| Primary Undergraduate Developmental Placement | | | |
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| **Week 6 Strand Focus: Assessment** | | | |
| The ITE Curriculum is a joint venture between university-based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools | | | |
| The ITE Curriculum in University | | | |
| *Learn That…* | | Summative assessment can be used to set targets and monitor progress | |
| High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. | |
| Feedback should support pupils to monitor and regulate their own learning. | | There should be direct involvement of support staff in assessing and recording pupil progress | |
| Pupils should be involved in the assessment process | | An important goal of assessment is “closing the gap” | |
| Formative and summative assessment are differentiated more by use and purpose than format. | | *Learn How…* | |
| Formative assessment is used in the classroom | |
| The ITE Curriculum in school | | | |
| *Mentor to work on with the trainee* | | | |
| Discuss the importance of changing a lesson based on formative assessment. Observe this in action and discuss it. | | Look at the school assessment/marking policy and relate this to what you’ve seen in class. | |
| Identify how a pupils’ next steps in learning is communicated to them. | | Discuss how to plan formative assessment  opportunities in lessons, including  self and peer assessment. | |
| Discuss different ways to formatively assess and identify what pupils have done well and what they need to do to improve. | | Discuss how feedback should support pupils to monitor and regulate their own learning. | |
| Composite knowledge/understanding/skills | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| Feedback must be high-quality and can be in unwritten or verbal form. | 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. | | With expert colleagues, plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding. |