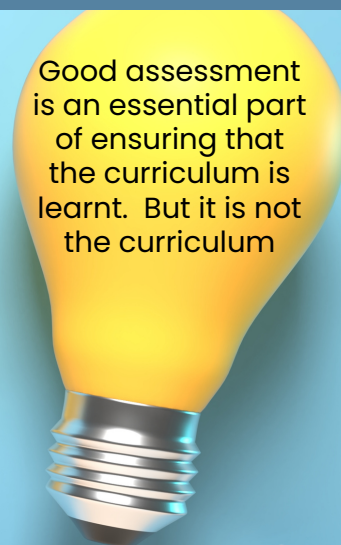




# Assessment

Good assessment is an essential part of ensuring that the curriculum is learnt. But it is not the curriculum



## 1ST EDITION

- Welcome to our first edition of Spotlight
- Celebrating all things Teaching & Learning
- Reflecting on the most up to date research and it's impact on our practice
- Hints, tips and strategies from across our school

### Assessment of knowledge

Knowledge comes in many forms. At Brownedge we focus predominantly on two types of knowledge. Substantive knowledge (the established facts in a subject) and Disciplinary knowledge (a curricula term on how substantive was established e.g. how to be an historian).

In assessing the essential knowledge at a given time we can improve learning. Our teaching can be responsive to pupils needs and lay firmer foundations for future learning. From the conclusions you are able to draw from the information the assessment gathers, plan the next steps of your teaching and the pupils' learning.



### Assessment @Brownedge

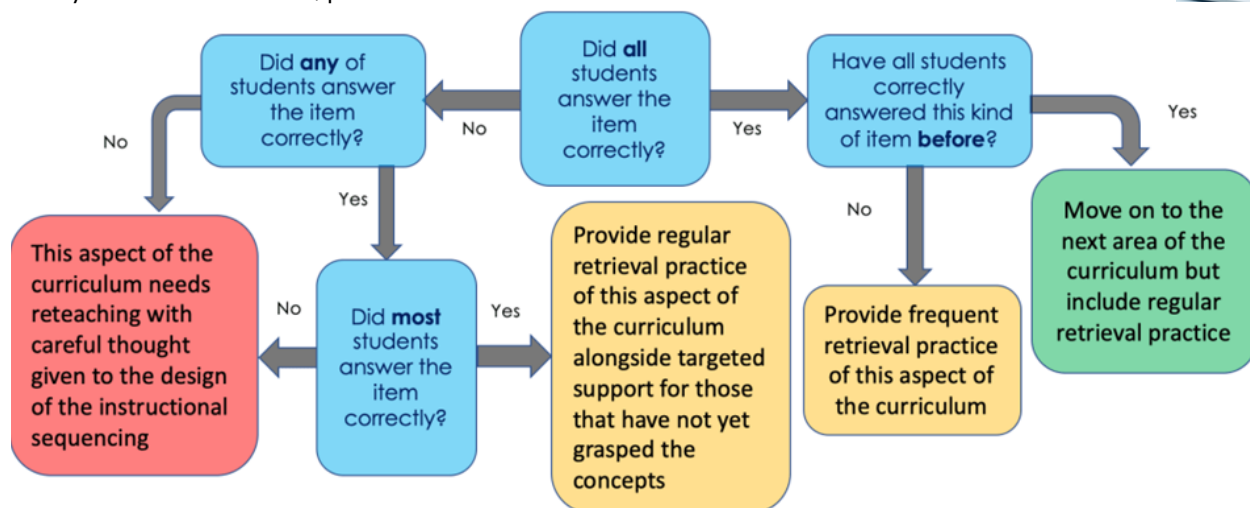
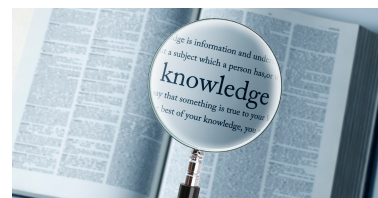
- **WHAT** is being assessed? The assessment has been designed to focus on the **NEED** to know (Essential knowledge) as identified in a progression model. This is the knowledge that is essential for future learning.
- **WHY** is it being assessed in this way? The format of an assessment must be complimentary to what it is assessing.
- **WHEN** is the assessment taking place? The timing of an assessment should be positioned at the optimum time in the curriculum so to assess progress.
- **WHY** is the assessment timed now? The assessment must be timed to allow reteaching

### Assessing the NEED to know

In subject progression models we identify what pupils **NEED** to know (the essential knowledge they need to learn for future learning) and what it would be **NEAT** if they knew, but not essential. In planning we must have time scheduled in to allow for reteaching the NEED to know or enhancing and embedding with the **NEAT** to know.

If it were a five lesson unit, plan the **NEED** to know over 3.5 lessons. For the second half of lesson four, **assess whether the pupils have understood the NEED to know.**

Give yourself three routes, post the **NEED** to know formative assessment:



Dylan William



"The important point is: There is no such thing as a valid test: There are only valid conclusions drawn from the assessment evidence"

What does our assessment tell us about pupils progress through the curriculum?

