

ECT Audit Module 4: Standard 6

Emerging: I do not feel very confident in this area. I have substantial gaps in my knowledge and / or practice which definitely need to be addressed.

Developing: I have some knowledge about this, and / or there is evidence in my practice that I do this some of the time or to some extent. I am in a position to build on this with further work in this area.

Secure: I know a lot about this, and / or I do it in my practice consistently and well.

You should discuss this self-assessment with your mentor. As you complete it, bear in mind **what you already know about effective teaching (learn that)**, and **the classroom experience you have had by this point (learn how to)**. You and your mentor should use the outcome of the audit to inform your use of the programme materials, and return to it as you work through the module, using it to chart your progress.

Standard 6

Learn that:

Self-assessment - currently my knowledge is

6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.	Emerging	Developing	Secure
6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.	Emerging	Developing	Secure
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.	Emerging	Developing	Secure

Standard 6

Learn that:

Self-assessment - currently my knowledge is

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| 6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. | Emerging | Developing | Secure |
| 6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. | Emerging | Developing | Secure |
| 6.6 Over time, feedback should support pupils to monitor and regulate their own learning. | Emerging | Developing | Secure |
| 6.7 Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. | Emerging | Developing | Secure |

Standard 6

Learn how to:

Avoid common assessment pitfalls, by: Self-assessment - currently my knowledge is

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| 6a. | Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). | Emerging | Developing | Secure |
| 6b. | Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance). | Emerging | Developing | Secure |
| 6c. | Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. | Emerging | Developing | Secure |

Check prior knowledge and understanding during lessons, by: Self-assessment - currently my knowledge is

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| 6d. | Using assessments to check for prior knowledge and pre-existing misconceptions. | Emerging | Developing | Secure |
| 6e. | Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). | Emerging | Developing | Secure |

6f. Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.	Emerging	Developing	Secure
6g. Monitoring pupil work during lessons, including checking for misconceptions.	Emerging	Developing	Secure

Standard 6

Learn how to:

Provide high-quality feedback, by:

Self-assessment - currently my knowledge is

6h. Focusing on specific actions for pupils and providing time for pupils to respond to feedback.	Emerging	Developing	Secure
6i. Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).	Emerging	Developing	Secure
6j. Scaffolding self-assessment by sharing model work with pupils, highlighting key details.	Emerging	Developing	Secure
6k. Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.	Emerging	Developing	Secure

Standard 6

Learn how to:

Make marking manageable and effective, by:

Self-assessment - currently my knowledge is

6l. Recording data only when it is useful for improving pupil outcomes.	Emerging	Developing	Secure
6m. Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).	Emerging	Developing	Secure
6n. Using verbal feedback during lessons in place of written feedback after lessons where possible.	Emerging	Developing	Secure
6o. Understanding that written marking is only one form of feedback.	Emerging	Developing	Secure
6p. Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).	Emerging	Developing	Secure
6q. Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.	Emerging	Developing	Secure