

**Talk-through:**

* Explain how you have used information from assessments and observations of your focus children to set targets for their progress. What is your role in supporting children to make progress?

**Prompt questions when being observed or evaluating your practice:**

* How did you make it clear to pupils what success looked like within this lesson or sequence of lessons?
* What feedback did you give to the children? Was this feedback effective in moving the learning on?
* What types of questions did you choose to use and how did these help to assess children’s understanding?
* How will you use your assessments to inform the next lesson?
* How are you refining your use of chosen responsive teaching strategies?
* Did you plan for all misconceptions? How did you track the children’s misconceptions through the lesson?
* How did you make sure that you assessment is not based on potentially misleading factors (such as how busy pupils are)

**Prompt questions for observing children and expert colleagues:**

* How have summative assessments informed the decision expert colleagues have made in their teaching?
* What strategies have you and expert colleagues used to reduce the potentially onerous nature of assessment?
* How do expert colleagues support pupils to reflect on their own progress and learning?
* How can you use the observation techniques you developed in your previous placement?

**ASSESSMENT**

**Primary PGCE – Phase 2**

**Key readings and university sessions:**
(Links are available on the Partnership site)

* [Revisiting Dylan Wiliam’s Five Brilliant Formative Assessment Strategies](https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/)
* [EEF (2021) Teacher Feedback to Improve Pupil Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback)
* Dylan Wiliam (2016) [Learning about learning: Formative assessment video](https://www.youtube.com/watch?v=sYdVe5O7KBE)
* Cambridge Assessment - [Getting Started with Assessment for Learning](https://cambridge-community.org.uk/professional-development/gswafl/index.html)
* The students have developed an overview of 20 responsive teaching strategies (e.g. cold calling). These are available on the School Experience website

Key reflective question: **How do Assessment for Learning (AfL) strategies support your monitoring and evaluation of pupils’ learning?**