



assessment guidance



Planit Unit Assessment Suggestions

Each **planit** unit has the following assessment tools included.

Spreadsheet

Various assessment options have been provided in a spreadsheet to offer maximum flexibility and opportunity for editing to suit your needs.

Assessment One

This sheet lists the 'all/most/some' statements related to what children will learn during the unit. Children's names can be entered in the appropriate column and the spreadsheet will calculate the proportion of the class at each stage.

Assessment Two

This sheet splits down the 'all/most/some' statements on the previous sheet in a class grid, allowing a more detailed picture. The spreadsheet will calculate the proportion of the class at each stage as well as the percentage of statements achieved by each child.

Assessment Three

This sheet lists the aim and success criteria for each lesson across the unit in a class grid. The spreadsheet will calculate the percentage of statements achieved by each child. If you would prefer to focus purely on the aims or success criteria alone, the relevant rows can easily be deleted.

Assessment Four

This sheet simply lists the elements of the National Curriculum addressed by the unit for you to cut and paste if required.

Child Led Assessment

Success Criteria Grids (per lesson)

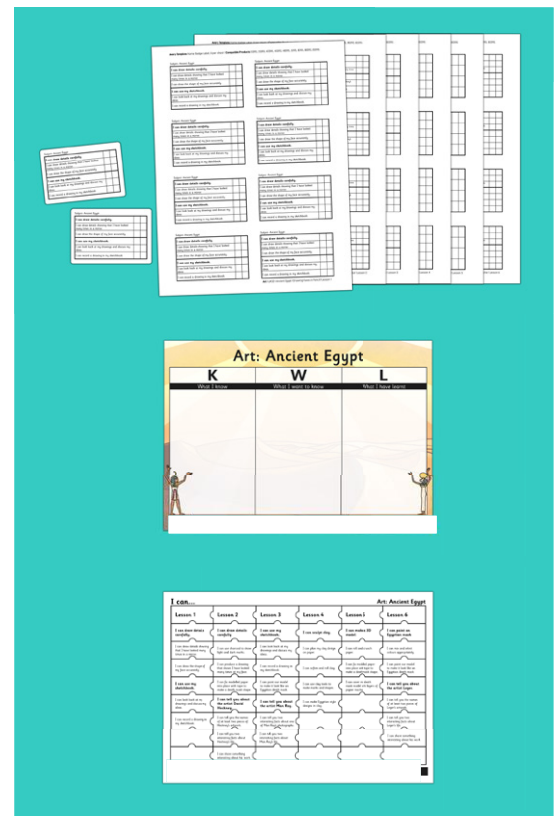
These individual grids listing the aims and success criteria with check boxes can be given out at the start of the lesson so that children have them to refer to during their learning. At the end of the lesson children can self or peer assess against the criteria. A second box is provided for teachers to then record their assessment.

KWL Grid

These grids can be done individually or as a class at the start and end of a unit to record what children **know**, what they **want** to know, and what they have **learnt**.

Jigsaw Target

These sheets list the aims and success criteria for each lesson across the unit in a child friendly jigsaw grid. These could be stuck in books and coloured in before/during/after the unit as a continuous assessment document to show progression, or used at the end of each lesson or the unit to record learning.



Assessment Ideas within Lessons

Some handy ideas from our **Planit** teaching team on how you could assess within a lesson.

Planit Success Criteria Grids

These individual grids are provided for each lesson and will print out on label templates for convenience.

Planit Activity Sheets

Our activity sheets have three circles below the aim box for optional assessment, using the traffic light system or colouring 1, 2 or 3 circles as appropriate.

Whiteboards

Useful throughout the lesson, whiteboards give you the opportunity for individual feedback and a quick way to spot misconceptions.

Traffic Light, Smiley Face Fans or Thumbs Up/Thumbs Down

A fun way for children to show their confidence and understanding at different points throughout the lesson.

Stimulus and Card Response

Useful in a variety of lessons, children can be given a word or a statement and they respond using a relevant card from the pack they have been given. This could be saying a word and children showing the correct picture card, or reading a statement and children showing true or false. These could also be A/B/C/D cards to be used as multiple choice responses to a quiz on the IWB.

Lesson Reflection

Children record how they felt about the lesson, what their next steps should be and any questions they have. Suggestions within this include:

- Using colour coded pens (e.g. tickled pink, polishing purple, green for growth)
- Smiley faces to indicate enjoyment and understanding of the lesson
- Peer assessment
- Traffic light system to indicate understanding

At the beginning of the next lesson children could be given time to respond to any feedback.

Bookending

A question could be set at the start of the lesson and repeated at the end to show progression.





Be kind to yourself, you're doing wonderfully.



End of Unit Assessment | Science | Year 1 | Seasonal Changes Autumn and Winter

Lesson Aim		Success Criteria																														*Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.*					
		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name			
		% met by child																																			
1	I can describe how the weather changes across the seasons.																																	0%			
	I can tell you what the weather is like in autumn and winter.																																	0%			
	I can tell you what the weather is like spring and summer.																																	0%			
	I can describe day length in autumn.																																	0%			
	I can tell you how many hours of daylight there are during autumn.																																		0%		
	I can tell you what happens to the nights in autumn.																																		0%		
2	I can observe and describe the weather in autumn.																																	0%			
	I can watch the weather carefully.																																		0%		
	I can describe the weather in autumn.																																		0%		
	I can collect and record data about the weather in autumn.																																		0%		
	I can collect data about the weather, temperature, rainfall and wind direction.																																			0%	
	I can write and draw the data I have collected.																																			0%	
3	I can identify signs of autumn.																																		0%		
	I can spot the signs of autumn in my local area.																																			0%	
	I can tell you 4 signs of autumn.																																			0%	
4	I can describe how day length varies from autumn to winter.																																		0%		
	I can tell you what happens to the length of days in winter.																																			0%	
	I can tell you what happens to the length of the nights in winter.																																			0%	
	I can identify changes in the trees and in clothes that we wear from autumn to winter.																																				0%
	I can explain what we wear in winter.																																				0%
	I can record what a tree looks like in winter.																																				0%
5	I can observe and describe the weather in winter.																																			0%	
	I can watch the weather carefully.																																				0%
	I can describe the weather in winter.																																				0%
	I can collect and record data about the weather in winter.																																				0%
	I can collect data about the weather, temperature, rainfall and wind direction.																																				0%
	I can write and draw the data I have collected.																																				0%
6	I can explain how some animals adapt in winter.																																			0%	
	I can name 3 animals which adapt to cope with winter weather.																																				0%
	I can describe how a chosen animal adapts to cope with winter weather.																																				0%

I can...

Science | Year 1 | Seasonal Changes (Autumn and Winter)

Seasons	Seasonal Weather (Autumn)	Autumn Walk	Autumn to Winter	Seasonal Weather (Winter)	Animals in Winter
I can describe how the weather changes across the seasons.	I can observe and describe the weather in autumn.	I can identify signs of autumn.	I can describe how day length varies from autumn to winter.	I can observe and describe the weather in winter.	I can explain how some animals adapt in winter.
I can tell you what the weather is like in autumn and winter.	I can watch the weather carefully.	I can spot the signs of autumn in my local area.	I can tell you what happens to the length of days in winter.	I can watch the weather carefully.	I can name 3 animals which adapt to cope with winter weather.
I can tell you what the weather is like spring and summer.	I can describe the weather in autumn.	I can tell you 4 signs of autumn.	I can tell you what happens to the length of the nights in winter.	I can describe the weather in winter.	I can describe how a chosen animal adapts to cope with winter weather.
I can describe day length in autumn.	I can collect and record data about the weather in autumn.		I can identify changes in the trees and in clothes that we wear from autumn to winter.	I can collect and record data about the weather in winter.	
I can tell you how many hours of daylight there are during autumn.	I can collect data about the weather, temperature, rainfall and wind direction.		I can explain what we wear in winter.	I can collect data about the weather, temperature, rainfall and wind direction.	
I can tell you what happens to the nights in autumn.	I can write and draw the data I have collected.		I can record what a tree looks like in winter.	I can write and draw the data I have collected.	

Science: Seasonal Changes Autumn and Winter

K

What I know

W

What I want to know

L

What I have learnt

