

Summary Module Guide

Module 4: Making productive use of assessment

Use this summary module guide to:

- understand how this module fits within the ECF overall
- understand how each session fits within this module
- inform decisions about how to sequence sessions in your context
- plan and prepare effectively for each session

Using the module guide

This guide sets out the contents of the module, week by week, including the ECT self-directed study sessions, mentor meetings and ECT Training sessions. Most weeks contain two sessions. The following information is provided for each session:

	Self-directed study – with references to ECF statements addressed in the session (these are mostly ‘learn that...’ statements)	ECT mentor meeting – with references to ECF statements addressed in the session (these are mostly ‘learn how to...’ statements)
Prepare	The first row under the header of each table refers to any preparatory activity needed for the self-directed study session.	The first row under the header of each table refers to any preparatory activity needed for the ECT mentor meeting.
Contents	The second row contains a summary of the main elements of the self-directed study session.	The second row contains a summary of the main elements of the ECT mentor meeting.

Module overview

Module 4 of the ECF addresses Teachers' Standard 6: Make accurate and productive use of assessment. The topics within this module are:

1. Completion of Module 4 audit
2. Fundamental principles of effective assessment
3. Applying good assessment practice in the classroom
4. Giving high quality feedback
5. Planning effective and manageable marking and feedback
6. Putting effective marking and feedback into practice

The module begins with a self-assessment audit against Module 4 ECF content. Through this module you will consider the fundamental principles of formative and summative assessment, exploring what these look like in practice. You will focus in particular on the importance of high-quality feedback, including marking, and the importance of efficient approaches that maximise the impact of assessment on pupils' learning. You will work with your mentor to extend your understanding and practice through a range of learning activities, with opportunities to consider research on assessment and use this to evaluate your own approaches to assessing and giving feedback to your pupils. This will lead to the practical application of theory to your practice, applying new and refining existing approaches in the classroom. There will be opportunities for both collaborative and individual planning, reflection and evaluation, through which you will further develop your practice.

This module is 6 weeks long. Within the sequence of this programme, the module is designed to be run in the first summer half-term of year 1 of the programme.

Week 1: Fundamental principles of effective assessment (1) and module audit

Self-directed study (6.1, 6.3, 6a, 6b)

ECT to identify and arrange to speak to a colleague with expertise in assessing pupils.

ECT mentor meeting

ECT to bring supporting evidence to the session. See session plan for details.

ECT to provide a copy of Module 4 ECT audit for completion.

ECT and mentor to agree whether audit is completed in advance or during the session.

Discussion with a colleague about approaches to assessment.

Practical activity / independent planning to develop assessment strategies for a coming lesson.

Mentee **self-assessment** against module audit.

Mentor and mentee **analyse artefacts** from mentee's teaching practice in relation to self-assessment.

Mentor and mentee **action planning** to agree focus for module and how to use the audit as a means of charting progress across the module.

Week 2: Fundamental principles of effective assessment (2)

ECT training: 2 hours (6.1, 6.2, 6a, 6b, 6c)

Facilitators will need to familiarise themselves with the Summary Module Guide, training session outline and ECT materials, as appropriate.

ECT mentor meeting (6.1, 6.2, 6a, 6b, 6c)

ECT to bring planning from self-study session in week 1.

Mentor to bring examples of recent assessments conducted with one or more groups

Mentor to identify relevant school resources to share that support summative assessment

This session focuses on effective assessment and the ways this informs lesson planning.

Analyse artefacts / collaborative planning to review strategies drafted in self-directed study.

Sharing of practice around assessing performance over multiple assessments.

Discussion about summative assessment.

Week 3: Applying good assessment practice in the classroom

Self-directed study (6.2, 6.3, 6d to 6g)

There is no specific preparation required for this session.

Reflect on current assessment practice.

Independent planning of assessment plan for hard-to-assess pupils.

ECT mentor meeting (6.2, 6.3, 6d to 6g)

ECT to bring planning from self-study this week.

Analyse artefact / collaborative planning to work on assessment plan developed by ECT.

Discussion / sharing of practice about use of assessment at the beginning of new topics.

Discussion / sharing of practice about use of assessment during lessons.

Rehearsal of responding to data gathered during assessment.

Week 4: Giving high quality feedback

Self-directed study (6.4, 6.5, 6.6, 6h to 6k)

ECT to collect samples of written feedback given recently, or make notes of verbal feedback given recently if written feedback not used in phase / specialism.

ECT to arrange to have a short chat with a small group of pupils and / or a colleague.

Reflection / self-assessment to consider quality of current feedback practice.

Analyse artefacts to assess own feedback in relation to characteristics of high-quality feedback.

Discussion with pupils about feedback.

Discussion with a colleague about expectations of pupils' self-regulation at different ages.

ECT mentor meeting (6.4, 6.5, 6.6, 6h to 6k)

ECT to bring notes from discussions and reflections to mentor meeting.

Discussion about verbal and written feedback.

Collaborative planning of a lesson making use of pupil self-assessment.

Scripting / rehearsal of part of a lesson using pupil self-assessment.

Week 5: Planning effective and manageable marking and feedback

Self-directed study (6.7, 6l to 6q)

ECT to arrange to have a short chat with a colleague about efficient approaches to assessment.

ECT mentor meeting (6.7, 6l to 6q)

ECT to bring self-assessment activity completed during self-study this week.

ECT to bring copy of school's assessment policy.

Mentor to collate examples of how they use codes and abbreviations in marking.

Practical activity / reflection / self-assessment in relation to efficiency of current assessment practice.

Discussion with a colleague about how they make efficient use of assessment.

Discussion of ECT's self-evaluation of their approaches to feedback.

Sharing of practice around verbal feedback.

Collaborative planning around verbal feedback.

Sharing of practice / analyse artefacts around codes and abbreviations in marking.

Week 6: Putting effective marking and feedback into practice

Online learning community: 1 hour (6.1, 6b)

Facilitators will need to familiarise themselves with the Summary Module Guide, training session outline and ECT materials, as appropriate.

ECT mentor meeting (6.3, 6l)

ECT to bring a selection of pupil assessment artefacts. See session plan for further detail.

ECT to bring pupil work that requires assessment, to work on with mentor.

ECT to bring Module 4 audit document that was completed in week 1 of this module.

This session focuses on effective assessment and the meaningful use of assessment data.

Analyse artefacts to explore strengths and areas for development in ECT's assessment practice.

Scripting / rehearsal of verbal or written feedback by ECT.

Discussion / sharing of practice around recording of pupil data.

Collaborative planning to put assessment strategies into practice.

Optional further reading

The Early Career Framework draws on the best available evidence from the UK and overseas. The Research and Practice Summaries that frame each session in this module are rooted in the evidence base of the Early Career Framework, synthesising findings across the literature and presenting these in clearly actionable strategies for practical application in the classroom. If you wish to extend your reading around the content covered in this module by referring to original, foundational sources, you are encouraged to begin with the references below. These are drawn from the wider references listed in the Early Career Framework itself.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. *Phi Delta Kappan*, 86(1), 8–21. Accessible from:

https://www.researchgate.net/publication/44835745_Working_Inside_the_Black_Box_Assessment_for_Learning_in_the_Classroom

Coe, R. (2013) *Improving Education: A triumph of hope over experience*. Centre for Evaluation and Monitoring. Accessible from:

<http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf>

Education Endowment Foundation (2016) *A marked improvement? A review of the evidence on written marking*. Accessible from:

https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf