

Supporting the Teaching of Geography through the CCF



CCF 6: Assessment

(Standard 6 – ‘Make accurate and productive use of assessment’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Avoid common assessment pitfalls	Use part of a mentor meeting to discuss summative assessments conditions, the best places to access externally validated materials and how to create robust assessment materials when these are not available.	Focus a mentor meeting on summative assessment, signposting places to access externally validated assessment materials and co- analysing performance data for a class the trainee has taught (and summatively assessed), with a discussion around the implication of students’ performance for future planning and teaching.
	Following a summative assessment for a class that you teach, look at patterns of performance over a number of assessments and discuss the implications of students’ performance with your mentor.	
Check prior knowledge and understanding during lessons	Develop a number of phrases, which enable you to prompt pupils to elaborate when responding to questioning. Analyse your effective use of these with your mentor/ host teacher following a lesson observation.	Focus part of a lesson observation and feedback on how the trainee prompts pupils to elaborate when responding to questioning.
Provide high-quality feedback	Alongside your mentor, co-create a self assessment task, where you share model work with the students to aid the process of self assessment. This could include the use of a visualiser where appropriate.	Work with the trainee to co-plan a self assessment task, where the focus is on sharing model work to aid the process of self assessment.
	Plan and deliver a DIRT (directed improvement and reflection time) session following a summative assessment, focusing on specific actions for pupils to respond to feedback.	Use part of a mentor meeting to discuss the planning of the DIRT session and approaches that are used by expert colleagues to encourage effective pupil responses to their teacher feedback.
Make marking manageable and effective	Mark/ give feedback on a piece of work by using abbreviations and codes in written feedback.	Signpost any school/ departmental policies with regards to coded feedback.
	Consider ways of using whole class feedback to highlight errors related to misunderstandings, rather than careless mistakes when marking.	Deconstruct the approach and offer feedback on the use of whole class feedback, where this has been used by the trainee.

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