Overview: Block 11, Term 11

Block 11: Deepening assessment, feedback and questioning

Time commitment

- 1 hour self-directed study materials
- 3.5 hours mentor sessions
- 2.5 hours training sessions

Why this, why now?

As an NQT last year, you completed Block 5, which introduced you to what good assessment feedback and questioning are. Now in Year 2, we will support you to build on your learning and initial successes by deepening your knowledge in this area and developing further practical strategies. You will go beyond looking at what makes effective assessment to focus on how you can link assessment to metacognitive strategies. This builds on the work you did in Block 3 in this area. You will also look at how to ensure feedback is of high quality: that it is specific, helpful and drives learning forward.

Your workload

Assessment and feedback can be time consuming; it can be disproportionately so. You will have found ways to make it more manageable in the work you did last year. In this Block, you will be encouraged to work with your colleagues to find more efficient approaches which will support you to manage your workload further. We will also spend some time looking specifically at peer and self-assessment. These strategies are often presented as ways to increase efficiency – however, the time saved is just time wasted unless pupils are doing this really well!

Learn That	Self-directed study materials	Mentor Sessions	Training outlines
6.6 Over time, feedback should support pupils to monitor and regulate their own learning.	X	X	
6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	X	X	X

Learn How To	Self-directed study materials	Mentor Sessions	Training outlines
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).	X		X
6j Scaffolding self-assessment by sharing model work with pupils, highlighting key details.	X	X	X
6k. Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.	X	X	
Make marking manageable and effective, by:			
6l. Recording data only when it is useful for improving pupil outcomes.		X	
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).	X	X	X
6n. Using verbal feedback during lessons in place of written feedback after lessons where possible.		X	X

6o. Understanding that written marking is only one form of feedback.		X	X
6p. Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).	X	X	
6q. Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.		X	