

## ECT/ECF Bulletin w/b 7.3.22

### Module 3: Developing High Quality Pedagogy

**Teacher Standards 4 and 5:** Plan and teach well-structured lessons and adapt teaching to respond to pupil needs

### Week 9: Building on pupils' knowledge through formative assessment

#### ECT Self Study Actions (to be completed prior to your mentor meeting)

There is still a strong focus this week on **adaptive teaching** and adapted support for pupils as you will consider how establishing pupils' prior knowledge is an essential part of teaching, that pupils have differing levels of prior knowledge and that this affects the rate at which they learn. This is linked to formative assessment, or assessment for learning, and uses the 5 AfL strategies from Dylan Wiliams to inform the teaching and learning process.

Your practical activity is to think about 3 pupils in a class you teach, each with differing abilities and to 'script' or plan the different parts of the lesson that will help you understand and build upon the pupils' prior knowledge. You can think consciously, for example, about how you introduce the learning intentions, the types of questions you use, the instructions you give and last of all the opportunities you create for peer and self-assessment. These are all elements of Wiliams' formative assessment strategies.

Please do not feel the need to write the script for this activity but certainly think about what you will say prior to the mentor meeting so you can discuss your approaches with your mentor.

#### Mentor meeting key actions

This week you will assist your ECT in helping them to understand why identifying prior knowledge is an essential classroom practice and how to identify the needs of individual pupils and support them through assessment for learning activities.

There is a focus in this week's materials on:

- questioning, and at times the need to reframe questions, and
- the relationship between teachers and parents/carers in supporting children in their learning, especially important for families of children with special educational needs and disabilities.

**Actions:** To look at the 'script'/ ideas your ECT has come up with in their self-study and to focus on the language they may use when deploying formative assessment strategies to understand and build on pupils' prior knowledge. There is a focus on developing your ECT's use of consciously positive language, linked to maintaining high expectations.

#### Additional Information

##### Module 3 Interim Completion form and End of Module 3 assessment form

If you haven't yet completed the interim form, the window to do so will stay open – UCL are always keen to hear your feedback. And advance warning that the end of module assessment form will go live on March 28<sup>th</sup> (not long to go as this is such a short half term).

##### Mentor Facilitation sessions

These will continue to take place this week and your facilitator will send you the meeting link. The meetings will be on-line, will last no more than one hour and will look at the fine balance between challenge and support that you provide your ECTs. It will also be an opportunity to reflect on how the first 3 half terms have gone and to share any common issues or strategies that have proved helpful.

##### Observations – Induction Tutors

If you (or a member of SLT or the ECT line manager) hasn't already done a formal observation this term, which will go towards evidence against the Teachers' Standards for Statutory Induction, it is important that this takes place in the next couple of weeks. In the penultimate week of this term (w/b 21<sup>st</sup> March) Induction Tutors will be asked to submit the end of term report to the Appropriate Body which indicates if their ECT is making satisfactory progress against the Teachers' Standards. A formal observation (not linked to the ECF) ticks many of the Teachers' Standards criteria.