Rivington Curriculum Assessment Model 23-24:

|  |  |
| --- | --- |
| Checkpoint 1 | Retrieval. What do the children already know? What do the children remember?  Recap and rewind – Flashback 4s, Flick Back 4, Remember Two Things, Give Two – Get Two. |
| Checkpoint 2 | **Sophisticate 1 - Teacher Assessment at the End of the Lesson** – low stakes quiz etc. What do they understand?  A learning tool to support remembering of taught content. Informs formative and summative assessment practice. Identifies misconceptions and informs corrective practice. Lesson by lesson feedback – what do pupils know? Vocabulary Quizzes - Analysis of how well pupils know, can use and apply vocabulary learning are most effective. Summarising using ‘I know and I think’ statements. |
| Checkpoint 3 | **Sophisticate 2 - End of a Unit Check/Quiz** – checking the knowledge acquired – answering the big question/completing the unit quiz – using Socrative Presenting to an audience. |
| Checkpoint 4 | **Sophisticate 3 – Low Stakes Assessment -** After 4 weeks: Check what the children know and remember. Revisit/Reinforce/Practice Key Concepts. |
| Checkpoint 5 | **Summative Assessment – Pupil Book Study** – with subject lead - to systematically talk with pupils to find out what they know and can do. Know what you are looking for in order to be able to evaluate – use script. What impact is your CURRICULUM having? What effect is the curriculum architecture having? 2. Does teaching support LONG-TERM LEARNING? Is the evidence-led practice really being deployed at a classroom level, or is it superficial? 3. Do tasks enable pupils to THINK HARD and CREATE LONG-TERM MEMORY? How impactful are tasks, and do they help pupils to think hard and generate learning? |