

## TRAINING SESSION OUTLINES

### Block 11: Deepening assessment, feedback and questioning

#### Overview

- The ECF statements covered by the training sessions in this Block are shown in the table.
- These sessions are complemented by and draw on the self-directed study materials and mentor sessions.

In these training sessions, ECTs will:

Learn that
6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.
Learn how to
<b>Provide high quality feedback, by:</b>
6i Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).
6j Scaffolding self-assessment by sharing model work with pupils, highlighting key details.
<b>Make marking manageable and effective by:</b>
6m Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole-class feedback or well supported peer- and self-assessment)
6n Using verbal feedback during lessons in place of written feedback after lessons where possible.
6o Understanding that written marking is only one form of feedback.

## Session summary

The training sessions for this Block are:

Session	Content	Duration	ECF statements covered
11.1	Making marking manageable and effective	75 minutes	6.7, 6j, 6m
11.2	High quality feedback	75 minutes	6i, 6n, 6o

Training Session 11.1	
<p>The intended outcomes of this session are for Early Career Teachers to:</p> <p><b>Learn that:</b></p> <ul style="list-style-type: none"> <li>6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> </ul> <p><b>Learn how to:</b></p> <p><b>Provide high-quality feedback, by:</b></p> <ul style="list-style-type: none"> <li>6j Scaffolding self-assessment by sharing model work with pupils, highlighting key details.</li> <li>6m Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole-class feedback or well supported peer- and self-assessment).</li> </ul>	
<b>Duration</b>	75 minutes
<b>Suggested pre-session activity for ECTs</b>	<p>To prepare for this session, ECTs could be asked to:</p> <ul style="list-style-type: none"> <li>Gather ideas about how they provide time for pupils to respond to feedback.</li> <li>Collect evidence of specific feedback they provide to pupils on how they can improve.</li> <li>Collect evidence of how the pupils responded to their actions/guidance. Examples could be from oral interactions in the classroom, written feedback, or from marking.</li> </ul>
<b>To prepare for this session, trainers should:</b>	<p>In order to lead this session effectively, trainers should:</p> <ul style="list-style-type: none"> <li>Read the self-directed study materials for the Block.</li> <li>Read the mentor session materials for the Block.</li> <li>Read what ECTs covered in Block 5.</li> </ul> <p>Trainers should be aware that by this stage of the programme, ECTs will have developed their own teaching in a variety of ways and have different experiences in school of feedback and marking. Trainers should be prepared both to draw on these experiences and to provide additional support to those ECTs who have less confidence or experience.</p>

Activities	ECF statements	Materials
<p><b>Introduction to the session (5 minutes)</b></p> <p>Explain to ECTs that this training session builds on knowledge developed through the self-directed study materials and mentor sessions. It also builds on the learning they have completed in Year 1, in particular in Block 5.</p> <p>It focuses on the following ECF statements:</p> <p><b>Learn that:</b></p> <ul style="list-style-type: none"> <li>6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.</li> </ul> <p><b>Learn how to:</b></p> <p><b>Provide high-quality feedback, by:</b></p> <ul style="list-style-type: none"> <li>6j Scaffolding self-assessment by sharing model work with pupils, highlighting key details.</li> <li>6m. Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole-class feedback or well supported peer- and self-assessment).</li> </ul>		
<p><b>Developing self- and peer-assessment (30 minutes)</b></p> <p>Think/pair/share: <b>How often do you use peer or self-assessments in lessons? Why do you use them?</b></p> <p>In small groups, ECTs should consider peer- and self-assessment and discuss:</p> <ul style="list-style-type: none"> <li>The advantages</li> <li>The disadvantages</li> </ul> <p>Take feedback. Answers might include:</p>	6.7, 6j, 6m	<p>ECTs' examples of scaffolds or supports for pupils' peer- and self-assessment</p> <p>Additional examples of scaffolds or supports for pupils' peer- and self-assessment</p>

<p><u>Benefits</u></p> <ul style="list-style-type: none"> <li>• Can be time efficient.</li> <li>• Facilitates pupils' awareness of their own learning.</li> <li>• Focuses pupils' attention on how to improve their work.</li> <li>• Supports increased pupil motivation and effective group work.</li> </ul> <p><u>Drawbacks</u></p> <ul style="list-style-type: none"> <li>• Pupils might not be honest.</li> <li>• Pupils might not know what to look for.</li> <li>• Pupils may not value the feedback from themselves or their peers.</li> <li>• Pupils may disagree with the feedback.</li> <li>• Pupil feedback may differ in quality.</li> </ul> <p>Pose the question: <b>What can we do to take into account and plan for the potential risks of peer- and self-assessment?</b></p> <p>ECTs should share their experience of these approaches and what they have done to make them successful. This might include:</p> <ul style="list-style-type: none"> <li>• Providing model examples.</li> <li>• Teaching pupils what to look for in the work being assessed.</li> <li>• Jointly developing mark schemes, with pupils.</li> <li>• Ensuring that peer- and self-assessment is on relatively simple tasks, and/or that feedback can be simple.</li> <li>• Deciding in advance how to group pupils so that, for example, pupils with similar prior attainment work together, or pupils who have done well on different parts of the task work together.</li> </ul> <p>Trainers could gather ideas from around the room and develop a summary of the benefits, drawbacks, and solutions for using peer- and self-assessment approaches. Or, if appropriate,</p>		
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<p>examples of scaffolds and support could be shared by the trainer for ECTs to review and plan how to apply them in their teaching.</p> <p>To model the benefits of working as peers, the trainer could put ECTs into groups where they identify:</p> <ul style="list-style-type: none"> <li>• An upcoming opportunity in a lesson, in which pupils can carry out self- or peer-assessment</li> <li>• The approach they will use to scaffold pupils working in this way</li> <li>• How they will ensure the feedback is specific and helpful</li> <li>• If there is a more experienced colleague they can approach who has worked with the pupils identified, who can offer advice and ideas of how best to facilitate the activity with them.</li> </ul> <p>In their groups, ECTs should then review each other's plans and provide each other with feedback to help them improve them further. This would be a good opportunity to model what good looks like – either by sharing with ECTs a model answer, or earlier in the session developing shared success criteria.</p>		
<p><b>Marking using whole-class feedback response grids (30 minutes)</b></p> <p>Marking and making notes to feed back to the whole class allows teachers to make marking manageable and effective. ECTs may have tried this with their mentors. They should discuss the benefits and challenges of whole-class feedback, and share approaches they, or colleagues have used to make this approach efficient and effective for pupils.</p> <p>Challenges include:</p> <ul style="list-style-type: none"> <li>• Balancing whole-class feedback with feedback to individual learners.</li> </ul> <p>Benefits include:</p> <ul style="list-style-type: none"> <li>• Modelling assessment processes, thereby scaffolding self- and peer-assessment</li> </ul>	6m	Examples of whole-class feedback recording sheets

- Modelling thought processes
- Saves time spent providing individual responses
- Helps to identify and address misconceptions
- Gives pupils the opportunity to respond to feedback by improving their work.

ECTs could use whole-class feedback effectively by:

- Recording, while marking, common errors, areas for improvement, and correct answers across the class
- Providing to pupils an example of work which could be improved and asking them to improve it.

In groups, each ECT should identify a homework activity in the next few weeks where they can gather feedback on common correct answers, errors and areas for improvement, and use this to provide the whole class with feedback in the following lesson. Examples of templates to gather this feedback could be provided, or ECTs could share or devise their own.

Example:

Class	Task	Intended learning
Exemplar work to share as models	Simple mistakes	Vocabulary used incorrectly
Missing or incomplete work	Errors and misconceptions	Next steps for feedback and further teaching

<p><b>Planning for action (10 minutes)</b></p> <p>ECTs should review the actions they have planned in this session and identify when they will try out each of the strategies and make a note of this to share with their mentor.</p> <p>Gather feedback from around the room.</p> <p>If relevant, share teachers' top tips with the group and discuss.</p>		<p>If relevant, teachers' top tips for making assessment and feedback manageable.</p>
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## Training Session 11.2 High quality feedback

The intended outcomes of this session are for Early Career Teachers to:

**Learn how to:**

**Provide high-quality feedback, by:**

- 6i Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).

**Make marking manageable and effective, by:**

- 6n Using verbal feedback during lessons in place of written feedback after lessons where possible
- 6o Understanding that written marking is only one form of feedback.

<b>Duration</b>	75 minutes
<b>Suggested pre-session activity for ECTs</b>	<p>To prepare for this session, ECTs could be asked to:</p> <ul style="list-style-type: none"> <li>• Gather ideas of how they provide time for pupils to respond to feedback.</li> <li>• Collect evidence of specific feedback they provide to pupils on how they can improve.</li> <li>• Collect evidence of how the pupils responded to their actions/guidance. Examples could be from oral interactions in the classroom, written feedback, or from marking.</li> </ul>
<b>To prepare for this session, trainers should:</b>	<p>In order to lead this session effectively, trainers should:</p> <ul style="list-style-type: none"> <li>• Read the self-directed study materials for the Block.</li> <li>• Read the mentor session materials for the Block.</li> <li>• Read what ECTs covered in Block 5.</li> </ul> <p>Trainers should be aware that by this stage of the programme, ECTs will have developed their own teaching in a variety of ways and have different experiences in school of feedback and marking. Trainers should be prepared both to draw on these experiences and to provide additional support to those ECTs who have less confidence or experience.</p>

Activities	ECF statements	Suggested Materials
<p><b>Introduction to the session (5 minutes)</b></p> <p>Explain to ECTs that this training session builds on knowledge developed through the self-directed study materials and mentor sessions. It also builds on the learning they have completed in Year 1, in particular in Block 5.</p> <p>It focuses on the following ECF statements:</p> <p><b>Learn how to:</b>  <b>Provide high-quality feedback, by:</b></p> <ul style="list-style-type: none"> <li>• 6i. Appreciating that pupils’ responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).</li> </ul> <p><b>Make marking manageable and effective, by:</b></p> <ul style="list-style-type: none"> <li>• 6n. Using verbal feedback during lessons in place of written feedback after lessons where possible</li> <li>• 6o. Understanding that written marking is only one form of feedback.</li> </ul>		
<p><b>Activating prior knowledge: how has your use of feedback developed, and how do your pupils respond to it? (15 minutes)</b></p> <p>Ask ECTs to identify what they have learned in relation to feedback since Year 1. The key points for ECTs to discuss are:</p> <ol style="list-style-type: none"> <li>1. <b>The approaches to feedback they have tried and/or still use in their teaching.</b></li> <li>2. <b>Their evaluations of the effectiveness of these approaches.</b></li> <li>3. <b>How pupils’ responses to feedback has varied; reasons why this may have occurred and how the ECT managed this.</b></li> </ol> <p>ECTs may have tried a number of different feedback approaches including:</p> <ul style="list-style-type: none"> <li>• Peer- and self-assessment</li> </ul>		

<ul style="list-style-type: none"> <li>• Verbal or written feedback</li> <li>• Giving pupils time to respond to feedback</li> <li>• Giving clues to correct errors rather than simply marking as ‘wrong’.</li> </ul> <p>They should hopefully identify that giving specific feedback for pupils, relating to what they have learned and how they can improve this, e.g. ‘improve this by adding another reason to explain your answer’, is likely to have more of an impact on learning than feedback relating to how they carried out a task, e.g. ‘neat work’; or how they behaved during the task, e.g. ‘you worked sensibly with others’.</p> <p>Ask the ECTs to identify two things they can do in the next few weeks to develop how pupils respond to feedback. Trainers could suggest:</p> <ul style="list-style-type: none"> <li>• Providing immediate verbal feedback for some pupils rather than written feedback, or written rather than verbal</li> <li>• Focussing on feedback relating to learning rather than behaviour</li> <li>• Simplifying the language used in feedback.</li> </ul>		
<p><b>Appreciate pupils’ responses to feedback can vary depending on a range of social factors (15 minutes)</b></p> <p>Look at the following example pupils.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Tiana is in year 3. She is hardworking and conscientious. The last time you gave her constructive feedback she was really upset.</p> <p>George is in year 9. He works hard and always puts in a lot of effort to both homework and class work.</p> <p>Mika is in year 11. You know she is capable of doing really well in her GCSE exams but if she continues on her current trajectory, she will not fulfil her potential.</p> <ul style="list-style-type: none"> <li>• How would your feedback to each of the pupils differ?</li> <li>• How might the pupils’ responses differ?</li> </ul> </div>	6i	

<p>We can and should keep some things consistent in our feedback and the way in which we want pupils to respond. For example, pupils are always required to follow the specific action steps we have asked them to take. However, their responses might differ depending on a range of social factors. We also need to make sure that we don't use overly complex language or jargon with young children.</p> <p>Feedback should be kind, specific and helpful. Consider the following examples.</p> <div style="border: 1px solid black; padding: 5px;"> <p>“Rewrite paragraph.”</p> <p>“Disappointing effort on test.”</p> <p>“Big improvement needed.”</p> <p>“Please re-do.”</p> <p>“You need to analyse and evaluate more.”</p> <p>“Marking this was a big waste of my time.”</p> <ul style="list-style-type: none"> <li>• What is the issue with this feedback?</li> <li>• How would you change this feedback?</li> </ul> </div>		
<p><b>Verbal feedback and understanding that written marking is only one form of feedback (30 minutes)</b></p> <p>Share the following with ECTs:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Verbal feedback from teacher to pupil can be particularly effective in freeing up teachers' time to observe pupils' learning, it can also be given in the moment which reduces waiting time. Teachers are able to respond quickly with additional support to individuals as appropriate</p> <p style="text-align: right;">Black et al., 2004; Gibson et al., 2015</p> </div>	6n, 6o	

Think, Pair, Share: **What are the benefits of using verbal feedback?**

1. ECTs think on their own
2. ECTs share with a partner/small group
3. Facilitator takes feedback. Show the following on the slide – were the ECTs right?
  - It is immediate – pupils can make the correction in real time.
  - It is not onerous – it is not work that takes place beyond the lesson.
  - It can be more dialogic – it is possible to unpick with pupils the reason they have made the error and therefore, the feedback can be more precise.

Now share the following:

A central problem in the area of assessment in the classroom has been in the way that teachers often confuse marking and feedback...there is an extraordinary amount of energy expended by teachers on marking and often very little to show for it in the way of student benefit. A set of marked books is traditionally seen as an effective proxy for good teaching but there is a lot of evidence to say that this might not be the case. Certainly students need to know where they make misconceptions or spelling errors and this provides a useful diagnostic for teachers to inform what they will teach next, but the written comments at the end of a piece of work are often the most time-consuming and also the most ineffective.

William and Christadoulou (2017)

Pose the question: **Imagine you have asked pupils to complete a piece of work. Instead of marking each book with a set of comments, what could you do instead?**

Share the following ideas for practice. ECTs should reflect on how they could use these in their own teaching. This could be done in a variety of ways (e.g. cards, on slides etc). For each one, ECTs should say:

- What would be the benefit of delivering feedback in this way?
- In what way could they see themselves using this strategy?

<ol style="list-style-type: none"> <li>1. Teacher reads all of the work but does not write comments. Teacher starts the lesson with whole-class feedback based on the themes that arose. Uses a 'do now' activity to address the key thing that a majority of pupils struggled with.</li> <li>2. Teacher creates a bank of numbered specific targets based on a reading of the work and shows these at the beginning of the lesson. The pupils write out the one that relates to their work and then is given time to respond. Teacher should circulate.</li> <li>3. Teacher reads all of the work but instead of producing comments selects a couple of the pieces of best work. The teacher marks one and photocopies it. The teacher photocopies the other one but keeps it free of marks. At the start of the next lesson, teacher uses the marked copy with pupils to explain why this is a model piece of work. Pupils then have a go at marking the blank copy. Teacher facilitates a discussion about how pupils marked the work (a form of moderation). The pupils then use this experience to mark either their own work or the work of a peer.</li> </ol> <p>As an extension to this task, ECTs should see if they can devise any more ideas which they can share with the group.</p>		
<p><b>Reflecting on learning (10 minutes)</b></p> <p>ECTs could use a voting facility, or other feedback method, to share which strategies they will use in their teaching in the coming weeks.</p> <p>ECTs should make a note of their plans for action from this session to share with their mentor.</p>		