

Overview: Block 5, Term 5

Block 5: Assessment, feedback and questioning

Time commitment

- 5 hours of self-study materials
- 6 x 1-hour mentor sessions
- 3 hours training sessions

Why this, why now?

Assessment is a really important, ongoing process of finding out what your pupils know and can do, where there are gaps and crucially what they and you need to do next to progress their learning. You won't find a teacher in England that tells you assessment is not a big part of their job. But are they doing it well? What does it even mean to do assessment well? Why is feedback so important as part of the assessment cycle? How often and how detailed should your assessments and feedback be? This Block will support you to establish what effective assessment and feedback practices are. You will also explore questioning as a key tool of assessment.

Your workload

Assessment and feedback can be onerous and can often have a disproportionate impact on workload. This Block will support you to make assessment less of a burden on your workload through:

- Providing strategies to support you in reducing the time you spend marking by marking more efficiently.
- Providing strategies to make sure the assessments you set are purposeful and manageable.
- Working alongside colleagues to identify efficient approaches to assessment.

Learn That	Self-directed study materials	Mentor sessions	Training outlines
4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	X	X	X
4.7 High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.	X	X	X
6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	X	X	X
6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	X	X	X
6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.	X	X	X
6.4 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.	X	X	X
6.5 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.	X	X	X

Learn How To	Self-directed study materials	Mentor sessions	Training outlines
Stimulate pupil thinking and check for understanding, by:			
4m Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).	X	X	X
4n Providing appropriate wait time between question and response where more developed responses are required.	X	X	X
4p Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.			X
Develop an understanding of different pupil needs, by:			
5b Making use of formative assessment.			X
Meet individual needs without creating unnecessary workload, by:			
5k Reframing questions to provide greater scaffolding or greater stretch.	X		X
Avoid common assessment pitfalls, by:			

6a Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).	X	X	
6b. Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).	X	X	
6c. Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.	X	X	
Check prior knowledge and understanding during lessons, by:			
6d Using assessments to check for prior knowledge and pre-existing misconceptions.	X	X	
6e Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).	X	X	
6f Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.	X	X	X
6g Monitoring pupil work during lessons, including checking for misconceptions.	X	X	
Provide high-quality feedback, by:			
6h Focusing on specific actions for pupils and providing time for pupils to respond to feedback		X	X
6n Using verbal feedback during lessons in place of written feedback after lessons where possible.			X