

ECT training overview for Module 4

1-hour Online Learning Community (Week 6)

How to use this overview

There are pre-session tasks for the facilitator (essential). You will need to refer to the Module 4 Summary Module Guide. The aim of this session is to enable the ECTs to participate in a facilitated discussion session relating to effective assessment and meaningful use of assessment data.

The training session outline details what must be covered. All references to how this might be delivered are optional.

Preparation for the facilitator

You should read the Module 4 Summary Module Guide and familiarise yourself with the self-directed study materials for Module 4, including the Research and Practice Summaries that underpin each weekly session.

You will need to make use of an online learning platform such as Moodle, Blackboard, Zoom or similar.

This session requires access for the ECTs to break-out spaces, ideally facilitated by a break-out facilitator. These are likely to be mentors/more experienced staff members. Consider the groupings that are likely to optimise sharing of examples.

Preparation for the ECTs

You might request that ECTs review some class assessment data ahead of the session. This might be their own data, or could be an anonymised sample you provide to the ECTs.

Learning Intentions for this session

This session should focus on effective assessment and the meaningful use of assessment data. ECTs will be asked to provide assessment data throughout their career for a range of audiences including pupils, their parents and carers and the school. Through Module 4 ECTs have learned how to use assessment productively and efficiently. While the session may draw on all of the statements in the ECF, statements 6.1 and 6b below should be specifically addressed in this session.

The ECT will learn that:

6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.

The ECT will learn how to:

Avoid common assessment pitfalls, by:

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).

Introduction

Towards the end of the module, this online learning community session allows for deeper, more reflective discussions to emerge based on ECTs' learning to date related to effective assessment and the use of assessment data to draw inferences about learning from performance. Through this module the ECT will have considered the fundamental principles of formative and summative assessment, exploring what these look like in practice. The ECT will have focused in particular on the importance of high-quality feedback, including marking, and efficient approaches that maximise the impact of assessment on pupils' learning. They will have worked with their mentor to extend their understanding and practice through a range of learning activities, having had opportunities to consider research on assessment and use this to evaluate their own approaches to assessing and giving feedback to their pupils. This will have led to the practical application of theory to the ECT's practice, enabling them to apply new/refine existing approaches in the classroom. There have been opportunities for both collaborative and individual planning, reflection and evaluation, through which the ECT will have further developed their practice.

Research Summary for this session

As this session is towards the end of the module, ECTs will have considered all of the content within Module 4. You should familiarise yourself with the self-directed study materials for the module, including key concepts such as: **assessment, efficiency, elaboration, feedback, formative assessment, hinge questions, peer-assessment, performance, questioning, self-assessment and summative assessment**. You should ensure that you are able to discuss confidently with ECTs how assessment data can be used meaningfully to draw conclusions about what pupils have learned, particularly by looking at patterns of performance over a number of assessments.

The training will need to cover

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

The timings below are suggestions only.

Review 10 mins

You will need to check that ECTs are aware of the learning intentions for the session and the ways this relates to the module as a whole. Encourage the ECTs to consider ways in which their practice has become more effective as they have worked through the module, especially in relation to ECF statements 6.1 and 6b.

Plan and Theory to Practice 45 mins

Design an activity that allows ECTs, within an online break-out space, to consider with other ECTs:

- the ways in which effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs
- how patterns of performance over a number of assessments are produced and can be used to draw conclusions

Ensure that you first show a good example of effective use of assessment. This could be achieved by reminding ECTs of the Jake and Tanisha scenario from the 2-hour training session in week 2 of this module. Remind ECTs of what Tanisha might have suggested to Jake.

You might want to share some anonymised pupil performance data which illustrates different trends in pupil performance over a period of time and a number of assessments. You could discuss with ECTs:

- how they would address a marked deceleration by one pupil over a half-term; What factors might be at play here, and approaches that could be used to address these factors
- how they would change their practice if they discovered through assessment that a specific concept had not been effectively understood by most of the class
- what they would do, for example, if they realised that their lesson planning scheduled new concepts to be learnt, when clearly many pupils had not performed well in assessment

Elicit through discussion examples from the ECTs of good practice they have observed, adopted for their own practice, attempted but found challenging, etc. Shared learning in this way is likely to produce a range of responses which the ECTs can consider. Make the most of the sharing opportunities afforded by the session and include a plenary feedback session if possible.

You might find it useful to return to the example of Jake and Tanisha introduced in the training session at the start of the module and explore how ECTs feel better able to respond to the questions asked in that session, now that they are nearing completion of Module 4.

Next Steps 5 mins

Encourage the ECTs to capture their learning from the session. This could be done as a series of *I have learned that...* and *I have learned how to...* statements.