

HH Curriculum and Assessment - summary

<p>HH Assessment</p>	<p>HH Assessment- Key assessment questions</p> <ol style="list-style-type: none"> 1. What do we assess? Knowledge and skills 2. How do we assess? Regular AfL and termly assessment 3. Why do we assess? To identify gaps/next steps 4. What is the impact of our assessment? Accelerated pupil progress 	
<p>English - HH own bespoke curriculum</p> <p>Framework taken from:</p> <p>Hamilton long and medium term plans for English lessons (SPAG incorporated) - Y2*-Y5, Year 6 - bespoke curriculum</p> <p>Guided Reading - own curriculum (VIPERS)</p>	<p><u>Reading</u></p> <p>EYFS - Development Matters assessments</p> <p>Phonics assessment every 6 weeks</p> <p>Star Reader - every six weeks (progress/chronological year against the score/indicates relevant ZPD/identifies areas of difficulty that informs planning)</p> <p>Acc Reader Quizzes - weekly analysis + monthly phase meetings</p> <p>Guided Reading sessions - daily/weekly AfL</p> <p>Termly Reading Conferences</p>	<p><u>Writing</u></p> <p>EYFS - Development Matters assessments</p> <p>Daily/weekly AfL</p> <p>Ros Wilson grids - updated termly (gaps identified)</p> <p>Termly PIXL SPAG - Year 5 and Year 6</p>

	<p>Termly PIRA assessment - Y1-Y4 (analysis of weakness areas - diagnostic)</p> <p>Termly PIXL assessment - Y5 and Y6 (analysis of weakness areas - diagnostic)</p> <p>Pupil Book Study</p>	
<p>Maths - HH own curriculum</p> <p>Framework taken from:</p> <p>Spiral Curriculum</p> <p>Hamilton long and medium term plans (Y1-Y5)</p> <p>Y6 - bespoke Hamilton long term based on cohort needs</p>	<p>EYFS - Development Matters assessments</p> <p>Y1 - Y4 - termly PUMA (analysis of weakness areas - diagnostic)</p> <p>Y5 - Y6 - termly PIXL (analysis of weakness areas - diagnostic)</p> <p>Daily/Weekly class AfL</p> <p>Times Tables Rock stars</p> <p>Pupil Book Study</p> <p>Component parts (facts and methods): Are pupils regularly tested on their recall of core maths facts? Are the prescribed benchmarks for accuracy and speed of recall true indicators of automaticity? Do pupils know they are improving? Do plans incorporate opportunities for assessing pupils' knowledge of core methods such as finding equivalent fractions, converting measurements or using short division outside of requirements to use these methods for problem solving? Composite skills (applied facts and methods): Are pupils prepared for tests of composite skills? Are summative tests of this nature kept to a minimum? Are pupils familiar with the typical language used in these tests?</p>	

<p>History</p> <p>IPC</p> <p>Knowledge organisers (Key vocab and Key questions + common misconceptions)</p> <p>Progression of knowledge and skills</p> <p>Progression of vocabulary (TTA)</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations</p> <p>EYFS - Development Matters assessments</p> <p>Unit quizzes*</p> <p>Pupil Book Study</p> <p>The carefully selected what (including substantive and disciplinary knowledge) is the progression model - is this what assessment checks for? Is formative assessment timely and well-focused? Does it inform curriculum design and adaptation?</p>
<p>Geography</p> <p>IPC</p> <p>Knowledge organisers (Key vocab and Key questions + common misconceptions)</p> <p>Progression of knowledge and skills</p> <p>Progression of vocabulary (TTA)</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations</p> <p>EYFS - Development Matters assessments</p> <p>Unit quizzes*</p> <p>Pupil Book Study</p> <p>The carefully selected what (including knowledge and geographical skills) is the progression model - is this what assessment checks for? It is problematic to think of ways of thinking like a geographer as an assessment model to be assessed and data tracked (see disciplinary rigour above). Is formative assessment timely and well-focused? Does it inform curriculum design and adaptation? Is geography the focus of</p>

	<p>assessments? How well do pupils apply their knowledge at different scales and in different contexts?</p>
<p>Science</p> <p>Own curriculum</p> <p>Knowledge organisers (Key vocab and Key questions + common misconceptions) Progression of knowledge and skills Progression of vocabulary (TTA)</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations</p> <p>EYFS - Development Matters assessments</p> <p>Unit quizzes* Pupil Book Study</p> <p>Component parts - formative Is the most fundamental knowledge pupils need to learn identified? Does assessment check for specific misconceptions or missing components? Do pupils get sufficient and purposeful feedback? Is this feedback focused on science content not generic features? Composite parts – summative What processes are in place to help teachers make valid judgements when assessing composite tasks? Implications for curriculum. Are results from assessments used to develop curriculum?</p>
<p>Computing</p> <p>Switch on</p> <p>Knowledge organisers (Key vocab and Key questions + common misconceptions) Progression of knowledge and skills Progression of vocabulary (TTA)</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations</p> <p>Pupil Book Study</p> <p>EYFS - Development Matters assessments</p> <p>How does assessment identify progress in the components which underly computing progress? Does assessment only focus on the assessment of composite tasks such as completed programs or digital artefacts? Is pupils' work easily accessible to see how it has improved over time?</p>

<p>RE</p> <p>Emanuel Project</p>	<p>Emanuel Project end of unit assessments Pupil Book Study</p> <p>EYFS - Development Matters assessments</p> <p>Does assessment check that pupils have learned the RE curriculum? Is what is assessed (e.g. 'skills') divorced from content? Are different forms of assessment used appropriately for different purposes?</p>
<p>MfL</p> <p>Rigolo</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations Pupil Book Study</p> <p>Do assessments check the content of the SOW? Do they check what they are designed to check? Is formative assessment timely and well-focused? Does it inform curriculum design and adaptation?</p>
<p>PE</p> <p>Val Sabin</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations</p> <p>EYFS - Development Matters assessments</p> <p>Pupil Book Study</p> <p>Does assessment check that pupils have learnt the component knowledge of the PE curriculum? How does assessment impact pupils' learning? How does assessment inform curriculum design and adaptation? Do assessment approaches accord all pupils the opportunity to demonstrate what they know and can do?</p>

<p>ART</p> <p>Unity ART</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations</p> <p>EYFS - Development Matters assessments</p> <p>Pupil Book Study</p> <p>Does assessment check that pupils have learnt the component knowledge of the art curriculum? How does assessment impact pupils' learning? How does assessment inform curriculum design and adaption?</p>
<p>DT</p> <p>Unity DT</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations</p> <p>EYFS - Development Matters assessments</p> <p>Pupil Book Study</p> <p>Does assessment check that pupils have learnt the component knowledge of the DT curriculum? How does assessment impact pupils' learning? How does assessment inform curriculum design and adaption?</p>
<p>PSHE</p> <p>Jigsaw</p>	<p>Jigsaw end of unit assessments</p> <p>EYFS - Development Matters assessments</p>
<p>Music</p>	<p>Termly HH Teacher Assessments (identification of children WTS and GDS) - identification of gaps/planning adaptations</p>

Music Express

EYFS - Development Matters assessments

Pupil Book Study

How does assessment identify progress in the components which underly musical progress? How does this assessment support the giving of usefully specific feedback? Does assessment focus on the building of competence over the rehearsal of outcomes? How does musical assessment interact with school-wide rehearsal schedules?