Summary Module Guide
Module 8: Developing quality pedagogy and making 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. One week contains 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 8 of the ECF is designed around an inquiry into Developing quality pedagogy (Teachers' Standards 4 and 5) and Making productive use of assessment (Teachers' Standard 6). It builds on Modules 3 and 4 from the first year of this programme.

Aside from ECT training, the topics within this module are:

1. Completion of Module 8 audit
2. What is evidence telling us about the effects upon their pupils of how the ECT develops quality pedagogy and makes productive use of assessment?
3. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?
4. Structured reflection upon the ECT's Module 8 inquiry and the alterations to their teaching
5. Observation and feedback to improve the quality of pedagogy and the productive use of assessment
6. What is the evidence telling us about the effects upon their pupils of the ECT's practice in relation to Standards 4, 5 & 6?
7. Sharing claims. Using the Module audit to plan future development
8. Inquiry progress: checking for negative consequences
9. Considering the fuller range of emergent evidence
10. The impacts upon the ECT of their inquiry
11. The impacts upon the ECT of their inquiry/Planning to present
12. Inquiry Presentation

After the ECT Training, the module begins with the Module 8 audit – this involves you returning to the Module 3 and 4 audits from Year 1. A full year has passed since last you considered these audits: in many areas, you will have developed very secure practice; others may still be areas of development for you. In this module, by taking a longer-term inquiry approach to your professional learning, you will gain a deeper understanding of the skills and practices involved in developing quality pedagogy and making productive use of assessment.

This module is 16 weeks long. Within the sequence of this programme, the module is designed to be run throughout the Spring Term as far as the Summer half-term.

Week 1: Conducting an extended evaluative inquiry and Module 8 audit

ECT training: 2 hours	ECT Mentor meeting (Standards 4, 5 and 6)
Facilitators should familiarise themselves with the Practitioner Inquiry Handbook, module 8 summary, ECF Standards 4, 5 and 6 and the research and practice summaries pertaining to these.	ECT should provide a copy of their Module 8 audit, which is the same as the ones they completed at the end of Modules 3 and 4 last year. ECT to bring supporting evidence to the session. See session plan for details. ECT and mentor to agree whether audit is completed in advance or during the session.
ECTs will learn how to conduct a more extended evaluative enquiry, which examines the impact upon pupils of an alteration to the teacher's practice. They will be able to make a claim for the evidence they have collected, making sense of what it tells them. ECTs will discuss how to collaborate with others in their school or cluster.	**Self-assessment** mentor helps ECT self-assess against the Module 8 audit (reviewing progress since end of Modules 3 and 4). **Discuss with mentor** to agree focus for development, which will form the basis of the ECT's practitioner inquiry for this module. **Action planning** co-constructing an exploratory question to cover Module 8.

Week 2: What is evidence telling us about the effects upon their pupils of how the ECT develops quality pedagogy and makes productive use of assessment?

Self-directed study (4.9, 4.10, 5.5, 4.3, 4.4, 6.5, 6.7, 4.5, 4.6)

ECT will make sure that they have the exploratory question they agreed with their mentor at the start of Module 8. They will make sure they know how they will collect evidence for their inquiry.

Action Planning for how ECT will collect evidence of the impact upon their pupils of their normal practice.

Likely:

Analysing artefacts and data for evidence for their exploratory question.

Discuss with pupils for evidence for their exploratory question.

Self-assessment to form a simple evidence statement.

Week 3: From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?

ECT mentor meeting (5n, 4o, 3r, 3s, 4a, 4c, 4d, 4g, 4i, 4o, 4p, 6h, 6k, 6m, 6n, 6o, 6p, 4m, 4n, 4e, 5k, 6f)

ECT to bring to the meeting their simple evidence statement, and supporting evidence, following their rapid collection of data.

Analysing artefacts in support of the evidence statement the ECT wrote after collecting data.

Discuss with mentor an alteration to the ECT's practice, based on the ECF, suggested by the inquiry so far.

Collaborative planning What evidence will show that the alterations to their practice have led to improvements for their pupils?

Action Planning agreeing the evaluative inquiry question for the rest of the module.

Week 5: Structured reflection upon the ECT's Module 8 inquiry and the alterations to their teaching

ECT mentor meeting (5n, 4o, 3r, 3s, 4a, 4c, 4d, 4g, 4i, 4o, 4p, 6h, 6k, 6m, 6n, 6o, 6p, 4m, 4n, 4e, 5k, 6f)

Mentors will be asking their mentees to update them on the progress they have been making on their Module 8 inquiry.

Reflect upon what is going well, and not so well, with their inquiry since they introduced an alteration to their practice.

Collaborative Planning to agree a possible adjustment to their Module 8 inquiry.

Observing a colleague agree a time and a focus for observation in week 7.

Week 7: Observation and feedback to improve the quality of pedagogy and the productive use of assessment

ECT mentor meeting: Observation of mentee / feedback to mentee

ECT and mentor agreed the date, time and focus of this observation at the last mentor meeting.

Plan to split the time allowed for the mentor meeting between the observation (about 20 minutes) and the feedback meeting (about 30 minutes).

Observe a colleague carry out the agreed observation, to collect evidence for the Module 8 inquiry.

Reflection what the evidence from the observation is saying about the ECT's teaching and its impact on their pupils.

Discuss with mentor any further adjustments to their inquiry after 4 weeks on their evaluative question.

Week 8: What is evidence telling us about the effects upon their pupils of the ECT's practice in relation to Standards 4, 5 and 6?

Self-directed study (1.3, 4.9, 4.10, 1a, 1e, 6b, 4d, 6p, 6h, 4m, 4n, 6f)

There is no specific preparation for this session. It will help if the ECT has to hand records of their evidence collection to date.

Action planning how to apportion the time this week to collect new or analyse existing evidence.

Analyse artefact where the ECT has artefacts to analyse or a new evidence collection tool to create.

Discuss with pupils where the ECT has pupil voice to analyse or a new evidence collection tool to create.

Self-assessment of progress on the inquiry so far, and 'make a claim' from the evidence.

Week 9: Sharing claims. Using the Module audit to plan future development

ECT mentor meeting (Teachers' Standards 4, 5 and 6)

ECT will bring their 'interim claim' for the progress they have seen in their evaluative inquiry.

They will bring supporting evidence to discuss their progress against Standards 4, 5 and 6, in readiness to undertake their Module 8 audit again.

Sharing of practice and Reflection Sharing the ECT's interim claim for their inquiry and probing it more deeply.

Self-assessment Summarising the strength of the ECT's practice in selected areas of Standards 4, 5 and 6.

Collaborative planning Setting goals for future development.

Week 11: Inquiry progress: Checking for negative consequences

ECT mentor meeting (1.3, 4.9, 4.10, 1a, 1e, 6b, 4d, 6p, 6h, 4m, 4n, 6f)

The ECT should bring along again the 'interim claim' they wrote in Week 8 and shared with the mentor last week.

Reflection upon the ECT's inquiry claim, and any changes they want to make in light of further evidence.

Analysis of any negative consequences of the inquiry on the pupils or the ECT.

Collaborative planning to make adjustments to the inquiry in light of any negative consequences.

Week 12: Mobilise new knowledge, sharing findings with colleagues

ECT training: 2 hours

Facilitators should familiarise themselves with the Practitioner Inquiry Handbook, module 8 summary, ECF Standards 4, 5 and 6 and the research and practice summaries pertaining to these.

ECTs will learn how to make sense of the evidence they have collected – what is it telling them about their pupils' learning and their own practice?

Week 12: Inquiry progress: Considering the fuller range of emergent evidence

ECT mentor meeting (4.9, 4.10, 4o, 3r, 3s, 4a, 4d, 4p, 6h, 6i, 6n, 6p, 4l, 8f)

There is no preparation required for this session.

Reflection to list examples of overheard and unexpected evidence.

Analysis Making reasonable inferences from this wider emergent evidence.

Self-assessment Updating the ECT's claim for their inquiry, taking account of the wider evidence.

Week 13: The impacts upon the ECT of their inquiry

Self-directed study (The *learn that…* statements for Standards 4, 5 and 6)

The ECT would benefit from any notes from Week 12 Learning Log, relating to the fuller range of emergent evidence.

The ECT should plan how to use their time, following the activities in the session.

Practical exercise collecting, and inferring from, wider evidence e.g. unexpected and overheard evidence.

Self-assessment of the impact upon the ECT of their own inquiry: their beliefs, workload and professional relationships.

Rehearsal of their self-assessment, ready to discuss with their mentor next week.

Week 14: The impacts upon the ECT of their inquiry. Planning to present

ECT mentor meeting (The *learn that* statements for Standards 4, 5 and 6)

The ECT will bring their self-assessment of the impact upon them of their inquiry.

The ECT and mentor should also bring their ideas for how to make a final presentation of the practitioner inquiry.

Sharing of Practice what the ECT has gained personally from engagement in the inquiry.

Action Planning preparing for their final presentation.

Week 16: Inquiry presentation

ECT mentor meeting. Standards 4, 5 and 6

The ECT will have prepared their inquiry findings, ready to present at this session.

It would save time if the ECT has also self-assessed themselves again against the Module 8 audit.

Sharing of practice The ECT will present inquiry findings, to 'learn with' their mentor.

Self-assessment Review of the Module 8 audit.

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

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Accessible from:
http://bit.ly/2OvmvKO

Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study*. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, Supplement*, *14*(1), 4–58. Accessible from:
https://doi.org/10.1177/1529100612453266

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

Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. *International Journal of Computer-Supported Collaborative Learning*, 13(2), 213-233. Accessible from: https://link.springer.com/article/10.1007/s11412-018-9277-y

OECD (2015) *Pisa 2015 Result: Policies and Practices for Successful Schools*. Accessible from: https://doi.org/10.1787/9789264267510-en

Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. Accessible from: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. *Journal of Applied Research in Memory and Cognition*, *5*(4), 360–367. Accessible from: http://doi.org/10.1016/j.jarmac.2015.12.002 (subscription required to access full article)