TRAINING SESSION OUTLINES
Block 5: 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
4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
6.2 Learn that good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear
6.3 Learn that before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.
6.4 Learn that to be of value, teachers use information from assessments to inform the decisions they make
6.5 High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

Learn how to
Stimulate pupil thinking and check for understanding, by:
4m Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
4n Providing appropriate wait time between question and response where more developed responses are required.
4p Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.
Develop an understanding of different pupil needs, by:

5b Making use of formative assessment.
Meet individual needs without creating unnecessary workload, by:
5k Reframing questions to provide greater scaffolding or greater stretch.
Check prior knowledge and understanding during lessons, by:
6f Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
Provide high quality feedback, by:
6h Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
6n Using verbal feedback during lessons in place of written feedback after lessons where possible.

Session summary

The training sessions for this Block are:

Session	Content	Duration	ECF statements covered
5.1	Effective assessment	90 minutes	6.1, 6.2, 6.3, 6.4 5b
5.2	Using questioning	1 hour	4.6, 4.7 4m, 4n, 4p, 5k, 6f
5.3	Providing verbal feedback	30 minutes	6.5 6h, 6n

Training Session 5.1: Effective assessment

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

Learn that:
- Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. (6.1)
- Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. (6.2)
- Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. (6.3)
- To be of value, teachers use information from assessments to inform the decisions they make. (6.4)

Learn how to develop an understanding of different pupil needs, by:
- Making use of formative assessment. (5b)

Duration	90 minutes
Suggested pre-session activity for ECTs	None
To prepare for this session, trainers should:	● Read the self-directed study materials for the Block ● Trainers should model effective practices throughout. This includes giving ECTs appropriate wait time after asking questions, using a variety of question types, asking ECTs to respond and build on each other's responses.

Activities	ECF statements	Suggested Materials

What do you already know about assessment? (10 minutes)
 	
Pose the question: **What are the different purposes of assessment?**
 	
This could be done in a variety of ways which model using information from assessment to inform next steps. For example:
  a) ECTs talk in small groups, one person scribes for the group, only write down ideas that they all agree on.
  b) In a think/pair/share.
 	
Take feedback. Answers may include:
● To improve pupil learning
● To improve teaching
● To identify where pupils are at
● To check for understanding
● To inform planning.
 	
Pose the question: **How have you used assessment so far?**
 	
Take feedback. Answers may include:
● Questioning to check for understanding
● Exit tickets
● Quizzes at the end of lessons
● End of topic assessments.
	6.1, 6.3, 6.4	

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Defining formative assessment (10 minutes) Ask ECTs to agree together a definition for formative assessment, a concept they have encountered in the self-directed study materials and in their mentoring. ECTs could compare their definition with this explanation, taken from Black, Harrison, Lee, Marshall and Wiliam (2002), Working Inside the Black Box (p 10). Formative assessment is: '*any assessment for which the first priority in its design and practice is to* **serve the purpose of promoting pupils' learning**… *An assessment activity can help learning if it* **provides information to be used as feedback**, *by teachers, and by their pupils in assessing themselves,* **to modify the learning and teaching activities** *in which they are engaged. Such assessment becomes 'formative assessment' when* **the evidence is actually used to adapt the teaching work to meet learning needs**.' ECTs' discussions should focus on where there were differences or omissions between their definition and the one provided, focusing on the key points in bold. ECTs could share with one another with examples of how they have used assessment practices which match this definition.	6.2, 6.4 5b	
What are the characteristics of good assessment? (10 minutes) Ask ECTs to consider the different functions of assessment by working out in pairs or groups which of the following statements are true and which are false. ● *Assessment tells teachers what pupils know, remember, understand and can do.* ● *One assessment cannot test everything.* ● *Assessments are more powerful if they are focused.* ● *All data from tests can be used formatively.* ● *Assessment involves both teachers and pupils.* ● *Assessment helps teachers understand individual pupils' learning needs.* ● *All assessment helps teachers to plan their next steps.*	6.3, 6.4 5b	True/False Statements

• *All assessment helps pupils learn.* • *Assessment tasks keep pupils busy.* • *Pupils do not learn from assessment.* Answers: • *Assessment tells teachers what pupils know, remember, understand and can do. (T)* • *One assessment cannot test everything. (T)* • *Assessments are more powerful if they are focused. (T)* • *All assessment data can be used in a formative way. (T)* • *Assessment involves both teachers and pupils. (T)* • *Assessment helps teachers understand individual pupils' learning needs. (T)* • *All assessment helps teachers to plan their next steps. (T)* • *All assessment helps pupils learn. (F)* • *Assessment tasks keep pupils busy. (F)* • *Pupils do not learn from assessment. (F)* Note that some statements should be open to interpretation, to support rich discussion. Ask ECTs to describe and explain where their group placed the statements.		
When assessment is used well (15 minutes) Share the following definition with the group: The **reliability** of an assessment tool is the extent to which it consistently and accurately measures learning. Pose the question: **What does this mean for us as teachers?**	6.2, 6.4 5b	

Answers might include:
- We have to make sure our assessments measure learning.
- We need to be aware of how reliable our assessment tool is.
- You need accurate data to make decisions.

Share the following factors which are important in ensuring that assessments are reliable:
a) Precision: how accurate is the result?
b) Replicability: would you get the same result again?
c) Independence of content: would a different choice of questions change the result?
d) The design of the marking schedule and moderation of marking procedures.
e) Independence of markers: would a different marker change the result?
f) Standardisation: would changing the assessment context (room, time of day, instructions etc) change the result?
g) The length of the assessment – a longer assessment generally produces more reliable results.
h) The suitability of the questions or tasks for the students being assessed.
i) The phrasing and terminology of the questions.
j) The consistency in test administration – for example, the length of time given for the assessment, instructions given to students before the test.
k) The readiness of students for the assessment – for example, a hot afternoon or straight after physical activity might not be the best time for students to be assessed.

Give the ECTs the following scenarios:

The following teachers are assessing their pupils on fractions and want to make their assessments more reliable.

Teacher A decided to add more questions to the assessment.

Teacher B gives pupils more time.

Teacher C decides to increase the number of marks available but keeps the time the same.

Teacher D decided to get a second marker to mark the assessments and compare results.

Teacher E decides to narrow the range and assess less content.

Teacher F decides to just use multiple choice questions to assess.

In pairs, ECTs should decide for each scenario:

A) Does this make the assessment more or less reliable?
B) Will it give the teacher the information they need?

Answers are below:

The following teachers are assessing their pupils on fractions and want to make their assessments more reliable.

Teacher A decided to add more questions to the assessment.
- Yes, it would make it more reliable.
- One of the clearest ways to increase reliability as you are getting more information either by increasing the sample by asking different questions or increasing precision by asking corresponding questions.

Teacher B gives pupils more time.
- If you are keeping the test the same, then no, this would not make it more reliable.
- If Teacher B used the time to collect more data, then it would increase reliability.

Teacher C decides to increase the number of marks available but keeps the time the same.
- Would not increase reliability.

Teacher D decided to get a second marker to mark the assessments and compare results.
- If the teachers mark independently, then yes, this would increase reliability.

- They could take the average mark.

Teacher E decides to narrow the range and assess less content.
- Yes, this would make it more reliable.
- Teacher E would need to decide if they had enough data to make it valid.

Teacher F decides to just use multiple choice questions to assess.
- Yes, this would be more reliable.
- Teacher E would need to decide if they had enough data to make it valid.

Pose the question: **Why is it important to understand what our pupils know as we go along?**

Answers might include:
- We need to assess what pupils know at the beginning of a lesson or unit.
- We need to know which pupils have understood the content and react accordingly.
- We need to identify misconceptions as we go along.
- If we wait till the end to find out what pupils know, we will have no time to resolve or address this.

Ask the ECTs to look at the following examples of assessment strategies and think of one advantage and disadvantage of each one:
- Do now activity
- Regular low-stake quizzes
- Exit tickets
- Hinge questions
- Questions which require short answers.

Answers might include: ● **Do now activity.** Advantages: useful to identify pupil starting point, useful as a recall tool. Disadvantages: might need a follow-on to secure learning. ● **Regular low-stake quizzes.** Advantages: identifies what pupils know and can do, low-stakes so supportive of pupils needs, helps identify next steps. Disadvantage: potentially time-consuming. ● **Exit tickets.** Advantages: identifies what pupils know and can do. Disadvantage: timings – if we use these at the end of the lesson it might be too late to re-teach. ● **Hinge questions.** Advantages: can target misconceptions. Disadvantage: pupils may be able to guess the correct answer. ● **Questions which require short answers.** Advantages: more detailed response so pupil understanding can be explored further. Disadvantage: time-consuming to mark.		
## Putting it into practice (35 minutes) Ask the ECTs to look at an upcoming series of lessons and give them the following prompts: 1. What key concepts will pupils be learning over this sequence? Make a list of them. 2. Write down what the end of topic assessment will be to assess pupil progress towards these concepts. **Example** When I am planning a Medium-Term Plan the first thing I do is work out what the key concepts are that the pupils need to learn to be able to progress in the subject. I then consider what the most appropriate assessment task pupils will complete at the end of the unit needs to be. This assessment task needs to enable me to identify pupil progress, alongside aspects they have not understood. For example, if I were teaching a year 7 unit on horror writing, I might set a task for pupils to 'Write a horror story, using descriptive language and ensuring a cohesive and conventional plot structure'. This fits with the English KS3 curriculum 'writing' domain of writing stories and different types of narrative and writing to entertain. This comes into the GCSE exam for English Language also.	6.1, 6.3, 6.4	

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3. Make a list of the skills and knowledge pupils will need to be successful in this final assessment.
   ● Use the sentence starters 'to know that….' and 'to be able to….' to help you.

4. What are the 5 key skills/concepts pupils will need to be successful? Highlight these.

Example
1. To know subject specific terminology to explain the conventions of horror writing.
2. To be able to make a clear and relevant point.
3. To be able to select and use accurate quotations to support a point.
4. To be able to select the quotations that demonstrate the writer's intentions.
5. To be able to pick out individual words and discuss the language.

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5. Identify which lessons you will introduce these key skills/concepts.

6. For each one, break down the key skill/concept into the most granular form.

Example
To know subject specific terminology to explain the conventions of horror writing.
● To understand what is meant by 'conventions'.
● To know what the genre of horror writing usually includes.
● To know what pathetic fallacy is.
● To be able to identify when pathetic fallacy is being used.
● To identify the purpose of using pathetic fallacy.
● To know what symbolism is.
● To be able to identify when symbolism is being used.
● To identify the purpose of using symbolism.
● To know what foreshadowing is.
● To be able to identify when foreshadowing is being used.
● To identify the purpose of using foreshadowing.

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7. Decide what assessment tool you will use to assess each of your five key skills/concepts.
 	
8. For each one, create the assessment task.
 	
<table><tr><td>**Example**
Objective: To be able to select and use accurate quotations to support a point.
 	
Exit ticket
  'The writer uses pathetic fallacy to set the scene.'
  Find two quotations that support this point.</td></tr></table>
 	
9. What information will this give you? What feedback will this give pupils?		

## Reflections (10 minutes) Ask ECTs to think, pair, share: - THINK on their own - what have they learned in the session and what are the implications for practice (1 min) - SHARE with a partner or small group - the responses to above (3 mins) - SHARE - facilitator to take some feedback. This could be done in various ways depending on the mode of delivery. Ask the ECTs to think of one thing that they will do differently in their practice following this session.		

Training Session 5.2: Questioning

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

Learn that:
- Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. (4.6)
- High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. (4.7)

Learn how to stimulate pupil thinking and check for understanding, by:
- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). (4m)
- Providing appropriate wait time between question and response where more developed responses are required. (4n)
- Providing scaffolds for pupil talk to increase the focus and rigour of dialogue. (4p)

Learn how to meet individual needs without creating unnecessary workload, by:
- Reframing questions to provide greater scaffolding or greater stretch. (5k)

Learn how to check prior knowledge and understanding during lessons, by:
- Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. (6f)

Duration	One hour
Suggested pre-session activity for ECTs	ECTs should bring examples of classroom talk that they have used in their practice.
To prepare for this session, trainers should:	- Read the self-directed study materials for the Block. - Trainers should model effective practices throughout. This includes giving ECTs appropriate wait time after asking questions, using a variety of question types, asking ECTs to respond and build on each other's responses.

Activities	ECF statements	Materials
• To run the sessions as suggested, trainers may wish to prepare audio/video clips or written transcriptions of classroom talk using questioning.		

Activities	ECF statements	Materials
Reflecting on classroom talk using questioning (40 minutes) Share the following definition of classroom talk: High-quality classroom talk is accountable talk which stimulates pupil thinking and drives learning forward. This is usually facilitated by the teacher through good questioning. Ask ECTs: • Do you agree with this definition? • Is there anything you would add? • When we use the term 'classroom talk' what do we not mean? To start the session, the ECTs should share one or two aspects of classroom talk they have been using in their practice, focusing on what they have tried out during the Block. Depending on the number of ECTs attending the session, this could be done as an interactive quiz, e.g. pose some questions such as: • 'Which approach(es) to classroom talk have you tried?' [Choose from multi choice list] and present visually. • 'Which approach did you have the most success with? [Choose from list] Then the facilitator could pick two or three people and ask them to expand on their answer for the group as a reflection. Next, the ECTs should analyse examples of classroom talk using questioning, either from their recordings of their own lessons or from sample audio/video clips or written transcriptions provided by the trainer, as suggested in the pre-session activity. A scaffold for this analysis could be provided, for example:	4.6, 4.7 4m, 4n, 4p, 5k, 6f	Audio/video clips or written transcriptions of classroom talk using questioning

Question	Notes from observation
1. *What was the balance of open to closed questions?*	What did this look like?
2. *Which questions encouraged high quality classroom talk? (e.g. encouraging pupils to articulate key ideas or extend their vocabulary)*	How might it affect learning?
3. *How much wait time were pupils given to answer questions?*	
4. *What was the purpose of each question? Categorise the reasons into:*	
a. *checking prior knowledge*	
b. *assessing understanding*	
c. *breaking down problems*	
d. *eliciting the correct answer*	
e. *checking pupils have understood the concept taught*	
f. *another reason.*	
5. *Were the answers the teacher gathered from: the entire group; a small targeted number of pupils; an individual?*	
6. *Did the teacher use questions to introduce or model the use of new vocabulary?*	
7. *Were pupil misconceptions identified through the questions?*	
8. *Did the teacher prompt pupils to elaborate on their responses or ask pupils to respond to each other's responses?*	
9. *How many times did the teacher reframe or use follow-on questions to provide greater scaffold or greater stretch?*	

ECTs can be allocated into smaller breakout groups so that there are 3-5 ECTs discussing their answers. To aid discussions when the groups return, label the rooms as colours so when they come back to the main webinar space, you can easily go around the group to get a comment from each.

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Ask ECTs to share their learning from this activity, including which areas of practice relating to questioning they need to develop.		
Sharing effective practice in questioning (10 minutes) Working in groups (ideally with teachers from the same subject areas), ECTs should draw up a bank of examples of high-quality classroom talk and questioning, including examples they have identified in the previous activity, through their other teaching and/or through their observations of colleagues. These can be written up and shared to support ECTs with the creation of a bank of questions they can use.	4.6, 4.7 4m, 4n, 4p, 5k, 6f	
Planning for action (10 minutes) To end the session, ECTs should identify an action that they will take forward from this session into the next few weeks. This should be something related to the effective use of questioning, which they might read or watch, or try out in their classroom, or look for in others' teaching, and when they will do this.		

         TRAINING SESSION OUTLINES – Block 5: Assessment, Feedback and Questioning

Training Session 5.3: Verbal feedback

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

Learn that:
- 6.5 High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

Learn how to:
Provide high quality feedback, by:
- 6h Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
- 6n Using verbal feedback during lessons in place of written feedback after lessons where possible.

Duration	30 minutes
Suggested pre-session activity for ECTs	N/A
To prepare for this session, trainers should:	- Read the self-directed study materials for Block 5 - Trainers should model effective practices throughout. This includes giving ECTs appropriate wait time after asking questions, using a variety of question types, asking ECTs to respond and build on each other's responses.

Activities	ECF statements	Materials
What is effective feedback (5 minutes) Pose the question: **What is effective feedback?** Answers might include: - Accurate and clear feedback - Provides specific guidance for pupils on how to improve	6.5	

- Focuses on specific actions for pupils - Encourages further effort - Provides time for pupils to respond to feedback - Can be written or verbal.		
## Sharing effective practice in providing verbal feedback (20minutes) Explain that for the purpose of this session we are going to focus on verbal feedback. This is because: - It is immediate and efficient - Gives feedback in the moment - Pupils can correct/edit in the moment. Pose the question: **How are you currently using verbal feedback?** Answers might include: - Prompts during independent work - To start a dialogue with pupils about work - When showing examples. Pose the question: **How can we ensure verbal feedback is useful?** Answers might include: - Make sure it is focused on pupil learning - Make sure it is focused on what the pupil can do to improve - Make sure pupils are given time to respond to the feedback. Ask ECTs to take out their lesson plans for an upcoming lesson and to identify moments when errors or misconceptions might occur. Share the following example to support ECTs --- **Biology example**	6.5, 6h, 6n	

Ms Smith is teaching about cells. In her planning she identifies that pupils often get confused over the cell wall and the cell membrane. This is a common misconception.

Ask ECTs to:
- Choose one misconception.
- Script verbal feedback that you could give at this moment to support pupil progress.

Give the following questions to help ECTs:
- Is there a step that pupils often miss? How can you remind them of this?
- Is there an example you can use to prompt pupil thinking?

Ask ECTs to decide how pupils will respond to the feedback, they should be asking them to either:
- Correct their work
- Redraft their work
- Practise further.

Share the example below with ECTs to help them with this.

Biology example

Ms Smith is teaching about cells. In her planning she identifies that pupils often get confused over the cell wall and the cell membrane. This is a common misconception.

I am just going to stop you all there for a moment. Before you carry on I want to quickly go over an error I am seeing in a few people's work. The cell wall and cell membrane are totally different things. Let's draw a diagram and recap, all eyes on the board please.

The cell wall is the protective, semi-permeable outer layer of the cell.

The cell membrane is actually this layer here (draws), a double layer of lipids and proteins that protects the contents of the cell.

Remember, wall is always on the outside, membrane on the inside. *Can you all go back and correct your work now?*		
Planning for action (5 minutes) Ask the ECTs ● How can you be sure you are providing effective feedback? ● What is one thing you will take forward from the session today?		