanding of local history

Victorian, 1840, 1890, 1910-1945, 1940, 1960, 1970, 1980, 1990, 2000, 2010, 2020

Victoria, 1840, 1890, 1910-1945, 1940, 1960, 1970, 1980, 1990, 2000, 2010, 2020

Victoria, 1840, 1890, 1910-1945, 1940, 1960, 1970, 1980, 1990, 2000, 2010, 2020

Victoria, 1840, 1890, 1910-1945, 1940, 1960, 1970, 1980, 1990, 2000, 2010, 2020

What are the major changes in London transport over time?
 Forms of transport in London have changed hugely over time. We can now carry more people for longer distances to connect different parts of the growing city. Transport has become better due to the form of power, horses - steam - electricity. People are also always trying to find a more environmentally friendly way to travel.

End of unit Assessment Strategies

We recognise that end of unit assessment is a form of summative assessment: taking place at the end of a unit of learning, providing a more final evaluation of conceptual knowledge and skills learnt over a period of time. The end of unit assessment strategy will be included on the MTP document, highlighted in green. The following should be considered when deciding on the **End of unit** assessment strategies:

- What knowledge and skill have the children learnt? (in relation to the National Curriculum, progression map and key learning questions)
- How do I check depth of learning?
- How do I evaluate and act on findings?
- How do I address misconceptions in relation to future learning?

End of unit assessments should give answers to the following:

What have children learnt in relation to the subject NC objective and subject progression map?

Examples of end of unit assessment in wider curriculum subjects are:

- Low/high stake tests
- Knowledge harvest
- Completing KWL grids with all key questions
- Whole class oracy interview
- End of unit parent workshop
- Kahoot quiz
- Open ended and closed questioning
- Presentation/Podcast/News report/Debate
- Written outcomes: historical report, explanation text, science report

End of unit assessments in more skill-based subjects, such as PE, Music and Art will include: Observation of learning overtime, incorporating all the skills that pupils have learnt over a unit:

- Games
- Performance
- Recitals
- Demonstration
- Oracy strategies



Feedback

All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. (EEF 2021)

Feedback is defined as: 'information given by a teacher to pupil(s) about their performance that aims to improve learning.' Effective feedback considers the following:

- Content -Eliciting the most useful content to give feedback on
- Time -In the moment feedback or distanced feedback
- Person -Individual/whole class
- Method -verbal, written, symbols, gestures, electronic

At Canonbury, our approach to feedback in the wider curriculum will include a combination of:

- Live, in the moment feedback
- Review and feedback

In order for assessment and feedback to be most effective, teachers are expected to review all books either within or after the lesson.

Live, in the moment lesson feedback

The aim is to give 'live' feedback based on the content, understanding and learning strategies applied by the children. Within each lesson staff:

A. Move around the classroom checking children's learning throughout the lesson, providing in the moment feedback to affirm and move learning forward.

B. Work with a focus group, moving their learning forward with a specific learning focus.

Feedback in lessons include:

- **Teacher 'Verbal' feedback:** teacher looks and assesses pupils' learning, giving verbal feedback to affirm learning, address misconceptions, provide challenge or address learning strategies linked to the learning objective/key question.
- **Pupil feedback:** Pink highlighter indicates the correct answer and blue highlighter indicates the incorrect answer.

When working with a group:

Teacher 'highlight' feedback: **Green highlighter** indicates correct answers and **yellow highlighter** indicates incorrect answers.

Teacher Codes: When teachers have worked with individuals or a focus groups to scaffold, adapt, provide further challenge, this should be indicated with one of the following codes, demonstrating the level of independence children used in their learning.

TG Teacher guided

TA Teaching assistant

I Independent

Pupil response: Written responses to feedback or correction are made in green pen.

Verbal response: Children can verbally demonstrate their understanding to a question from their teacher.

Whole class -review and feedback

The aim is to evaluate children's learning after the lesson, identifying the strengths and next steps to then address this at the most appropriate time. This could be before starting the next lesson, during soft start, at the beginning of the next lesson or any suitable time. Teachers should look at all books and where helpful group them based on the next steps in relation to the learning objectives/key question. Notes can be taken on post-it notes or feedback sheets. This could include:

- Identifying a group that needs to work on a collective next step in their learning
- Identifying individual next steps for pupils
- Identifying whole class next steps to address at the next teaching opportunity



Feedback			
Date:			
Lesson/subject:			
Learning objective:			
Did not meet LO	Misconceptions	Consolidation	Next steps
Needs challenge	Area of challenge		

Feedback	
Date:	
Lesson/subject:	
Learning objective:	
Did not meet LO	Needs challenge
Misconceptions	
Consolidation	
Next steps	

Once the teacher has addressed the next steps, children must respond. This could include:

Written response: Written responses to feedback or correction are made in green pen.

Verbal response: Children can verbally demonstrate their understanding to a question from their teacher.

Receiving Feedback

"Giving feedback to learners does not magically improve their skills or boost their grades without those learners acting."

Teachers will:

- Share and model the expectations for responding to feedback
- Create an environment for children to positively receive feedback
- Create opportunities for children to respond to feedback
- Check and affirm pupils' responses to feedback