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**Intensive Training and Practice (ITAP) 2: Developing Assessment Literacy**

**Primary PGCE Programmes**

**2024-25**

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# Introducing Intensive Training and Practice Experiences

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| **Partnership Values: Aspiration. Collaboration. Leadership**   * Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching. * Collaboration across the Partnership to meet local and regional needs. * Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders. |

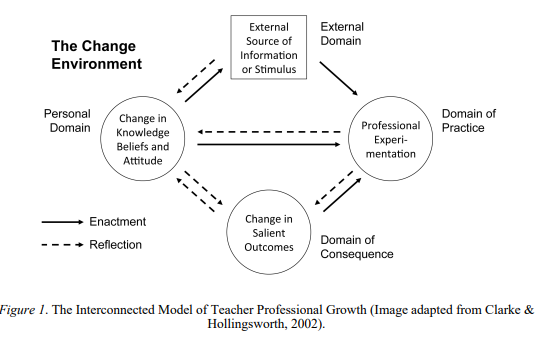
## 1.1 What are Intensive Training and Practice Experiences (ITAP)?

Intensive Training and Practice experiences are focussed learning opportunities designed to support you to develop skills and knowledge in foundational areas of the curriculum. Over the duration of your training, you will undertake two blocks of Intensive Training and Practice which will take place in both school and centre, drawing upon the expertise of colleagues from across the education sector.

## 1.2 What informs our ITAP? How Trainees Teachers Learn

In planning out ITAPs, we have used Clarke and Hollinsworth’s ‘Change Environment’ model (2002), which shows that learning needs to happen through the interplay of multiple domains.

* The Personal Domain – our own beliefs and ideas, as well as what we know and how we make sense of new approaches, strategies and perspectives.
* The External Domain – learning about new approaches, strategies and perspectives from reading, professional discussion, direct input etc.
* The Practice Domain – trying out new approaches, strategies, and perspectives in the classroom.
* The Consequence Domain – seeing the results of actions and drawing conclusions on the back of these.



Our ITAPs have been designed to enable you to draw upon what you bring from your prior experiences (the personal domain), supplementing this with input from reading, discussion, and tutor input (the external domain). This will give you a good base of knowledge to take into your School Experience (the practice domain) where the final elements of the change environment come into play: experimenting in the classroom and observing the impact (the Consequence Domain).

The foci for each of our ITAPs have been carefully chosen to ensure that they connect to the domains that underpin our curriculum and will address the two broad themes outlines below.

Table 1: Focus of ITAP

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| --- | --- | --- |
|  | **Domain** | **Specific ITAP Foci** |
| **Autumn term** | Planning | * To know what learning looks like and to understand how activities should be planned to support specific learning outcomes. * To provide a rationale for curriculum choices and know how the school’s curriculum materials inform lesson preparation. * To understand how teachers adapt planning in practice. |
| **Spring Term** | Assessment | * To make effective use of formative assessment (Questioning) * To understand, evidence and articulate Pupil Progress |

## 1.3 The Structure of Each ITAP Experience

Each of the two ITAPs will follow the same pattern with training happening both at the university and in school. Please note that these two weeks might not run concurrently.

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| --- | --- | --- | --- | --- | --- |
| **Wk** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** |
| **1** | Professional Studies (LTU) | Level 7 with ITAP focus (LTU) | School Experience | School Experience | Professional Studies (LTU) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wk** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** |
| **2** | SKAP (LTU) | Level 7 with ITAP focus (LTU) | School Experience | School Experience | Professional Studies (LTU) |

*Some School Direct Pathways might operate a slightly different model. Please refer to your SD handbook for further details.*

## 1.4 How will the ITAP be Assessed?

Using assessment to support progress is a fundamental aspect of the role of the teacher and, whilst your learning will not be formally assessed as a separate aspect of the programme, the activities, reflections, and practice that you engage in during this ITAP will provide the required evidence that you are meeting the Core Competencies. In this way, participation in ITAPs will be an essential element of the final award of Qualified Teacher Status.

The *ITaP checklist* outlines the activities and content that will need to be filed in your OneDrive Portfolio across the ITAP and this will be reviewed by expert colleagues during the ITAP and the at the end of your School Experience. In addition, your Development Record for each of the ITAP weeks should capture the thoughts that you have about what you have learned and the targets that you will work on moving forward.

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## 1.5 The ITAP Critical Panel

At the end of each ITAP, you will bring what you have learned about planning to a Critical Panel workshop session. You will be asked to produce a short presentation (10 mins) to share with a small group of your peers that provides evidence of pupil progress.

At the end of your presentation, you peers will help you to identify targets and the next steps for this domain in the future.

# ITAP 2: Developing Assessment Literacy

In Professional Studies sessions in the first semester, you have developed an understanding of what is meant by assessment and have thought about the following big questions:

* How are teachers accountable for the progress of their pupils?
* What are the characteristics of effective feedback?

These reflections will be useful to refer to as you begin to develop your assessment literacy.

## 2.1 What is Assessment Literacy?

Assessment literacy refers to the ability of both teachers and their pupils to understand and engage with assessments, fostering a more responsive approach to teaching and learning. Throughout this programme, you will develop your assessment literacy by reflecting on and addressing key considerations, including:

* The nature of learning, memory, and application in different contexts.
* The importance of prior knowledge and its influence on new learning.
* Determining what is essential for pupils to remember.
* Strategies to support pupils in retaining and recalling information.
* Assessing understanding and using assessment insights to inform teaching.
* Recognising and addressing misconceptions to support accurate learning.
* Integrating formative and summative assessments to plan, evaluate, and make informed decisions based on valid, reliable data.

All ITAP sessions draw directly on key aspects of the Core Content Framework and will help you in developing your understanding of planning for the Core Competencies.

## Information for School Mentors about PED7313

Becoming assessment literate is a crucial part of training on the PGCE programme. The Level 7 module has been designed to develop the student teacher’s ability to: make effective use of formative and summative assessment both in and on learning; to know how to utilise a range of data to track pupil progress and gain information about understanding, learning and need.

Drawing on guidance from the Education Endowment Foundation, during Centre and School Experience we will explore the principles of high-quality feedback and how we can tailor feedback to learning goals. We will return to key lessons from Semester 1 (PED 7323), looking at the relationship between achievement and underachievement, the disadvantage gap and how supporting individual needs enables pupil progress. We will also look at who is responsible for progress, how we can empower our pupils to challenge themselves and in doing so create a sustainable culture of learning.

## 2.3 Assignment Overview

**Part A: What is assessment? (2000 words)**

This written element will present a critical discussion of policy and theory that underpins assessment practices in the early years setting and/ or primary school.

**Part B: Case study: Critical reflection - assessment in action (2500 words)**

This reflection will draw upon what has been learned in Part A to consider its application in the classroom. With specific reference to evidence gathered during school experience and part A of the assignment, students will consider the impact of specific assessment strategies.

**Part C: Assessing Pupil Progress (1500 equivalent)**

A reflection on the content of a professional dialogue held with expert colleagues. Assessment will draw upon evidence gathered during placement that pertains to specific children and will require a well-considered explanation about what assessment tells us about the progress over time and the implications this has for professional practice.

# ITAP 2: Timetable at a Glance

**Week Commencing 10 February.**

***Please note that all sessions will contribute to the PED7313 module***

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| **Monday** | |
| 9:00-11:00 | **Lecture:** Inside the Black Box: The Foundations of Assessment Literacy |
| 11:00-1:00 | **Reading Groups:** Formative Assessment in Action |
| 2:00-4:00 | **Seminar Groups:** The Potential of Effective Questioning |
| **Tuesday** | |
| 9:00-11:00 | **Lecture PED7313:** Critical Assumptions and Assessment |
| 11:00-1:00 | **Seminar PED7313:** Providing Timely and Purposeful Feedback |
| 2:00-4:00 | **Directed Self Study** |
| **Wednesday** | |
|  | School Experience- Questioning in Action |
| **Thursday** | |
|  | School Experience- Questioning in Action |
| **Friday** | |
| 9:00-11:00 | **Lecture:** Expert Panel: Using data to support progress |
| 10:30-1:00 | **Seminar:** Understanding Progress, Moderation and Identifying Next Steps for Learning |
| 2:00-4:00 | **Self-Directed Study:** Completion of reflections and reading for ITAP week 2 |

**Week Commencing 31 March**

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| **Monday** | |
| 9:00-10:30 | **Seminar:** SKAP Workshops: Planning for Assessment in English, Maths and Science |
| 10:30-1:00 |
| 2:00-4:00 |
| **Tuesday** | |
| 9:00-11:00 | **Lecture PED7313:** The Power of Feedback: Metacognition and Mindset with Jill Harland (Headteacher of Brudenell Primary School) |
| 11:00-1:00 | **Seminar PED7313:** Exploring the impact of feedback on growth mindset in the classroom |
| 2:00-4:00 | **Directed Self Study** |
| **Wednesday** | |
|  | Return to school to discuss progress with Class teachers and School Mentor (Gathering Evidence and preparation for pupil progress panels. |
| **Thursday** | |
|  | Return to school to discuss progress with Class teachers and School Mentor (Gathering Evidence and preparation for pupil progress panels. |
| **Friday** | |
| 9:00-11:00 | Self-Directed Study: Preparation for Critical Panels |
| 11:00-1:00 | Pupils Progress Critical Panels |
| 2:00-4:00 | Reflections and uploading of materials |

# Preparation Activity Initial Audit of ITAP Knowledge and Skills

Before the ITAP begins, review the knowledge, skills, and experience that you bring to this domain. Look at the competencies listed below. Consider what you know already and where your specific areas for development might be. Be prepared to share this with you peers in the first workshop session.

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| **Domain: Assessment and Feedback** | | |  |
| Clipboard Mixed with solid fill | **Foundational Competencies for Stage 1/2** | **Additional Competencies End of Stage 3** | **Reflections** |
| **Monitor Pupils’ Understanding** | * A range of appropriate formative assessment techniques are used to indicate understanding and check for progress during lessons. | * Monitoring is effective in ensuring that pupils are aware of key points and ideas in the lesson/sequence of lessons. * Assessments made of pupil understanding are broadly accurate and from this can identify what is required for individuals to meet their next steps in learning. |  |
| **Use Questioning with purpose** | * A mixture of open and closed questioning opportunities is included on planning and used when teaching lesson. * Pupils are prompted to elaborate when responding to questioning to check that a correct answer stems from secure understanding. | * Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class and build involvement and motivation. * Thinking time techniques are deployed effectively to maximise student engagement. |  |
| **Provide Meaningful Feedback** | * Pupils are offered feedback on their work or responses. * Correct answers are highlighted, and effort is praised. Incorrect answers are responded to appropriately when they arise. * Written feedback is in line with the policy of the school or setting. | * Assessments of pupil understanding are broadly accurate. * In-class monitoring is used to adapt teaching. |  |
| **Utilise Assessment Information**  **effectively** | * Assessment of pupils’ learning is used to provide information for reflection and/or discussion with School Mentor, host teachers or other expert colleagues. | * Conclusions can be made about what pupils have learned by looking at patterns of performance over several assessments. * Assessments of pupils’ learning are used to develop or adapt planning, teaching or resources. * Evidence of engagement with school assessment and data systems and where appropriate, contributing to these. |  |

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# ITAP Week 1: Session Details

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| **The Big Question: What is the Power of a Question?** |

**Monday**

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| **Session 1: 9:00-11:00** |
| By the end of this session, you will:   * Differentiate between formative and summative assessment, explaining their purposes and uses in monitoring and supporting pupil progress. * Recognise and evaluate proxies for learning, understanding how these indicators provide evidence of pupils’ understanding and progress. |
| **Session Content** |
| In this engaging introductory session, we’ll dive into the key concepts of formative and summative assessment, exploring how they guide and shape learning. Together, we’ll unpack the idea of *proxies for learning*—those telltale signs that show whether learning is taking place. You’ll discover practical strategies to embed into your teaching that ensure you’re always in tune with your pupils' progress.  **Preparation Task:** Before the session, take a moment to reflect on your current assessment skills, auditing this against the core competencies. This will help you identify your strengths and areas for growth as we begin this journey. |

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| **Session 2: 11:00- 1:00** |
| You will:   * Identify and explain the key messages in their assigned article, linking these to foundational principles of Assessment for Learning (AfL), such as using feedback to guide next steps in learning. * Articulate the theoretical underpinnings of Assessment for Learning, gaining insight into why these strategies are effective in promoting learning. * Analyse how Assessment for Learning strategies can be applied in their classroom settings, demonstrating an understanding of their impact on pupil engagement and progress. |
| **Session Content** |
| **Reciprocal Reading:**   * **Red:** Ioanna Palaiologou (2017) Assessing children’s play: reality or illusion? The case of early years foundation stage in England, Early Child Development and Care, 187:8, 1259-1272, DOI: 10.1080/03004430.2017.1295233 * **Blue:** Dylan Wiliam (2017) Assessment and learning: some reflections, Assessment in Education: Principles, Policy & Practice, 24:3, 394-403, DOI: 10.1080/0969594X.2017.1318108 * **Green:** Paul Black & Dylan Wiliam (2018) Classroom assessment and pedagogy, Assessment in Education: Principles, Policy & Practice, 25:6, 551-575, DOI: 10.1080/0969594X.2018.1441807 * **Yellow:** Dylan Wiliam (2006) Formative Assessment: Getting the Focus Right, Educational Assessment, 11:3-4, 283-289, DOI: 10.1080/10627197.2006.9652993   Between 11:00 and 12:15 spend some time reviewing the article that you will report back on. As you read, be prepared to feedback on:   * What you feel to be the most important messages conveyed in the article or blog post. * Pick a word, sentence, or idea that you find interesting and be prepared to share and explain why this is. * How have you seen what is being written about in your classroom or setting? |
| **Session 3: 2:00- 4:00** | |
| You will   * Identify and define specific questioning techniques and understand their role in assessing pupil understanding and promoting deeper learning. * Demonstrate the ability to plan and deploy questioning strategies with precision to enhance learning during different phases of a lesson. | |
| **Session Content** | |
| In this session, we’ll explore one of the most dynamic tools in your teaching toolbox: questioning. Together, we’ll uncover how the right question, asked at the right time, can unlock deeper understanding and spark meaningful learning.  We’ll examine how teachers use different types of questions to check for understanding, challenge thinking, and elicit learning. You’ll gain practical strategies to:   * Master Specific Questioning Techniques: Learn how to define and use questioning methods with precision. * Adapt and Respond in Real-Time: Discover how to combine techniques flexibly to meet the needs of your pupils at different phases of a lesson.   **What to Bring:**  To make the most of this session, please bring samples of your completed lesson plans. We’ll use them to apply these techniques directly to your teaching practice. | |

**Tuesday**

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| **Level 7 Sessions:** |
| With a focus on building a poverty aware practice, in this spotlight session Dr Amanda Nuttall draws upon her research to breaks down and challenges our assumptions on the attainment gap. |

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| **Self-Directed Reflection Session: 2:00-4:00** |
| Spend some time reflecting on what you feel you would like your class teacher or School Mentor to know about what you have learned from your ITAP sessions. |

**Wednesday and Thursday: Application in School Contexts**

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| **Overview of Expectations** |
| **The Big Question** |
| **What is the Power of a Question?** |
| **Overview** |
| During this short block of School Experience you will have the opportunity to observe, practice and apply the skills that you have developed during university-based ITAP sessions. With the support of expert colleagues in school, you will consider the power of the questions across the age phases and/or classes and gather strategies for using questioning that you can apply in your teaching. By the end of week 1 of ITAP you should feel more confident in asking the right questions at the right times and be able to explain why you have chosen a specific question in your planning and teaching. |
| **Reading** |
| The Bell Foundation (n/d) Great Idea: Questioning Strategies accessible from: [Questioning strategies - The Bell Foundation (bell-foundation.org.uk)](https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/questioning-strategies/) |

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| **Trainee Tasks** | **School Mentor/Class teacher Tasks** |
| Make sure that you have shared your reflections of what you have learned in Centre-based Training with your class teacher or School Mentor.  **Observation Tasks**   1. Observe one lesson in the age phase that you are not currently working in. Where possible:  * For Early Years specialists, arrange to go into a Key Stage 2 class. * For Later Years go into reception or nursery. * If you are placed in a single age phase setting and this is not possible, you should complete these observations in a different class or setting.  1. In addition to the above, observe another lesson in your own age phase in a subject other than English (literacy) or Maths.   As you observe these lessons, use the scaffold overleaf to keep you attention on the questions that the teacher asks to elicit learning.  **Teaching Task**  You should also teach **one** lesson this week and produce a full plan for this lesson. Make sure that you are specific about the questions that you will use in your lesson, who you will target these to and the information you hope to gain from this. Your class teacher or School Mentor should observe you and give you some feedback on the quality of your questioning. | * Watch the Curriculum Connections video that outlines the purpose of this short block of School Experience. * Talk to the Trainee about what they have learning about assessment so far and what they hope to find out about during their time in school. * Ensure that they can carry out observations both in their own class and elsewhere as outlined in the Trainee task. * Ensure that they are observed teaching and have received feedback that relates to their questioning. * Talk to them about what they notice about assessment in different classes/age phases. |

**Exploration Scaffold: Questioning**

*You should keep one scaffold and add to this across both observations this week.*

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| **Date:** |  | |
| **Subjects/ Areas of learning** |  | |
| **What I hope to find out about questioning in these observations. What I am looking for.** | | |
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| **Questioning Strategies in Action (Try to find at least 5)** | | |
| *You should look for examples of: Cold Calling, Show Me Boards, Process Questions, Checking for Understanding, Probing questions, Multiple choice, Hinge questions, Diagnostic Questions. There will be others so feel free to add your own.* | | |
| **Type of Questions** | | **How was the strategy used?**  *At what point of the lesson? How was it targeted? How was time was allocated for responding? How did the children respond? How did the teacher respond?* |
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| **Notes from the Conversation After the Lesson with the Colleague that you Observed** | | |
| * Which questions do you use the most? Why? * What happens if children don’t know the answer to a question, what do you do? * How do you know which children to target questions to? | | |
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**Observation Scaffold for Class Teachers/School Mentors Observing Trainee Teaching: Questioning (Responding to questions)**

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| **Core Competency** | | |
| **Use Questioning with purpose** | * A mixture of open and closed questioning opportunities is included on planning and used when teaching lesson. * Pupils are prompted to elaborate when responding to questioning to check that a correct answer stems from secure understanding. | * Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class and build involvement and motivation. * Thinking time techniques are deployed effectively to maximise student engagement. |

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| **Before the lesson** | *Review of planning. To what extent has the Trainee planned to ask a wide range of questions to elicit learning? Can they explain why specific questioning strategies have been chosen?* |
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| **During the lesson** | *Please note examples of the questions that are asked. How were they asked? What was the responses from the children and the response of the Trainee?* |
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| **After the lesson discussion** | *To what extent does the Trainee feel their questioning was successful? What did they learn about learning? What might they do better next time?* |
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|  | **Targets/Areas for Development** | **Actions to Achieve Targets** |
|  | *Please use the language of the core competencies to set targets* | *What you can do to show progress against these areas* |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

**Friday: Data and Assessment**

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| **Session 4: 9:00-11:00** |
| You will:   * Identify the types of data collected in primary schools and explain how this data is used to monitor pupil progress and inform teaching. * Analyse how data can be used to plan targeted interventions and adapt lessons to meet the diverse needs of pupils. * Reflect on insights shared by expert colleagues, demonstrating an understanding of real-world applications of data in supporting pupil achievement. |
| **Session Content** |
| In this session, we will explore how data is used in primary schools to monitor pupil progress and inform teaching. You will learn about the different types of data collected, how it is interpreted, and how it guides planning and interventions to meet the needs of all learners.  To deepen your understanding, we’ll be joined by a panel of expert colleagues from schools, who will share their insights and experiences in using data effectively to support pupil achievement. |

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| **Session 5: 11:00-1:00** |
| By the end of this session, you will:   * Analyse sequences of learning to identify strategies that effectively support pupil progress in lessons. * Evaluate their responses to incorrect or incomplete pupil answers, understanding how to turn these moments into opportunities for learning. * Understand the key factors that influence how feedback is delivered, ensuring it is constructive and supports pupil progress. |
| **Session Content** |
| In this session, we will analyse sequences of learning to identify the specific strategies that enable pupils to make progress in lessons. A key focus will be on what happens when questioning doesn’t go as planned—when pupils answer incorrectly, misunderstand, or refuse to engage. Drawing on your observations from school, we will explore how you have responded to these situations and the impact of your responses on learning. Together, we will reflect on how to use these moments as opportunities for deeper understanding and improvement, considering the factors that inform effective feedback and support pupil progress. |

# ITAP Week 2: Session Details

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| **The Big Question: How do teachers harness the power of assessment, and why does it matter?** |

**Monday**

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| **Sessions: 9:00-11:00, 11:00-1:00, 1:00-4:00** |
| Today’s sessions will explore the subject- and age-phase-specific considerations necessary for assessing learning effectively. Building on the learning from ITAP2 Week 1, we will emphasise the critical role of strong subject, content, and pedagogical knowledge in enabling teachers to make accurate and meaningful assessments.  For detailed session content, please refer to the relevant subject pages on Moodle.  After the sessions, you will be expected to reflect on your key takeaways and share these insights with your School Mentor or class teacher during your time in school on Wednesday and Thursday this week. |

**Tuesday**

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| **Level 7 Sessions:** |
| **Metacognition, motivation, and the growth mindset with Jill Harland, Headteacher Brudenell Primary School.**  In this session we will consider the following:   * Developing a sustainable culture of learning * The importance of talk and categories of dialogic feedback * Introduction to growth mindset * The power of feedback |

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| **Self-Directed Reflection Session: 2:00-4:00** |
| Spend some time reflecting on what you feel you would like your class teacher or School Mentor to know about what have learned from your ITAP sessions this week. You should be fully prepared for teaching on Wednesday and Thursday. |

**Wednesday and Thursday: School Experience**

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| **Overview of Expectations for School Experience** |
| **The Big Question** |
| **How do teachers harness the power of assessment, and why does it matter?** |
| **Overview** |
| During these two days in school, you’ll uncover how assessment drives pupil progress by observing and reflecting on its role in real-time teaching. Explore how teachers gather and use assessment data to monitor learning, adapt their approaches, and deliver impactful feedback. This **ITaP experience** is designed to enrich your understanding of assessment’s critical role in the classroom, preparing you for Stage 3 of your training, where you’ll take greater responsibility for planning to ensure progression. Additionally, it offers a valuable opportunity to gather insights and evidence to support your Level 7 studies. |
| **Reading** |
| Sherrington, T. (2021, July 12). *What is the purpose of assessment in education?* Teacherhead. <https://teacherhead.com/2021/07/12/what-is-the-purpose-of-assessment-in-education/> |

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| **Trainee Tasks** | **School Mentor/Class teacher Tasks** |
| During these two days you will not be expected to teach but rathe will use the time to observe, collect, discuss, and reflect on your own experiences of assessment.   1. Select one of the assessment-related targets from your Stage 2 Assessment Report. Reflect on this target in your Development Record and, with the support of your School Mentor, identify specific actions you need to take to address it during your Stage 3 training. 2. You should use this target as a focus for your observation of an expert college during these two days. As you observe, complete the LTU lesson plan in reverse, noting on this plan the strategies for assessment that are included in the lesson. You can download the pro-forma from the LTU webpage [Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/) 3. Choose one of the six children you have been focusing on during this placement. Ensure that you have gathered information and evidence about their progress in the **foundation subjects or specific areas of the EYFS**. Discuss their progress with your class teacher, reflect on the evidence you have collected, and consider what it reveals about their learning journey. 4. Arrange a visit to either the class or age phase you will work with in Stage 3. Focus on understanding what assessment looks like at this stage. If assessment data for your new class is available, review it and reflect on what it tells you about pupil progress and needs. | Watch the Training Video that outlines the purpose of the ITAP.   * 1. **Supporting the Assessment-Related Target** * Discuss the Trainee’s Stage 2 Assessment Report target with them, helping to clarify expectations and focus areas that relate to the assessment domain. * Share examples of effective assessment strategies or resources that align with the Trainee’s target.   1. **Facilitating Observation of an Expert Colleague:** * Arrange for the Trainee to observe an expert colleague who demonstrates effective use of assessment strategies.   1. **Collating Information on Pupil Progress:** * Guide Data Collection: Help the Trainee understand what evidence to gather about the selected pupil’s progress in foundation subjects or specific areas. * Facilitate Discussion: Engage in a conversation with the Trainee about the evidence they collect, offering insights and helping them interpret what it reveals about the child’s learning. * Encourage Reflection: Support the Trainee in considering how this evidence informs teaching strategies and next steps for pupil progress.   1. **Looking ahead to Stage 3** * Coordinate Visits: Help the Trainee arrange a visit to their Stage 3 class or age phase by liaising with relevant staff if appropriate. * Prepare for Observations: Offer guidance on what to look for during the visit, particularly in terms of assessment practices. * Facilitate Data Review: Provide access to assessment data for the new class and guide the Trainee in analysing it to understand pupil progress and needs. |

**Friday**

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| **Session 9 9:00-11:00** |
| This drop-in session offers an opportunity to connect with tutors to discuss your experiences of this ITAP and receive additional feedback on the key themes covered in the sessions. You’ll also have dedicated time to prepare for the upcoming **Pupil Progress Panels**, scheduled for the final session of this ITAP. Take advantage of this session to clarify any questions, deepen your understanding, and ensure you’re ready to engage confidently in the panel discussions. |

**Critical Panels**

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| **Session 10: 11:00-1:00** |
| By the end of this session, you will:   * Analyse and interpret evidence of a pupil’s progress, using work samples and assessment data from foundation subjects. * Participate in meaningful professional dialogue, using evidence and reflections to discuss pupil progress and share insights to enhance collective learning. * Articulate how their observations and experiences during ITAP have informed their understanding of assessment and planning, and how this learning will shape their future practice. |
| **Session Content** |
| This ITAP will conclude with a Pupil Progress Panel, where you will share your insights and reflections from the two ITAP weeks. Your presentation will focus on the progress of the child you are writing about in Part 2 of your PED7313 assignment, bridging your practical experiences with academic analysis. To prepare, you will need to create a presentation (maximum 5 slides) that highlights your learning and include samples of work *from the foundation subjects or specific areas of the EYFS* to discuss with your peers.  In preparing your presentation you could include the following   * Context of the Child’s Learning: * Provide a brief overview of the child, including age, learning needs, and any relevant background information (e.g., SEND, EAL, or other considerations). * Highlight the focus of your observations and the specific foundation subjects or areas of learning you have analysed. * Evidence of Progress: * Share examples of the child’s work from foundation subjects, showing evidence of their progress over time. * Use assessment data, observations, or anecdotal records to illustrate the child’s learning journey. * Strategies Used to Support Progress: * Reflect on the teaching and assessment strategies that have been most effective in supporting the child’s development and how these relate to your reading. * Discuss how these strategies were adapted to meet the child’s individual needs and the impact they had. * Analysis and Reflection: * Explain what the evidence reveals about the child’s learning, including strengths and areas for development. * Reflect on how this experience has informed your understanding of assessment and progress in the classroom. * Implications for Future Practice: * Discuss how your learning from this experience will influence your approach to planning, teaching, and assessing in the future, particularly in relation to your Stage 3 training.   **Structure of the Pupil Progress Panels.**  After a brief introduction by your tutor, you will be divided into small groups of around six of your peers.   * You will each have 10 minutes to present to the group an overview of what you have learned from your ITAP experience both at the centre but also during your School Experience. * You should prepare a short PowerPoint (no more than five slides) to help organise your thoughts that can be uploaded to Moodle after the Critical Panel. * At the end of the critical panel your group will come together to reflect upon the Big Question that you were asked at the start of this ITAP. * You tutor will circulate as you present and may drop in and out of the presentation as they formatively assess your work. |

# Checklist ITAP 2: Developing Assessment Literacy

Checklist of what needs to be uploaded to your Abyasa Portfolio at the end of this ITAP.

|  |  |
| --- | --- |
|  | Tick when uploaded |
| Exploration Scaffold: Questioning |  |
| Planning that includes details of questions. |  |
| School Mentor/Class Teacher Observation Scaffold: Questioning. |  |
| Lesson Plan that was completed during observation of an expert colleague. |  |
| Presentation (Uploaded to Moodle) |  |

# Recommended Reading

Alexander, R. J. (2020). *A dialogic teaching companion*. Routledge.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working Inside the Black Box: Assessment for Learning in the Classroom.

Black, P. J., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. GL Assessment.

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability (Formerly: Journal of Personnel Evaluation in Education)*, *21*(1), 5. https://doi.org/10.1007/s11092-008-9068-5

Booth, N. (2017, September). *What is formative assessment, why hasn’t it worked in schools and how can we make it better in the classroom?* Impact. https://impact.chartered.college/article/booth-what-formative-assessment-make-better-classroom

Chambers, A. (2011). *Tell me: Children, reading and Talk: with the reading environment*. The Thimble Press.

Christodoulou, D., & Wiliam, D. (2016). *Making good progress? The future of assessment for learning* (NEW edition). Oxford University Press.

Fletcher Wood, H. (2018). *Designing Professional Development for Teacher Change*. Institute for Teaching.

Rosenshine, B. (2012). *Principles of Instruction: Research-Based Strategies That All Teachers Should Know* (Vol. 36).

Sherrington, T. (2019). *Rosenshine’s principles in action*.

Wiliam, D. (2018a). *Creating the schools our children need: Why what we’re doing now won’t help much (and what we can do instead)*. Learning Sciences International.

Wiliam, D. (2018b). *Embedded formative assessment* (Second Edition). Solution Tree Press.

Willingham, D. T. (2021). *Why don’t students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*.

Wragg, E. C., Brown, G., & Wragg, E. C. (2001). *Questioning in the primary school* (Rev. ed). Routledge Falmer.