

**Discuss and analyse with an expert colleague:**

- How pupils' responses to feedback can vary depending on a range of factors
- Efficient approaches to marking and alternative approaches to providing feedback (e.g., using whole class feedback or well supported peer and self-assessment) and deconstructing this approach.
- Use a wider range of feedback than just written marking. Structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).
- Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.

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

- Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g., appreciating that assessments draw inferences about learning from performance).
- Reducing the opportunity cost of marking (e.g., by using abbreviations and codes in written feedback). Prioritising the highlights of errors relating to misunderstandings, rather than careless mistakes when marking.
- Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.
- Engaging parents, carers and colleagues with support (e.g., discussing a script) from expert colleagues and mentors in formal and informal settings.
- Seeking opportunities to engage parents and carers in the education of their children (e.g., proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupils.

This PPU could be completed as a series of consecutive tasks or alternated with other units. It is helpful to identify an opportunity for engagement with parents well in advance.

Trainees may need your help in the following ways;

- Please provide guidance on how to locate summative mark schemes.
- Marking a question and moderating your trainees' feedback against yours would be useful.
- You should observe the trainee and include feedback on the activity in their weekly coaching meeting.
- Trainees may need support in organising a learning walk and identifying appropriate subjects to visit.
- Discuss ways to prepare for a parents evening, for example preparing data, how to talk about pupil progress and success and anticipating difficult conversations
- The ways in which homework can develop learning and how it should be adapted to suit different learner's needs

## Professional Practice Unit 9

### Assessing & Reporting Progress in Subject

In Term 1a all trainees have a session on marking and feedback in line with school policies.

In Term 2a a Core/Alliance day focusses on marking to statutory assessment requirements and monitoring and reporting progress to parents/carers.

In Term 2, subject sessions address summative marking, non-written forms of feedback and communicating with carers. A subject session in Term 1b or 2 covers questioning and dialogic teaching covering elements of this unit.

The final viva assessment asks trainees to demonstrate the progress of a group of pupils over time. Following this unit, trainees should be able to take responsibility for tracking the progress of their classes and recording data on progress.

During university sessions we look at different ways of assessing work and giving feedback both to parents/carers and pupils. Effective feedback helps pupils improve their work.

We cover:

- How high-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.
- How good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
- How working with colleagues to identify efficient approaches to assessment is important: assessment can become onerous and have a disproportionate impact on workload.
- How 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.

In this study unit you will make connections between principles of assessment and feedback and the practices in your school. You will have the opportunity to:

**Observe how expert colleagues**

- Communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling, deconstructing this approach. Cont'd ....

## Activities

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

1. Familiarise yourself with a KS4 or KS5 summative mark scheme. Undertake some **co-marking** of student work with an expert colleague in line with national benchmarks.
2. Based on your assessment of student learning from prior work, **plan** and implement a task that allows students to improve their work. You should ask for **observer feedback** on the effectiveness of the task.
3. Complete a trainee learning walk within a different subject to observe how experienced teachers are using non-written feedback.
4. **Plan** a lesson that includes strategies to give pupils non-written feedback. Evaluate the strengths and limitations of the strategy.
5. With your mentor attend a parent/carer liaison meeting. This could be a Parents' Evening or a meeting with an individual pupil and their parent/carer.
6. Design a homework task that links to your lesson. This can be for before or after the lesson. Talk to an expert colleague about the way your homework task complements your lesson. Take a copy of a **student's response to the task**.

## Activity Outputs

*Save these items on Moodle*

- 1 **Mentor feedback on Activity 2.**
- 2 **A lesson plan that specifically uses non-written feedback**
- 3 **A sample of a pupil's completed homework**

## Key Reading

Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: [https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF\\_Marking\\_Review\\_April\\_2016.pdf?v=1629121916](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf?v=1629121916)

Education Endowment Foundation (2018) Sutton Trust- Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

William, D (2017) Assessment, marking and feedback. In Hendrick, C and McPherson, R (eds) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.

## Synoptic Writing

With reference to the key reading in this Study Unit, write 500 words, reflecting on:

- The principles of effective marking and feedback and how they are applied in your subject.

OR

- The strengths and limitations of how your placement school reports progress to parents and carers.

*Check the PPU guidance sheet for information on word count, referencing etc.*