

Talk-throughs:

- Talk through your understanding of how summative assessment contributes to securing pupil progress.
- Talk through how you have used summative and formative assessments in the classroom to inform your pupil progress task.

Key readings and university sessions:

- [Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies](#)
- [EEF \(2021\) Teacher Feedback to Improve Pupil Learning](#)
- Dylan Wiliam (2016) [Learning about learning: Formative assessment video](#)
- Cambridge Assessment - [Getting Started with Assessment for Learning](#)
- The students have developed an overview of 20 responsive teaching strategies (e.g. cold calling).

Prompt questions for observing children and expert colleagues:

- How have summative assessments informed the decisions 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?

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?
- How did the children's responses to your questions support your understanding of their progress and how best to support them?
- 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 might children's responses to tasks or questions lead to adaptations to your teaching?

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