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| **Professional Development Activities for Initial Teacher Training** |
| **PHASE 3:**  **Extending Teaching and LEARNING WORKING towards QTS**  The Professional Development Activities are an essential part of the Initial Teacher Training Programmes at LJMU. They are investigatory activities designed to bridge the perceived gap between theory and practice. They provide trainees with the opportunity to evaluate and reflect upon teaching, learning and assessment and professional skills. They also provide evidence of meeting the Teachers’ Standards. The PDAs are linked to the Phases of Training and should provide a focus for weekly training meetings and target setting activity. |
| **2013-14** |

**PHASE 3: QUALIFYING TO TEACH: Moving from Good to Outstanding**

**Context:** *‘Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning.’ (Walters 2009)*

Assessment is a complicated and multi-faceted aspect of a teacher’s work. You will be expected to assess pupils’ work and feedback the results of this assessment to help them to progress and develop. You will also be asked to use assessment to feed forward into your planning. It has been recognised by Ofsted that teachers do not always make effective use of assessment (Stanley 2007).

To become a good teacher you will need to be aware of the importance of assessment for public accountability and also how the use of assessment can significantly improve teaching and learning.

The following Professional Development Activities should enable you to deepen your understanding of assessment and classroom practice. Over your training course your University sessions, independent research and previous work on placement will have developed and extended your knowledge of the subject you are training to teach. At Phase 3 your subject knowledge should enable you to analyse pupils’ learning and make decisions about what should be taught next and how it should be taught. You will be engaged in translating this into suitable and appropriate learning activities for pupils using the professional skills such as planning, preparation, considering individual needs, maintaining a positive classroom climate and in monitoring and making assessments of pupils’ progress and attainment. Phase 3 will involve you in putting all these aspects together confidently and competently.

Gove 2011 states that teachers should be committed to *‘raise the attainment for all children.’* To be awarded QTS you must ‘set high expectations which inspire, motivate and challenge pupils’ (S1)

The Reform of the National Curriculum in England Equalities impact assessment document July 2013 states the following:

*‘The removal of the national curriculum levels creates genuine opportunities for greater school autonomy over assessment and will focus teaching on the core content rather than on a set of opaque level descriptions. The curriculum review’s Expert Panel (2010) set out clear evidence that the current levels system can lead to teachers concentrating on giving the pupils the right ‘label’, rather than on setting high expectations for all pupils (S1) rather than putting measures in place to ensure that they receive the support they need in order to achieve’*

Each PDA will focus specifically on achieving competence in the standards applicable to Assessment, Monitoring and Giving Feedback’ and to be able to understand the issues relevant to schools and subjects in recognising ‘all’ educational achievement. They will involve you in professional development through a climate of ‘learning conversations’ with school tutors where you will be able to articulate and explain the rationales behind assessment practice.

Place notes from the Reflective Activities as Evidence of meeting the Standards on the Portfolio of Professional Development. Each PDA should be on a separate document.

**Useful Reading Material for all Phase 3 PDAs:**

ARG (2002b) 10 Principles of Assessment for Learning <http://www.assessment-reform-group.org/publications.html>

Black, P. and Wiliam (1998) Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice 5 (1): 54-59

Black, P; Harrison, C; Lee, C; Marshall, B and Wiliam, D (2003) Assessment for Learning: Putting Principles into Practice OUP

QCA (2008j) Formative Assessment: Implications for Classroom Practice

QCA (2009) Assessing Pupils’ Progress: Putting the learner at the Heart of Assessment.

QCDA (2008) Assessing Pupils’ Progress: Assessment at the Heart of Learning. Qualifications and Curriculum Development Agency (QCDA) pp. 3-7

Fautley, M. And Savage, J. (2008) Assessment for Learning and Teaching in Secondary Schools Learning Matters

DfE (2011) How do pupils progress during Key Stages 2 and 3?

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| **Phase 3: PDA 1: Unit of work, sequences of learning and associated monitoring and tracking pupils’ progress (S2 and S6)** |

**TASK 1:** **Planning for Learning and Assessment**

Whilst on Phase 3 placement you will be planning units/topics of work, select **2** of

thesethat will run for at least four weeks. It is acceptable to use units you have

written as an assignment if it is suitable for use in the school. You must discuss this

with your School-based tutor.

Your partner establishment may provide you with ready-written units of work for all

of the classes you teach. If this is the case you should rework two of them (using

the standard LJMU planning proformas) and produce a series of outline lesson

plans.

**Things to consider are** - what do you want the pupils to learn, what are the outcomes of learning, what do they need to do and find out, how do pupils know how well they are doing, how do you monitor this, what strategies will you employ to find out, what will you do with the evidence?

An assessment should be a worthwhile learning experience for pupils rather than just measuring what they have learned. Assessment should be deliberately and thoughtfully planned into a series of teaching and learning activities.

**Plan the units and highlight evidence of:**

* a **baseline assessment** activity to establish the prior knowledge, understanding and skills of all of the pupils you are about to teach. You should also make notes on other baseline information you have collected e.g. special needs, group dynamics, behavioural issues, ability groups etc.
* how you have used the baseline information to identify **three** pupils to track their learning over the unit. You should choose one high, one middle and one low attaining pupil. Even if you are working with classes that are ‘setted’ they are still mixed ability; at best setting reduces the range of ability in the class.
* unit/lessons with clear **learning objectives** and **learning outcomes** which detail the **knowledge, skills and understanding** the pupils will gain over the four or more weeks.
* the **teaching approaches** to be used and how these provide **assessment opportunities.** Look at the **formative and summative** **assessment strategies (including peer and self assessment)** you will use to monitor pupils’ **progress** and **final attainment**.
* reference to any planning for **differentiation, personalised learning, special needs** and how **other adults** are being used to support the learning in the classroom (refer back to your understanding developed from Phase 2 PDAs)

**NB:** Include only information which will help to put the teaching and assessment of the child into a professional context. Be aware that others might have access to the information you include.

**TASK 2**:

**Monitoring and Tracking Pupils’ Progress**

**Teach the units of work** and **monitor** the progress and development of the identified pupils from the baseline assessment, progress made each week (against the lesson objectives – exceeding, achieving, not meeting with evidence of outcomes) and indicate the pupils’ attainment at the end of the period of learning (exceeding, achieving, not meeting with evidence of outcomes) against the unit objectives and outcomes to give a ***‘direct relationship between what pupils are taught and what is assessed’ (The Reform of the National Curriculum in England Equalities impact assessment document July 2013)***

Devise your own proforma to do this that allows you to record and track evidence of progress and attainment briefly and succinctly based (or use a school proformas if it enables you to answer the task)

From a lesson you have taught discuss with the school-based tutor examples of your analysis of the identified pupils’ learning and your appropriate response during and after teaching considering the following:

* your use of questioning, explaining, demonstrating, feedback and modifying the learning;
* how assessment influenced your future teaching and pupils’ learning and was reflected in your plans.

In both cases, make notes on how your assessment enhances your teaching and what impact did it have on the pupils’ learning.

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| **Phase 3: PDA 2: End of Unit Activity Assessing Attainment (S6 and S8) Reporting Progress (Part 2: Q3a/Q3b)** |

Ellis (2010) Learning to Teach in the Secondary School cites – *‘Summative assessment is more commonly associated with testing or making judgements about student’s’ overall achievement at the end of a period of time. It requires students to demonstrate their knowledge, skill or understanding**as a means of what* Harlen, Gipps, Broadfoot and Nuttall (1994) describe as *‘summing up and checking up’.* They describe it as *‘a picture of current achievement derived from information gathered over a period of time in order to set future targets.’* (Harlen et al 1994)

## TASK 1:

## Evaluate the extent to which the identified pupils have met the unit of work’s

## learning objectives. Identify the next stage for each of the pupil’s learning.

## Carry out an interview with each of the identified pupils; asking them to identify:

* What they feel they have learnt?
* What they feel would be the next stage in their learning?
* What specific targets they would set themselves?

## Compare the responses of the pupils in their interviews to the results of your end of unit assessment. How do they differ? What are the implications for your assessments? What are the implications for your teaching?

Discuss the results with your School-based tutor and make notes on what you have personally learnt by conducting these activities. Did the assessment activity have an impact on pupils’ learning and motivation?

Think back on the two units/topics you have recently taught. Focus on the assessment criteria and assessment for learning strategies (including peer and self assessment).

Make notes on the following:

* What assessment criteria did you use, how did you share it and how did this help the pupils?
* What kind of feedback did you give and how did this help to set targets with the pupils?
* Did formative assessment raise the standards of the pupils’ work?
* What assessment data did you generate and how did you use it to improve the teaching and learning?

**TASK 2:**

Find out the school’s policy and practice on writing reports to parents.  Note how often they are produced, their content and style.

For one class you teach, use your assessments and records to produce a written report in the school’s style for each pupil you have identified.

Compare your report with the school-based tutor’s assessments for the same pupils.  Note issues, which emerge from your discussion. In particular, discuss individual target setting for these pupils.

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| **Phase 3: PDA 3: Giving Feedback (S6) Homework (S4)** |

Feedback can either be verbal or written and both have an important role to play in supporting pupils’ learning. Verbal feedback is immediate and used extensively in teaching and learning and can be motivating if positive but can be a disadvantage if used indiscriminatingly (Dweck 2000 cited in Wilson and Kendall-Seatter 2010) who go on to say that written feedback is mostly used for feedback on homework or tests and has the advantage of allowing pupils time to consider their responses.

Feedback is the result of a diagnostic assessment activity as it provides information to the learner about their strengths, misconceptions and areas for development helping to close the gap in learning. Feedback is essential to help pupils know what they have done, how well and what they need to do next. Feedback will also involve peer and self assessment as well as teacher feedback.

**TASK 1: Verbal Feedback**

Annotate a sequence of lesson plans to highlight where teacher feedback and self and peer assessment feedback has taken place.

Discuss what forms the self and peer assessment can take and what you actually used. Discuss the effectiveness of teacher feedback compared with self and peer assessment feedback on pupils’ learning during the unit.

Consider the validity and reliability of self and peer assessment feedback compared with the teachers.

Make notes of your views.

**TASK 2:** **Written Feedback**

Gipps (1997) remarks that *‘there are an awful lot of smiley faces at the bottom of children’s work and very elaborate praise and stars and so on. They are fine for maintaining pupils’ motivation and making children feel good about it, but unless it’s accompanied by more direct specific advice about what to do to make the piece of work better it’s actually of very little help to pupils as a learning activity. It actually helps the pupils to be told directly but kindly, what it is they are not doing very well so that they know how to do it better’.*

Look at the National Strategy materials Unit 4

[www.nationalstrategies.standards.dcsf.gov.uk](http://www.nationalstrategies.standards.dcsf.gov.uk) and identify the factors that are important in written feedback.

Read the marking and feedback policy for the school/department.

Discuss with the PM/SBT the homework and marking policy and practice that takes place in the school/department.

Discuss with the SBT how the homework set in Task 5 has improved pupils’ learning, enabled you to monitor and assess their knowledge and understanding and how you can use this to plan future learning for the group and individual within it.

Plan a homework for a lesson you are teaching that is:

* Based on the learning objectives and outcomes of the lesson.
* Consolidates and extends the learning achieved in the lesson.
* Differentiated according the need.
* Has clear criteria shared with pupils and marking plan.

Show evidence of marking and giving individual feedback based on the identified factors from the National Strategy and the advice from Gipps.

Indicate how you plan to feedback to the whole group on the quality of the learning and any follow up.

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| **Phase 3: PDA 4: Professional Knowledge, Understanding and Professional Skills - Assessing Pupils’ Progress and Attainment (S6)** |

**Read:** QCDA (2008) Assessing Pupils’ Progress: Assessment at the Heart of Learning. Qualifications and Curriculum Development Agency (pp. 3-7)

QCA (2009) Assessing Pupils’ Progress: Putting the Learner at the Heart of Assessment.

**Present** National Curriculum: ‘Assessing pupils' progress (APP) was a national approach to assessment that puts the learner at the heart of the assessment process. APP not only provides a link to national standards, but also builds a more well-rounded individual profile of learners’ achievements that highlights their strengths and areas for improvement. The information APP provides helps teachers to tailor their planning and teaching and can support productive discussions between teachers, learners and parents.’

If assessment is to be useful to improve learning it should be planned into teaching and learning activities and becomes formative when the evidence is used to adapt the teaching to meet the learning needs Black et al 2003. This is usually takes place on a day to day basis and is referred to as Assessment for Learning.

Recently there has been lots of confusion about making judgements about pupils’ work using National Curriculum levels. Teachers have changed their ongoing assessment into a series of mini assessments. These take place on a ‘Periodic’ basis and should be formative in nature to ‘diagnose’ strengths and areas for improvement (using self and peer assessment), track pupils’ progress and build an evidence base upon which to make reliable judgements drawing on a wide range and variety of evidence related to national standards.

The **present** Government’s Expert Panel’s criticism of levels states *‘we believe that consistent assessment to levels is itself over burdensome, obscures parental understanding of the areas in which they might best support their child’s learning, and likewise weakens teachers’ clear identification of pupils’ specific weaknesses and misunderstandings.’*

The **new National Curriculum** proposal is that *‘the attainment targets for each national curriculum subject states that by the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study’.*

*‘Schools will be free to design their approaches to assessment to support pupil attainment and progression. The assessment framework must be built into the curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents’.*

**TASK 1:**

Carry out an assessment exercise based on National Curriculum or GCSE syllabus requirements.

The assessment exercise could be in the form of a piece of homework, a presentation, piece of writing, portfolio of work, oral or practical work or a core task and be evidenced through individual or partner/group work but should be part of the normal teaching and learning activity in the lesson. If this is the case it can be used formatively to help pupils understand where they are in their learning and what they need to do next and be used to build up a picture of achievement as an evidence base for meeting the **‘attainment target’** at various points during the year/key stage.

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| Describe the activity set |  |
| What is the subject knowledge / skill/ understanding required to complete the activity? |  |
| What subject knowledge/ skills/ understanding did the learner use? |  |
| What are you measuring the pupils’ progress and attainment against |  |
| What personal targets did the learner set as a result to improve their learning? |  |
| How will the evidence be used formatively and as a reliable picture of overall attainment? |  |

**TASK 2:**

Read as many articles as possible which include discussions on levels and make brief notes on their comments about the use of the levelling system. Use these notes as a basis for discussion at the weekly meeting with your SBT.

Look at the **new attainment target** for your subject and discuss with the SBT the knowledge, skills and understanding required for a given topic that you will be teaching in the 2 units of work identified in PDA 1.

Discuss with your school-based tutor other possible ways to assess attainment levels?

As a result of the discussion consider suitable periodic/core tasks/approaches that would enable you to collect evidence of ‘good progress and outcomes’ in the short, medium and long term.

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| Phase 3: PDA 5:  Using Records and National Data to improve Pupils’ Learning (S6) |

Teachers have access to a wide range of data about pupils’ prior attainment. Data

sets a parameter or expectation for future attainment. The data can be used by teachers and pupils to discuss progress and targets for improvement. They can also be used as a challenge to get pupils to surpass the predicted grade to show that they have added value beyond what might be expected, make comparisons with similar institutions, and look at how well they are performing with different types of pupils and where strengths and weaknesses lie in pupil attainment.

Data sets can be used for formative purposes but also for accountability and comparison.

**New Government** guidance and aspiration is that the increase the amount of data available on each individual pupil will help deliver a more personalised learning experience for pupils.

**Future Ofsted** Inspections will be informed by *‘whatever pupil tracking data schools choose to keep. Schools will continue to benchmark their performance through statutory end of key stage assessments including national curriculum tests.’*

**TASK:**

**Familiarise yourself with the current assessment data being used in the school and subject and how it is used to:**

* Set or group pupils for learning purposes;
* Plan for future teaching and learning including meeting individual and personalised needs;
* estimate potential;
* improve overall pupil and group attainment.

Discuss with your school-based tutor how the school /subject department evaluates performance and improves standards.

Provide evidence of using some form of assessment data to improve the teaching and learning for the pupils in one of your units.

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| **Phase 3: PDA 6:**  **Assessment in KS4 / Post 16 (S6)** |

**The intention of this PDA (adapted from Capel 2009) is to provide you with an overview of the framework for the present external assessment and examinations in school.**

**TASK 1:**

Observe, or take part in, at least one example of KS4/Post-16 ‘formal’ assessment (i.e one which contributes to the final grade.)

Obtain a copy of the present examination specification. Familiarise yourself with the

aims, assessment objectives, and assessment requirements. Find out:

* how much of the overall mark is allocated to coursework/practical;
* the form the coursework/practical takes;
* how the work is assessed;
* what information about the criteria is given to pupils.

Use this information to discuss your findings with an experienced teacher.

Write a short account of the key issues to be considered in assessing attainment.

**TASK 2:**

Access some samples of work or observe practical work and use this to find out:

* how the coursework/practical was set;
* the range of tasks set;
* how these tasks were made accessible and relevant to pupils.

Assess the coursework samples or practical activity yourself using the criteria from the awarding body and any internal marking scheme provided by the department.

Discuss the marking with an experiences member of staff and find out how the department internally moderates the coursework/practical work. Discuss the external moderation procedures to moderate the marking.

Write a brief account of the issues you have experienced in making these assessments of attainment.

Did the school engage with the draft GCSE subject content and assessment objectives consultation Aug 13?

What do the department consider to be the issues relating to the changes to GCSEs from 2012 and new plans for examination work in 2015?

What do they consider to be the impact on pupils and teachers as a result of the proposed changes?