

You will also have the opportunity to:

Receive guidance, practise, and receive feedback in coaching meetings to improve at:

- Making use of formative assessment.
- Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
- Building in additional practice or removing unnecessary expositions.
- Identifying pupils who need new content further broken down.

Activity 1 involves some co-construction of elements of planning with the mentor or an experienced teacher. Mentor input could be in a weekly meeting or take place via feedback on planning drafts.

Activity 3 will involve including a focus in a coaching meeting and the focus of at least one observation. These could be consecutive or alternated with other aspects of practice in PUs 4 and 5.

Suggested prompts for coaching conversations on assessment might include:

- *how have you planned formative assessment tasks linked to lesson objectives and what would indicate understanding?*
- *How do you prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding?*
- *How have you monitored pupil work during lessons and checked for misconceptions?*

Suggested practice to model and deconstruct or form a focus of observations:

- *Using hinge questions to pinpoint knowledge gaps*
- *Using common misconceptions in designing assessment tasks*
- *Using assessments to check for prior knowledge*

Key Reading

Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), pp.5-31.

Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) *Embedding Formative Assessment: Evaluation Report*. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf

Teaching and Learning Toolkit | Education Endowment Foundation | EEF; Sutton Trust
Mastery-learning @ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

Professional Practice Unit 5 Understanding classroom assessment in the subject

This unit is completed during the same half term as these university sessions;

- Subject Studies day, focussing on assessment in the subject specialism.
- An Adaptive Teaching case-based session on disadvantaged learners that includes a focus on how expectations can be lowered by misleading information on learning and progress.
- A reflective seminar on developing a coaching relationship that includes focussed support for this unit.

Assessment will be re-visited in:

- Term 2a: A case-based session on using technology to improve inclusive assessment for learning
- Term 2b: Subject Studies day on assessing progress, feedback and reporting to pupils and parents/carers.

You will be making connections between the principles of formative classroom assessment covered in Subject Sessions, school assessment policies and departmental practices in your placement school.

In Subject Studies sessions, you have covered the following elements of subject pedagogy and explored how teaching in your subject can address these areas of your curriculum:

Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.

Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.

To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.

You will have the opportunity to:

Observe how expert colleagues;

- Plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.

Discuss with a mentor and analyse;

- How to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
- How to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.
- How to balance input of new content so that pupils master important concepts.

Continued....

Activities

These tasks must be completed as part of your training. Required items are highlighted in bold and summarised below.

There are two key sections to this unit:

1. Planning learning sequences
2. Gathering information about learning and adapting teaching in response
 1. In preparation for creating a plan for a sequence of lessons, discuss and make notes on the following elements of your planning with your mentor:
 - a. How the suggested learning sequence in the departmental plan allows pupils to secure foundational knowledge before encountering more complex content.
 - b. How to ensure that pupils experience a balance between exposition and presentation of new knowledge, and opportunities to practise and demonstrate knowledge and skills
 - c. How and when you will check that new knowledge is secure in lessons.
 2. Demonstrate in your **planning and resources** for one of the lessons taught this term how you have:
 - a. Checked pupils' prior learning.
 - b. Checked pupils' new knowledge is secure before moving on.
 - c. Provided opportunities for pupils to practise complex and challenging learning.
 - d. Adapted your teaching within a lesson, or following a lesson, in response to an identified pupil struggling with a concept or skill.
 3. Identify a lesson observation focus on assessment with your mentor. **Note your feedback** in a mentor meeting on how effectively you:
 - a. Used assessment strategies in a lesson to check pupils' knowledge and understanding.
 - b. Discuss how you identified secure learning and where there were gaps. Identify possibly misleading information in that lesson that might have led you to make inaccurate judgements about learning.
 - c. Examine the decision you made about what kind of assessment to use, when to use it and any limitations.

Activity Outputs

Save these items [on Moodle](#)

- 1 Resources that show at least three strategies for assessment used in your lessons
- 2 Plans that demonstrate all areas of Activity 2. You may need to add annotations to show (d) has been achieved
- 3 Weekly mentor meeting notes from Activity 3

Synoptic Writing

*This is an optional task.
You need to complete this for 6 PPU's during the year.*

With reference to the key reading in this Study Unit, write 500 words, reflecting on:
The principles of effective formative assessment and how they are applied in your subject. Include information on how you plan to avoid being over-influenced by potentially misleading factors e.g. how busy pupils appear.