

Three stages of focus on Assessment

Term 1/Year 1	Term 2/ Year 2	Term 3 / Year 3
<p style="text-align: center;">Aims: Familiarisation</p> <ul style="list-style-type: none"> • Guided observations & feedback. • Understanding of grouping strategies • Identifying learning objectives and developmental targets. • Marking work from small group, monitoring and target setting for them. 	<p style="text-align: center;">Aims: Exploration</p> <ul style="list-style-type: none"> • Identifying differing needs of pupils eg EAL, SEN, gifted/talented. • Developing differentiated medium term planning. • Managing the data collection and using it to inform planning. 	<p style="text-align: center;">Aims: Consolidation & Autonomy</p> <ul style="list-style-type: none"> • Selecting and implementing a range of observation and assessment techniques. • Reflecting on the fitness for purpose of these techniques • Identifying the contribution these techniques make to effective, targeted teaching. • Appreciation of why learning may not be taking place – preferred learning styles.
<p style="text-align: center;">Level of trainee involvement</p> <ul style="list-style-type: none"> ▪ Gain awareness of different assessment /recording approaches established in the school. ▪ Guided observation of assessment action with immediate feedback relating to teaching. ▪ Opportunities for informal assessment of small groups. ▪ Mark work and provide verbal/written feedback. ▪ With assistance, monitor progress of a small group of pupils. ▪ focus on a limited range of subjects; ▪ Awareness of class groupings – ability, SEN, EAL. ▪ Gain understanding of how assessments can be used to set targets. 	<p style="text-align: center;">Level of trainee involvement</p> <ul style="list-style-type: none"> ▪ Explore range of assessment strategies and evaluate their appropriateness. ▪ Be selective in the choice of assessment /recording formats and be able to use a range of different approaches. ▪ Take increasing responsibility for assessing pupils and recording assessment data. ▪ Assess across a wider range of subjects. 	<p style="text-align: center;">Level of trainee involvement</p> <ul style="list-style-type: none"> ▪ Interrogate assessment data; ▪ Fully understand the purpose of a range of recording systems and apply these; ▪ Use assessment data to inform own teaching. ▪ Assess pupils' progress across the full range of subjects.
<p style="text-align: center;">Mentor involvement</p> <ul style="list-style-type: none"> ▪ Introduce trainee to assessment policy. ▪ Explain how assessment policy informs planning/ classroom practices; ▪ Explain the purpose of different recording systems/formats ▪ Significant mentor/class teacher guidance. 	<p style="text-align: center;">Mentor involvement</p> <ul style="list-style-type: none"> ▪ Explore data alongside trainee. ▪ Ensure trainee has access to a range of assessment and recording strategies. ▪ Trainee and class teacher/mentor sharing ideas/strategies. 	<p style="text-align: center;">Mentor involvement</p> <ul style="list-style-type: none"> ▪ Asking questions to determine trainee's understanding of recording data and its implications for teaching and learning. ▪ Trainee takes substantial responsibility for assessment and recording.

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<p style="text-align: center;">Activities</p> <ul style="list-style-type: none"> • Focused observations of experienced practitioners. • Discrete, structured objective setting • Preliminary planning – teach assess and determine next steps in learning. 	<p style="text-align: center;">Activities</p> <ul style="list-style-type: none"> • Planning for assessment. • Using increasing range of assessment strategies across a range of abilities. • Track a cross-section of pupils and compare achievements. • Develop record keeping structure. • Involve pupils in self-assessment. • Observe parent-teacher interviews. 	<p style="text-align: center;">Activities</p> <ul style="list-style-type: none"> • Analyses PANDA and consider implications for planning. • Seek opportunities to be involved in formal assessments. • Write report to parents. • Participate in levelling activity. • Participate in parents' evening.
<p style="text-align: center;">Competencies</p> <ul style="list-style-type: none"> • To be able to plan for assessment • To be able to recognise when assessment is occurring • To be able to assess learning against objectives 	<p style="text-align: center;">Competencies</p> <ul style="list-style-type: none"> • To be able to use a wide range of assessment strategies and make informed decisions on the next steps in learning. 	<p style="text-align: center;">Competencies</p> <ul style="list-style-type: none"> • To identify and implement the planning/evaluation/assessment cycle. • To demonstrate that their planning is modified as a result of prior learning.