



Believe. Achieve. Succeed Together.

*Iver Village Junior School*  
*Geography teaching Guidance 2023*

*Article 28, 29*

*Education must develop every child's personality, talents and abilities to the full*

## Impact

| <u>Type of assessment</u> | <u>How it informs planning, teaching and learning</u>  |
|---------------------------|--|
| In lesson assessment      | How do teachers know who knows what by the end of the lesson?<br>Teacher's assess children throughout the lesson. The retrieval practice questions allow the teachers to assess how secure prior learning is. Questioning in the lesson allows teachers to assess the level of understanding regarding the new learning. This can also be achieved through how the children approach and complete the independent/ group/ paired task. In line with our cyclical curriculum the learning is then revisited and assessed in the next lesson's retrieval practice questions. |
| Daily Assessment          | When teachers assess the learning throughout the lesson, they are looking for 80% of the children to have understanding. If this is achieved, then the next lesson will progress to the next small step in the curriculum. If it is not, the next lesson in the sequence can be changed to give a greater emphasis on prior learning. Or, it will be noted in the termly teacher assessment to review and adapt the next block of learning depending on what the teacher determines is best for the class.   |
| Termly assessment         | Termly assessment is achieved through an online document that asks what went well and what needs to be taught next term. This is to reduce staff workload as well as highlighting the key information that will be acted upon next.  |

### Pupil voice

Pupil voice showed that the children didn't really understand the difference between the geography and history subjects – they just saw the learning as humanities. After delving deeper, it was clear that they didn't really understand the concepts and skills that they were progressing within their lessons.

In response to the this, we developed concepts and skills progression maps and created colour coded sections to make their learning more explicit along with the addition of the knowledge organisers.

### Staff surveys

After talking with staff, it was decided that the previous topic covers that we used were not flexible enough to adjust for the progression of the children's learning. Others worried that if we didn't have the topic covers with the learning objective on them, then it would be harder to track if the child was in that lesson or not.

In response, we changed the topic covers to knowledge organisers. This allowed the teachers to adjust the learning objectives based on the children's current understanding and gave them the

freedom to continue a lesson if they didn't have 80% of the children with a clear understanding. We also put in learning statements for the topic so that the teacher could still track if the children had been present for the learning as well as giving the children to self-assess.