# 5 ways we assess learning in the classroom at CPS

#### To promote

thinking, to check for understanding and to assess knowledge has been retained

Questioning

Quizzing

Low-stakes opportunities for pupils to retrieve knowledge and check retention over time

#### Responding

Deliberate choices about *how* children are required to respond e.g. to an enquiry question

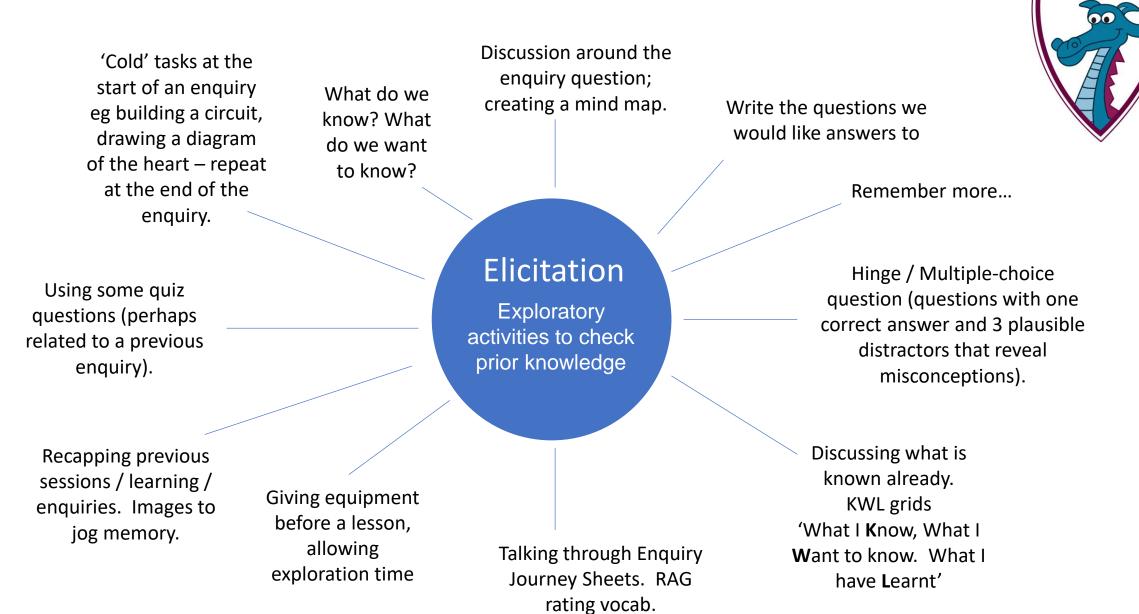
#### Verbalising

Ensuring pupils are able to articulate what they know, understand and can do

### Elicitation

Exploratory activities to check prior knowledge

### Ways we use elicitation at CPS



# Ways we use questioning at CPS

Questions to promote thinking; questions to assess thinking

Mini-questions during an enquiry journey to make core knowledge explicit and allow teacher to emphasise and repeat this

Key questions on displays to prompt children's recall of key knowledge (could be interactive with answers underneath)

#### Questioning

To promote thinking, to check for understanding and to assess knowledge has been retained Multiple choice questions which allow pupils to 'grapple', focusing on core knowledge ('we learn about what we think about most')

> Questions (flash cards) to support retrieval practice

Hinge questions at key points during the learning process – these will let a teacher know whether they can continue because the previous knowledge needed is secure or that they need to revisit / use a worked example / provide scaffolding.



## Ways we use quizzing at CPS

Use of individual quiz questions within lessons or in between lessons to embed sticky knowledge or retrieve sticky knowledge related to a previous enquires.

Using a picture or diagram as a stimulus – 'what does this picture tell us about?' to retrieve and use information in a different way or in a new context

Use of low-stakes quizzes online to support teacher assessment and give children regular retrieval practice. — Data from these quizzes can be used to identify and close gaps in knowledge.

#### Quizzing

Low-stakes opportunities for pupils to retrieve knowledge and check retention over time

RAG rating vocab at the start and end of enquiries

Quizzes can be used at the start and end of an enquiry. Quizzes can also be used at a later date to assess longer term recall. Subject specific vocabulary retrieval – use enquiry vocabulary taken down from displays to generate a jar of words you can quiz children on e.g. when lining up.



## Ways we use responding at CPS

Providing opportunities for children to rehearse their responses eg through use of talk partners etc

Use of sentence stems to scaffold responses where appropriate

Deliberate and careful choices made about group work (talk partners, trios, small groups)

Deliberate choices about how we are asking children to respond to the enquiry questions so that we can check their learning against the sticky knowledge we wanted them to learn.

Using success criteria to allow learners to hold themselves to account when responding

#### Responding

**Deliberate choices** about how children are required to respond e.g. to an enquiry question

Plenty of opportunities for all children to respond throughout a lesson / sequence of lessons (check understanding of 'all' pupils) Supported by use of traffic light cups etc

Responding to miniquestions not just at the end of an enquiry



Use of lolly sticks and other approaches to encourage a non hands up culture

Sharing work with younger year groups / parents / partner classes / peers etc

Encouraging pupils to respond in different ways so that they are able to demonstrate their knowledge and are not hindered by lack of ability to write for instance. Eg practical/creative tasks, verbal responses, use of technology etc

# Ways we use verbalising

Discussion questions used carefully to allow children to agree / disagree and give reasons why

Enabling learners to use key vocabulary and subject specific terminology correctly

Recording children talking – e.g. talking heads

Insisting on full sentences or extended answers (probing beyond first response)

Using questions cleverly to get children used to talking at length 'tell me about ...'

#### Verbalising

Ensuring pupils are able to articulate what they know, understand and can do

Using roles e.g. summariser