For internal use only

Do now

True or false?

1. Assessment should only take place at the end of a unit of work.
2. Questioning can be used as a form of assessment.
3. The main purpose of assessment is to inform parents of where their pupils are at.
4. Tests and quizzes are an effective form of assessment.

For internal use only

Introduction to assessment

DP / facilitator name

@teachfirstuk
teachfirst.org.uk
Teach First
@teachfirstuk



Seminar objectives P13

By the end of this seminar, you will:

- understand the importance of assessment
- know the difference between formative and summative assessment
- know what an exit ticket is and what makes one effective

For internal use only

Related ITTECF statements

Learn that…	Learn how to…
Classroom Practice (Standard 6 – Make accurate and productive use of assessment)	
6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. **6.2** Good assessment helps teachers avoid being over-influenced by potentially misleading factors such as how busy pupils appear. **6.3** Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.	

For internal use only

For internal use only

Do now

True or false?

1. Assessment should only take place at the end of a unit of work. **False**
2. Questioning can be used as a form of assessment. **True**
3. The main purpose of assessment is to inform parents of where their pupils are at. **False**
4. Tests and quizzes are an effective form of assessment **True**

For internal use only

For internal use only

Purpose of assessment

Identify what pupils have learnt and understood.

Identify what pupils do not understand and therefore, what needs to be retaught.

Report achievements to pupils and parents or carers.

Provide evidence towards accountability of teachers, governors, schools, government.

Discuss:
How will assessment support you on a daily basis?

For internal use only

Types of assessment

- Early years baseline
- Early years foundation stage profile
- The Phonics Check
- End of key stage assessments such as SATs and GCSEs
- Teacher assessment
- Questioning
- Observation
- Low stakes quizzes
- Peer and self-assessment



For internal use only

Summative and formative

Summative

Assess what has been learnt

- Report achievements to pupils and parents or carers.
- Provide data to hold teachers and schools to account.
- Monitor the national standards of learning and achievement.

Formative

Adapt teaching to enable progress

- Identify pupils' progress towards their goals.
- Plan what the next steps in teaching should be.
- Ensure you provide the right support to the right pupils to help them progress.

For internal use only

For internal use only

Summative or formative?

Discuss: Read through the scenarios and decide whether their purpose is formative, summative or either.

A teacher has just finished explaining what a fraction is and asks pupils some questions to check if they have understood before moving on. **Formative**

Pupils complete their GCSE exams. **Summative**

Following a lesson on Nazi Germany, a teacher sets an essay question for pupils to complete. **Either**

At the end of a lesson on embedded clauses, a teacher asks pupils to write down an example of an embedded clause on a post-it note and write their name at the top. They then collect the post-it notes in to see whether they need to adapt their teaching the next lesson. **Formative**

For internal use only

For internal use only

Formative assessment

"When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information."

(Dylan Wiliam, 2011)

For internal use only

For internal use only

Formative assessment



Discuss:
What is formative assessment?

When should it take place?

Why is it so important?

Why shouldn't assessment only take place at the end of a lesson?

For internal use only

For internal use only

Knowledge check

True or false?

Pupils learn what you teach so you should always follow your orig lesson plan.

False

Formative assessment should only be used at the end of a lesson

False

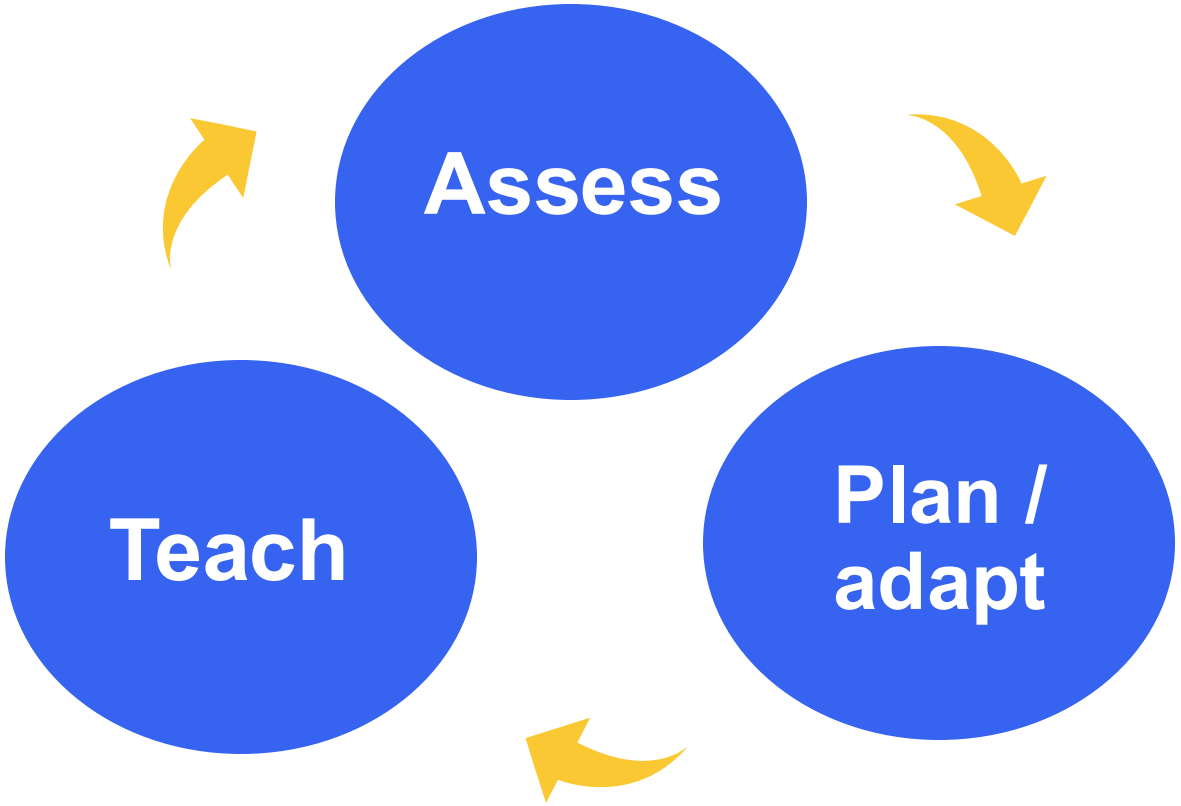
If your pupils don't understand a concept but you are teaching something different the next day, you should still move onto the n topic.

False

For internal use only

For internal use only

Assessment as part of a cycle



When?

- start of a lesson
- during the main teaching
- before setting pupils off on a task
- during the task
- end of a lesson

For internal use only

For internal use only

Exit tickets

End each lesson with an assessment of your objective.

Find out

What percentage of pupils correctly answered the question?

What mistake did those who got it wrong make?

Why did they make that mistake?

Success criteria

- Be quick: Q1–3.
- Provide data.
- Vary in format.
- Inform next steps.

For internal use only

For internal use only

Exit ticket

Discuss:

Do you think this is an effective Exit ticket?

Why/why not?

Success criteria:

- Be quick: Q1–3.
- Provide data.
- Vary in format.
- Inform next steps.

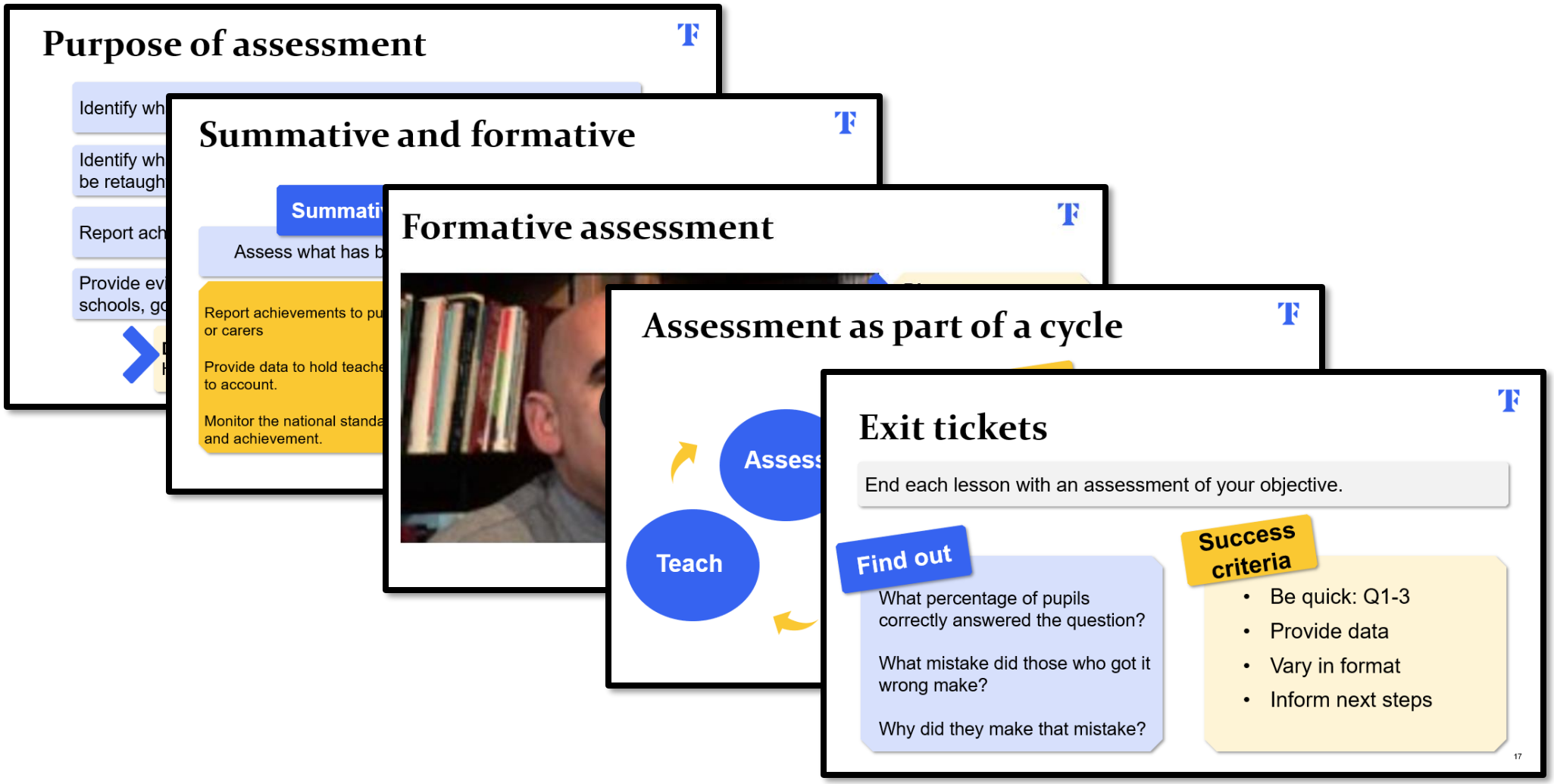
Learning objective:
Use an embedded clause in writing.

1. **Does this contain an embedded clause?** After finishing his lunch, Oliver still felt hungry.
2. **Why is this incorrect?** Oliver Twist, who was very brave asked for more.
3. **Write your own embedded clause:**

For internal use only

For internal use only

Summary



For internal use only

Key takeaways P13

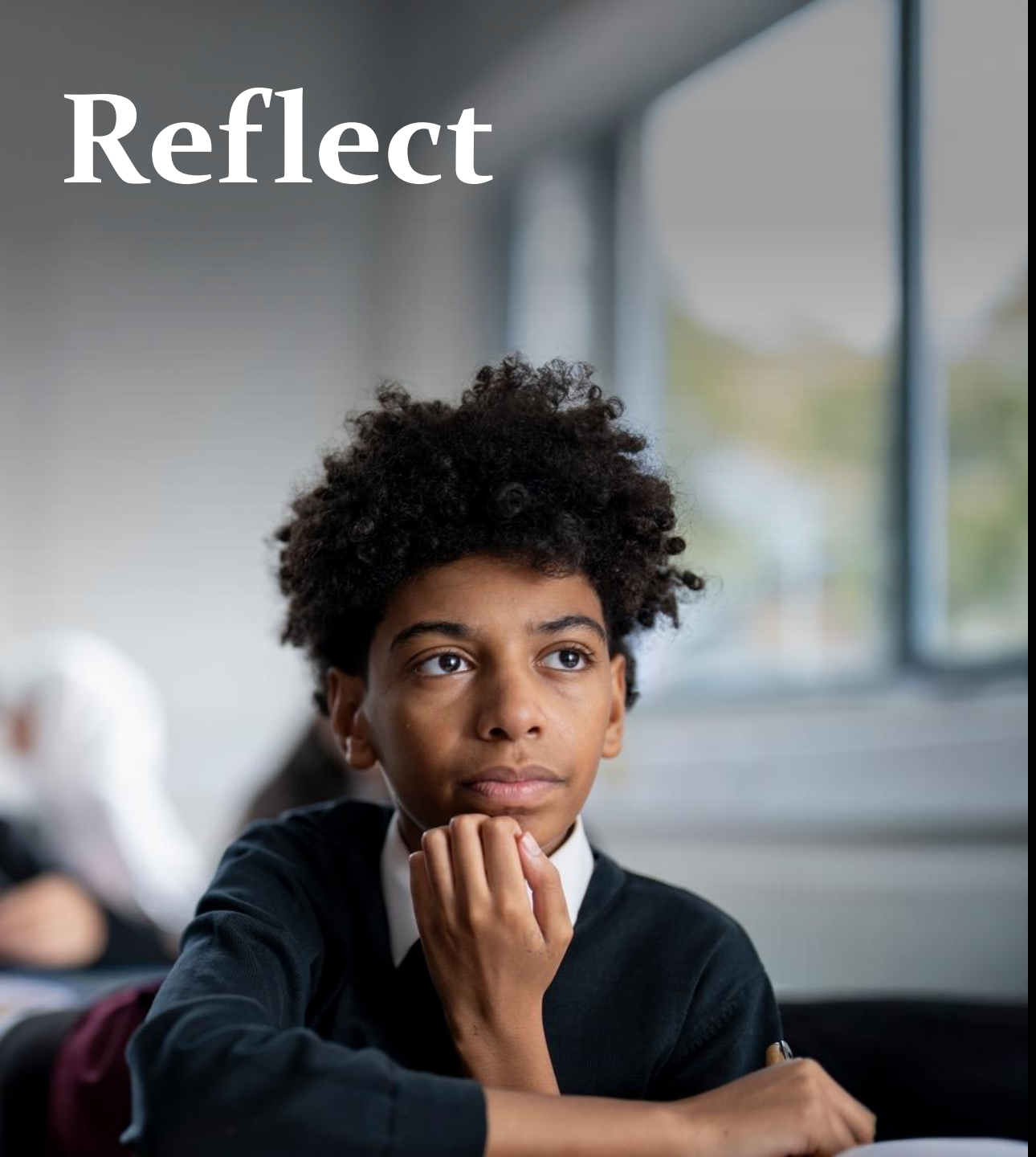
Safeguarding Part 2

In the session, you'll

- Know three additional areas of safeguarding
- Know the indicators of these three areas
- Have identified the most appropriate responses to possible safeguarding scenarios

Key Takeaways:

Reflect



Reflect:

Consider your upcoming lesson observation:

- What will your focus be?
- What will you be looking for?
- What do you expect to see?

4 minutes


Rewrite the future

Thank you.

teachfirst.org.uk

Thank you to the pupils at our partner schools who supported us with the photography in this presentation. All images within the presentation are licensed to Teach First and for the use only for Teach First employees when talking about our work.

Teach First is a registered charity, no. 1098294

@teachfirstuk teachfirst.org.uk

References

Lemov, D. (2015) Teach Like a Champion 2.0. John Wiley & Sons.

Wiliam, D., quoted in Rubin, C.M. (2011, September 20). The Global Search For Education: What Did You Learn Today? *The Huffington Post* http://huff.to/29uguho

William, D. (2016, July 15). *Dylan William: Formative Assessment* [Video]. YouTube. https://www.youtube.com/watch?v=sYdVe5O7KBE