Rivington Curriculum Assessment Model 23-24:

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| 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? |