

Early Career Framework

Module four - How can you use assessment and feedback to greatest effect?

Module four is available for you to access on [Brightspace](#). ‘**How can you use assessment and feedback to greatest effect?**’ focuses predominantly on the statements outlined in Standard 4 of the Early Career Framework.

Subject matter expert

This module has been designed in conjunction with subject matter experts Professor Rob Coe, Mick Walker, and Professor Stuart Kime from Evidence Based Education.

Seminars

The focus for the two training sessions for this module are:

Seminar 1: Structuring questions to anticipate and identify misconceptions

This training seminar is focused on how ECTs can effectively structure questions to anticipate and identify misconceptions. It will also develop your understanding of how to plan and respond to pupil misconceptions. During the session, you will look at how to design effective questions which enable you to make valid formative inferences. You will consider how to use the feedback provided to adapt and respond to pupil understanding and decide next steps.

Seminar 2: Peer and self-assessment

This training seminar will focus on effectively utilising peer and self-assessment. During the seminar you will develop your knowledge of assessment principles and look at how you can plan for effective self and peer assessment. It will also look at some of the evidence that supports the use of peer and self-assessment, and you will have time to work on how you could include peer or self-assessment in an upcoming lesson.

Prior to each seminar, please ensure you have prepared by completing activities on the module 4 seminar preparation pages on Brightspace.

Self-directed study

The module’s self-directed study content is broken down into five sessions:

What makes assessment effective?

This session will focus on what effective assessment is and explores the purpose and focus of assessment tasks. Professor Rob Coe is our expert in this session, and he will outline why assessment is such a powerful teaching and learning tool.

Planning for effective assessment.

This session will support ECTs to consider how and where they could include assessment opportunities in lessons. It will build directly on learning from session 1 by reiterating that assessment needs to be driven by purpose. The session will also consider hinge questions and how these can be used effectively to identify misconceptions.

Monitoring misconceptions.

In this session ECTs will consider how they can monitor pupils' independent practice for misconceptions and covers how and when to give feedback. This session also refers to the reading in the stretch session as it explores the differences between mistakes and errors in the classroom and how to effectively manage both.

Making feedback purposeful and meaningful

This session explores strategies for giving different types of feedback. We hear from our expert Mick Waller who shares how skilled teachers identify what feedback will have the biggest impact on pupil progress and then share in an effective way. The session also looks at the use of peer and self-assessment and how it is important for teachers to provide models and give structure to pupils to enable them to master the use of each. Professor Stuart Kime highlights the importance of providing examples and clear success criteria so that pupils can develop their mental models of effective feedback.

Summative assessment.

This final session is slightly shorter and covers what summative assessment can tell a teacher about a pupil's progress and how teachers can analyse patterns of performance in data.

Stretch content

The stretch content for this module focuses on examining the evidence around written feedback. It is based on '[A Marked Improvement](#)' a literature review of written feedback released from colleagues from the DfE, the University of Oxford and the Education Endowment Foundation (EEF).



Programme Guide

Your programme guide will outline the online study materials, seminars, and the focus of weekly mentor interactions. This can be found in the resources section of [My Teach First](#)