

Assessment

The following 'Learn that' statements have been addressed through taught sessions, both in Whole School Issues and in Maths. The 'taught sessions' referred to below are maths specific sessions.

Learn that....

1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.
4. To be of value, 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.
5. 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.
6. Over time, feedback should support pupils to monitor and regulate their own learning.
7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

Corresponding Taught Sessions

The Effect Use of Assessment and Feedback in Maths
Effective Lesson Planning
Effective Use of Homework (Feb)

Learn How To....

Avoid common assessment pitfalls, by:

- Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).
- Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).

Check prior knowledge and understanding during lessons, by:

- Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Using assessments to check for prior knowledge and pre-existing misconceptions.
- Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
- Monitoring pupil work during lessons, including checking for misconceptions.

Provide high-quality feedback, by:

- Discussing and analysing with expert colleagues how pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).
- Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.
- Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self assessment.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Focusing on specific actions for pupils and providing time for pupils to respond to feedback.

Make marking manageable and effective, by:

- Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes.
- Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback.
- Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Using verbal feedback during lessons in place of written feedback after lessons where possible.
- Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

Mentor Meeting Activity

Pre Reading: Familiarise yourself with your host school's marking and feedback policy.

Key questions: How does this promote efficient feedback? How does it inform teachers/pupils of misunderstandings? What does follow up look like?

Complete a practice maths GCSE Higher and Foundation paper and mark your work using the mark scheme, try to annotate your work with M1, P1, A1, B1 and C1 where appropriate. Do the same with a set of maths A Level papers, again to identify where marks are awarded. If possible, familiarise yourself with the examiner's report for these papers and consider the reasons why some topics/ questions are answered more / less accurately than others.

Key question: How would this inform your teaching of these maths topics?

Complete a set of KS2 SATs papers to familiarise yourself with curriculum content prior to KS3.

Review together a set of marked maths books and clarify how the school marking and feedback policy has been used in practice. What are the important things for a maths teacher to look for? This should help to model expectations and the rationale behind them.

Discuss how summative assessment is built into the scheme of work, when these assessments take place and what are the follow up actions (for example DIRT, interventions, reporting data that take place).

Review the class data for a group to be taught by the trainee and discuss how this informs judgements on the content of lessons, in class questioning and seating plans. What data is needed by a maths teacher? (For example literacy data is important)

Discuss the grading process for reporting data and how this is used on both a class and cohort level.

Follow up Activity

'Shadow mark' a sample of summative assessments (topic tests or mock exams for example). Photocopy a selection of unmarked tests, ideally at least one from a higher, middle and lower attaining student and mark them using the mark scheme. Then compare your accuracy with the class teacher and discuss any discrepancies.

Observe a lesson, making a list of all of the formative assessments that take place (for example RAG multiple choice questions, diagnostic questions, paired discussion, mini plenaries, secret voting on hook questions, completion of exit tickets). Discuss with the class teacher the purpose of these techniques and planned follow up actions. Incorporate some of these techniques in the planning of your next lesson / lesson segment.

Similarly, in another observation, note how feedback (written and verbal) is given during a lesson, whether to individual students or the whole group.