

Teaching Backwards checklist Chapter 2			
Starting points (micro – module of learning)	This is always part of my practice	I sometimes do this	I never do this
I design pre-assessment activities that 'test' all knowledge and skills that learners will need for the forthcoming module of learning.			
I understand and use all available data about learners to help me understand their starting points.			
My pre-assessment does not solely rely on assessment data.			
I pre-assess learners' starting points before every new module of learning.			
The pre-assessment activity is designed to identify any misconceptions the learners may have.			
I pre-assess learners so that I have sufficient time (e.g. a week) to use the information to adapt my planning.			
My planning is informed by the results of the pre-assessment.			
The results of the pre-assessment activity are revisited later in the module to enable reflection on progress.			
Starting points of KASH (macro – course/academic year)	This is always part of my practice	I sometimes do this	I never do this
I design pre-assessment activities that 'test' all aspects of the KASH that learners will need to work consistently at or towards Level 1a.			
I use, where possible, the following to pre-assess learners' KASH: <ul style="list-style-type: none"> • Feedback from previous teacher. • Feedback from parents. • Feedback from learners' books. • Feedback from learners themselves. 			
I use an induction programme to help me to pre-assess the KASH of my learners.			
My long-term plan to build Level 1a KASH with my class(es) is informed by the results of the pre assessment.			
The results of the pre-assessment at the start of the school year are revisited later in the module to enable reflection on progress.			