



Why have we created Knowledge Checks at St Nicholas?

The Facts:

- There are no age-related expectation across foundation subjects.
- There is no perfect way of checking what children know over time.
- Assessment is integral and central to evaluating progress and impact.

Alongside day-to-day assessment, it is important to capture the impact of teaching and learning, and draw together thinking and learning in a way that:

- ✓ Is efficient and effective
- ✓ Offers a ranging scope of breadth and depth
- ✓ Is bespoke and supports our intended curriculum
- ✓ Involves everyone
- ✓ Takes into account staff workload
- ✓ Is purposeful – Used to inform teaching and learning

What are some of the possibilities?

A 'KWL' Grid

These offer a very limited and very closed opportunity to just 'reel' off facts. Sometimes, children do not always reflect on all the essential knowledge that has been taught.

A Quiz

Quizzes are effective at capturing a breadth of knowledge efficiently. However, they tend to be very closed and can be answered with 'sheer' luck. They do not always give opportunity for children to explore and present a depth of thinking and learning.

These are more useful cumulatively to check on-going retention and to support linking and activate prior knowledge to support learning new content.

Open-Ended Mind Map

A great way of capturing what children know and offering breadth. However, children may miss out elements of essential knowledge, and they risk increasing teacher workload. It risks becoming less focused on what the curriculum intended our children to learn and remember.

At St Nicholas, we have taken the time to consider the above, and how we carefully not only assess step-by-step, day-by-day, but how we can capture that bigger picture of what children have taken away from their learning experiences and opportunities.

At St Nicholas, we need to see that bigger picture (the bird's eye view) of what children have remembered over time. This must be in a way that...



Checks the essential substantive and disciplinary knowledge, including learning language we set out for children to have acquired and applied throughout a unit of learning.

Good to know: Our Knowledge Checks do not merely check disconnected, isolated facts have been remembered. It checks a wealth of components of knowledge.



Is rooted in the concepts we set out for children to learn throughout their time at St Nicholas.

Good to know: The questioning in our Knowledge Checks ensure that children are immersed in the progressive acquisition and application of concepts that thread through our curriculum areas.



Acts as a metacognitive and self-regulatory process for our children; it actively involves them in reflecting on their knowledge and progress.

Good to know: Knowledge Checks are not wholly marked by the teacher. It is rooted in self-assessment and reflection, that encourages children to take an active role in thinking, learning, and assessment.



Supports our children to demonstrate breadth and depth of thinking and learning. Ppen questions mean that children can respond in varying levels of depth, appropriate to how deep their thinking and learning is.

Good to know: Knowledge Checks offer a level of ambition and challenge, and a welcome opportunity to demonstrate depths of thinking. They do not generate test scores or teacher judgements.



Takes into account teacher workload

Good to know: Children are expected to take responsibility for reflecting on their progress throughout the majority of the Knowledge Check; they are expected to self-assess. Teachers are then able to efficiently and effectively assess the bigger picture of learning.



Provides a purpose and helps us on our mission to evaluate how well we are achieving our intent.

Good to know: During the reflective self-assessment process, discussion is actively encouraged to ensure that teachers break down and build back up the bigger picture of learning.