**Assessment and Feedback**

**Primary NQT CPD Package**

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**Resource Pack**

*To be completed alongside viewing the accompanying video.*

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*The learning intentions for this unit are:*

* **Understand clearly the principles of effective assessment in the classroom**
* **Begin to consider broader assessment methods and practices and how best to implement them in the classroom**
* **Consider how feedback should be utilised to move learning forward and impact on learning**

**Activity 1**

*Aims: Identifying Diagnostic Assessments*

Diagnostic assessments are those completed to identify what a child already knows before teaching is implemented to fill those gaps.

Which ways do you diagnostically assess these subjects? How are they useful, if at all? **Importantly, how do these diagnostic assessments inform your teaching on the back of them?**

Reading

Spelling

Maths

Writing

Science

**Activity 2**

*Aims: Identify techniques for eliciting understanding.*

Think, Pair, Share is one way of eliciting understanding in a classroom – a question is asked, time is given to pairs to discuss (circulating and listening at this time), then cold calling the answers to identify understanding.

What other techniques can you identify for use in the classroom to elicit understanding that avoids hands up? (e.g. mini whiteboards etc.)

You may find watching Dylan Wiliam’s video on eliciting evidence of learning helpful: <https://www.youtube.com/watch?v=jPo1fFQshUY>

Furthermore, it is useful to unpick the levels of questioning that you use and how best to apply these in the classroom. Have a look at these Bloom’s Taxonomy question stems: <https://www.teachthought.com/critical-thinking/25-question-stems-framed-around-blooms-taxonomy/>

Do you use more of one type of questioning style to elicit understanding? Could you plan in the use of different question stems for future activities?

**Activity 3**

*Aims: Understand how positive and constructive feedback can move learning forwards.*

Watch the video Austin’s Butterfly, led by Model of Excellence creator Ron Berger. <https://modelsofexcellence.eleducation.org/resources/austins-butterfly>

Make notes on strategies used and how you might implement similar strategies in your classroom.

In addition, can you think about times where you have used constructive feedback that has not worked as you intended and the individual has not built on the skills/knowledge they had?

Are there areas of feedback you can identify as aspects of your teaching style you would like to improve?

**Activity 4**

*Aims: To read about effective feedback in* <https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/> published by the EEF. Initially it would be useful to audit your own practice under each of the headings in the document, making notes on:

1. Aspects that work well in your classroom, feedback strategies that you feel comfortable using and that you feel move learning forwards;

Following this, it would be useful to:

1. Identify next steps for you in your teaching to ensure that the feedback you provide allows all children make positive progress. Alongside this you could identify further reading, CPD or find other teachers to observe that use these approaches effectively.

**Use the headings from the document:**

1. Lay the foundations for effective feedback
2. Deliver appropriately timed feedback that focuses on moving learning forward
3. Plan for how pupils receive and use feedback
4. Carefully consider how to use purposeful, and time efficient, written feedback
5. Carefully consider how to use purposeful verbal feedback

**Activity 5**

*Aims: To have a go at whole class feedback, identifying ways of moving learning forwards for the class as well as individuals.*

If you haven’t used this type of approach to feedback before, have a go on the sheet below in a lesson with your class. Look through a set of books with learning and highlight examples in the box.

What will the next steps be?

Interventions for a small few?

Redraft and re-do? Revisit and respond?

Highlight the pros and cons with this method.

Hattie states that the difficulty with whole class feedback is that nobody thinks it relates to them.  Can you consider how you might minimize this potential difficulty with your class?  What techniques could you use?

Whole Class Feedback

Date: Subject:

|  |  |
| --- | --- |
| **Work to praise and share**  ***(Visualiser or scanned into slides)*** | **Basic skills errors/problems/ improvements needed (including handwriting and presentation)** |
|  | **Basic Skills Errors** |
| **Misconceptions/response time tasks and planning notes for next lesson** | |
|  | |
| **Intervention/ pre-teaching/ 1:1 input** | |
|  | |

**Reading List**

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