

ITaP 2 Focus: Formative Assessment Techniques. Please See ITaP 2 Booklet.

University Input Received by Student Teachers

In preparation for their in-school Intensive Training and Practice (ITAP) this week, *Introducing Assessment*, your student teacher has engaged in the following sessions:

Day 1: University Based: Please see ITaP 2 Booklet for details.

- **Lecture: *Introduction to Assessment*.**
- **Workshop 1: ‘Introduce’ and ‘Analyse’ Formative Assessment** in Subject Groups, with the focus on four Key Assessment techniques:
 - Questioning
 - Retrieval Practice
 - ‘Exit Tickets’
 - Peer/Self Assessment
- **Workshop 2: ‘Prepare’: Planning for Formative Assessment** in Subject Groups, Student Teachers created / adapted lesson plans to embed Retrieval, Questioning and ‘Exit Tickets’, presented for Tutor and Peer feedback.

Days 2-4: In-School Placement Activities: Please See ITaP 2 Booklet for details.

Day 2: Placement Activity 1: ‘Analyse’: Observe, Analyse and Deconstruct Expert Teaching:

Student Teacher Activity:

- *Observe expert practitioners both within and beyond their subject area.*
- *Focus on Formative Assessment techniques: Retrieval, Questioning, ‘Exit Tickets’ and Peer and Self-Assessment.*

Student Completes All Responses in ITaP 2 Booklet:

- *Observation notes (during lessons) on page 15 grid followed by oral Discussion on Reflections.*

Mentor Role:

- *Discuss observations with the Student Teacher and encourage reflection on:*
 - *What effective Formative Assessment looks like?*
 - *How it impacts learning?*
 - *What the Student Teacher could apply to their own practice?*

Days 3/4: Placement Activity 2: ‘Prepare’, ‘Enact’ and ‘Assess’: Three Episodes

Student Teacher Activity:

- *Plan three Teaching Episodes, incorporating key Formative Assessment strategies (Retrieval, Questioning, ‘Exit Tickets’).*
- *Uses the ITaP 2 Booklet proforma (pages 17 – 19) and share plans with Mentor before delivery.*
- *Deliver three Teaching Episodes.*

Mentor Role:

- *Review lesson plans and provide constructive feedback in advance.*
- *Observe Teaching Episodes (or delegate to classroom teacher) and support reflection through discussion.*
- *Provide written feedback on student teacher use of Formative Assessment (pages 17-19 ‘Expert Feedback’ section on the Teaching Episodes grids).*

Day 5: ‘Assess’: University Lightning Talks: Please see ITaP 2 Booklet for details.
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Student Teacher Activity:

- *Post-delivery synoptic Lightning Talk to subject peers: 5 mins presentation summarising their experience and learning, with due targets and feedback.*

Please note: The Teaching Episodes may be planned in advance of Day 3 to support with Student Teacher and Mentor workload.

<i>Student Teachers must deliver three Teaching Episodes in total across the two days (Days 3/4) with all Reflections and Feedback recorded in the ITaP 2 Booklet.</i>
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Professional Standards Mapping (ITTECF):

Learn that: 6.1 / 6.4 / 6.5 / 6.6 / 6.7

Learn how to: 6.a / e / f / g / h

Key readings to inform discussions with student teachers:

William, D. (2017) *Embedded formative assessment*. 2nd edn. Bloomington, MN: Solution Tree Press, chapter 2.

Lemov, D. (2021) *Teach like a champion 3.0: 63 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass, chapter 3 (Retrieval).

Lemov, D. (2021) *Teach like a champion 3.0: 63 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass, chapter 7 (Questioning).