Module 4 - ECT Training Webinar Session Outlines

Basic Induction Programme

This document contains the objectives for the ECT training sessions linked to module 4 session and a suggested approach for delivering each session.

Duration: 1hr 20 minutes	Module 4 - ECT training session 1 Structuring questions to anticipate and identify misconceptions	Resources
ECF Links	6.3 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 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 6a Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). 6e Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). 6g Monitoring pupil work during lessons, including checking for misconceptions.	
Pre work for early career teachers	**Complete the following sections of the online curriculum** • Module 4 – Session 2: Planning for effective assessment Teachers also need to attend the webinar with the following resources to hand: • A hinge question written by them for their subject • A lesson plan where the teacher felt they planned effective questions.	
	Objectives: By the end of the session early career teachers will have: • Further explored example and non-examples of effectively structure questions that anticipate misconceptions • Shared examples of questions that they have created and review their effectiveness. • Identified where a question could be placed during a lesson to support a check for understanding. • Discussed how they used the information they gathered from the hinge question.	
5 minutes	**Share Objectives** Share the objectives of the session with teachers Time to share with the group how the sessions will run any logistical information they need and who to contact if they have questions.	
5 minutes	**Review of learning**	

	Discuss/address any questions the teachers have about some of the online content. If relevant to this session and will be covered through the content explain this. If not, ensure time at the end to address any further questions or queries.	
20 minutes	**Example and Non-examples** Session leader to review what hinge questions are. You may wish to show the video of Dylan Wiliam to remind teachers. Ask: What are the criteria an effective hinge question? Through discussion, collate the success criteria below with the support of the teachers. (Use this an opportunity for retrieval practice of knowledge from the work in the online study materials): - The question allows the teacher to ascertain a snapshot of <u>all</u> pupils' levels of understanding - It enables the teacher to be highly responsive to pupil needs and make a quick decision about next steps. - The question would also not take long for the pupils to responds to and would not impact the pace of a lesson. - They can be in the form of a multiple-choice question. - The question can include common misconceptions. **Activity:** Session leader to share some examples and non-examples of an effective hinge question with group. Discussion: When reviewing the examples, what makes them effective vs. not effective? Encourage teachers to link back to success criteria when framing their answer.	Watch Dylan Wiliam Example and Non- examples
25 minutes	**Creating your own hinge question.** Ask teachers to share some of the hinge-point questions they have created themselves. As a group, listen to the rational for the development of the question, and discuss their effectiveness against the success criteria above. **Reflection:** Ask: Would the structing of the question created by the teacher support them to assess pupil's knowledge and understanding of the lesson objective? **Activity:** Select one of two examples of where a hinge question could be improved. Improve the question as a group. Challenge the teachers to consider misconceptions and plausible distractors that could be included.	Teacher's' own hinge questions
30 minutes	**Placement in the lesson and what should you do next?** Where could you include a hinge-point question in your lesson? Some answers might be: - The beginning of the lesson to check prior learning - After guided practice to check understanding	Teacher's lesson plan

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	• Before letting pupils begin independent practice • At the end of a lesson. Ask: What is the benefit of a check for understanding at each of these points? Discuss each point with teachers. (e.g. You may check for understand at the end of the lesson to see who has met the learning objective or not, and to help you decide what to teach next). Ask: What would you do with the information gathered from the hinge question after each of these points? How could the information impact on your next steps? (Discuss) E.g. The teacher could: • stop the class to address a misconception • Work with a small group of pupils • It could mean they change the content of their next lesson. Reflection: Ask teachers to reflect on what they did do with the information they gathered as a result of asking a hinge question. Teachers share reflections. NB: Even if teachers have not asked an effective hinge to question up to this point, they will have questioned pupils to check for understanding. They should consider what they did next with the information they gathered.	
5 minutes	**Actions and next steps** Teachers to record their actions and next steps related to their classroom practice.	

Duration 1 hr 20 minutes	Module 4 - ECT training session 2 Peer and Self-Assessment	Resources
ECF Links	6.6: Over time, feedback should support pupils to monitor and regulate their own learning 6h: Focusing on specific actions for pupils and providing time for pupils to respond to feedback. 6j: Scaffolding self-assessment by sharing model work with pupils, highlighting key details. 6k: Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.	
Pre work for early career teachers	**Complete the following sections of the online curriculum** • Module 4 – Session 5: Making Feedback Purposeful and Manageable part 2	EEF Metacognition report
5 mins	**Objectives** By the end of the session early career teachers will have: • Reflected on how successful their peer and self-assessment opportunities have been to date.	

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	• Shared examples of how they have modelled peer or self-assessment for pupils. • Shared examples of how they have scaffolded peer or self-assessment for pupils. • Reflected on how they have included metacognitive strategies in their teaching practice.	
5 minutes	**Share the session objectives** Time to share with the group how the sessions will run any logistical information they need and who to contact if they have questions.	
10 mins	**Peer and self-assessment** Ask: What does peer and self-assessment look like in your classroom? How successful has it been? Teachers to share reflections.	
20 mins	**Modelling for peer and self-assessment** Reinforce that pupils must have a clear mental model of what success looks like in order to be able to assess themselves and their peers against it. Show video of Claire Martindale (Reception teacher) found in the online course. Discuss how Claire effectively begins to model peer feedback to develop the skill with her class. Note that even children as young as five can give effective peer feedback when it is modelled for them well. Draw out the following points: Claire… • shares a success criteria, • shares a good example with pupils and highlights why it is good, • models what the pupils should be thinking "What do you like about this work? "(Metacognition) • models how to correctly mark the work. Ask: How have the teachers modelled peer or self-assessment with their class? Teachers to share examples of how they have modelled peer or self-assessment to develop pupils' mental model.	Video of Claire Martindale from online course
5 mins	**Reflection:** Ask teachers to reflect on the Claire's video and the following group discussion. Ask: What strategies for modelling peer and self-assessment could you apply to your own practice? Teachers to select at least one strategy that they can action and include in their practice.	
20 mins	**Scaffolding peer or self-assessment**	Examples of scaffold for

	Session lead to share some examples of the types of scaffolds that you might provide for pupils, to support them to give effective peer or self-assessment. Teachers review each scaffold example and identify their purpose. Ask: What are the benefits of each example? How does each support the development of a mental model? (Discuss)	peer/self-assessment. E.g. checklist, success criteria, modelled example, writing frame.
20 mins	**Metacognition** One strategy that helps develop metacognition in pupils is verbalising your thinking. (e.g. Next, I am going to see if I can see any examples of some good adjectives) Ask: How does doing this support the development of a mental model in pupils? (Discuss) It gives pupils an understanding of what questions they should be asking themselves and what they should be looking out for when giving peer or self-feedback. **Activity:** Session leader to ask teachers to consider an upcoming lesson where it would be appropriate for pupils to peer or self-assess work. How could teachers use the metacognitive strategy of 'verbalising your thinking' to support pupils to feedback more effectively? e.g. The teacher could model using the success criteria to feedback on a piece of pupil work. Teachers to complete activity	
5 mins	**Reflection and close** Ask the teachers to write down their concrete action steps following the session. What are their resulting discussion points with their mentor? Close the session: - Share your thoughts and reflections - The teachers next steps	