

**Talk-throughs:**

- Describe how you have used your observations and assessments of your focus children, to inform support.
- Discuss how assessments can inform planning and teaching; before, between and within lessons.

**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 trainees have developed an overview of 20 responsive teaching strategies (e.g. cold calling).

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

- What does effective verbal and written feedback look like?
- What different responsive teaching techniques have been used?
- How is peer and self-assessment scaffolded by expert colleagues?
- What links can you see between the learning objective, success criteria and assessment techniques?
- How do expert colleagues track progress of learning over a period of time?
- What role does summative assessment have on teaching?
- How are children grouped within the classroom?

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

- Were the success criteria useful and effective? How were they shared alongside the learning intentions?
- What feedback did you give to the children? Was this feedback effective in moving the learning on?
- How much did you listen or pay attention to the questions or strategies you used and how did this change your lesson?
- How will you use your assessments to inform the next lesson?

Key reflective question:

**How do Assessment for Learning (AfL) strategies support your monitoring and evaluation of pupils' learning?**