Southfield Curriculum

Our Assessment Model

Responsive teaching is at the heart of our pedagogy model and as such, assessment is a key tenet of our curriculum delivery at Southfield. Our model is one of high challenge and low threat which means our modes of assessment do not increase stress level of pupils and they are not used as a form on judgment on their abilities. Our Master Teachers utilise increased time in guided practice, more time asking questions, furthering checking for understanding and fostering opportunities for correcting errors. Using this model, our teachers constantly check for understanding throughout lessons both to activate prior learning and to assess if recently taught material has been understood. This actively supports checking that knowledge has been received and understood and allow teachers to respond immediately to any misconceptions which arise within lessons.

Retrieval:

Research suggests that loading on working memory is reduced where pupils have a strong background of prior knowledge, as such every lesson begins with a short review. Our expertly sequenced curriculum allow links to be made across several subjects so pupils have knowledge to draw on during *Retrieval Practice*. This will form a mixture of knowledge from previous lessons and/or previous knowledge children have studied.

Questioning:

Pupils' understanding of what they have just learned or knowledge they previously acquired is checked consistently within a lesson. Teachers have been trained discretely and are armed with numerous strategies which they employ to ensure knowledge has been received. Some of these include: *cold calling, scholar sentences, think, pair share, build on, agree/disagree and whole class*. During these activities, teachers are responding to the needs of the children as learners, and those who are unsure or not responding are then supported individually during talk tasks and those who clearly understand are challenged to think deeper, as a result of teachers' outstanding subject knowledge.

Talk task:

Pupils are given opportunities to talk in pairs or groups in each lesson, discussing they have just learned or when activating prior knowledge during *Retrieval Practice*. This allows teachers another opportunity to assess pupil's understanding and also to support and challenge children where appropriate based on their responses. Children are furnished with immediate feedback; thus, leading to a higher success rate in each lessons and by default outcomes are naturally consistently high.

Quizzing:

Our model of high challenge, low threat assessment lends itself perfectly to multiple choice quizzing which we use as an end of unit assessment in many of our curriculum subjects. Teachers also use quizzing throughout each lesson as research shows that pupils remember 50% more knowledge if they read information once and quiz it three times as opposed to reading information three times and quiz it once.

Feedback/Summative assessment:

Feedback is fluid and dynamic at Southfield based on children's learning needs. Based on the model above our feedback is primarily dialogic in essence. Through these feedback interventions in lessons, they significantly improve pupil performance. Feedback is focused on clarifying misconceptions and deepening children's understanding, supporting connections which in turn develops pupils' ability to make lasting changes in their understanding of a unit or subject. Summative assessments take place half termly in foundation subject and termly in each year group, the data from which informs planning and targeted interventions.