

ECT/ECF Bulletin w/b 9.5.22

Module 4: Making Productive Use of Assessment

Teacher Standard 6: Make accurate and productive use of assessment

Week 4: Giving high quality feedback

ECT Key Actions (to be completed prior to your mentor meeting)

The assessment module now moves into looking at feedback and the key principles that effective feedback provides specific guidance, verbal or written, that is clear and accurate and gives pupils the opportunity to move their learning forward.

The research and practice element of this week's materials contrasts effective and less effective feedback strategies and presents ways to categorise approaches to giving feedback such as verbal/non-verbal, peer/self, public/private, none of which is a 'best' approach. There is a very specific focus on peer and self-assessment and linked to this the need to set success criteria, as well as sharing good models of work, for example under a visualiser.

Prior to your mentor meeting you are expected to reflect on written, or verbal feedback, you have given recently and whether it reflects the characteristics of high-quality feedback. Also, try to discuss the impact of feedback with some of your pupils and a colleague.

Again, there are additional ECT materials this week for the special school setting.

Mentor Key Actions

Using the research and practice materials with your ECT discuss the merits of verbal and written feedback and how to use this to maximise the impact on pupils' learning. There is a strong focus on the merits of success criteria to make self and peer assessment more impactful.

Key activities then include:

1. Collaboratively planning how to build effective self or peer assessment into a forthcoming lesson using success criteria.
2. Working with your ECT on part of the self or peer assessment activity they feel less confident about delivering and rehearsing with them how to go about this.

A reminder of the key take-away message: if mentors use comments in discussions with ECTs that are grounded in the framework, it becomes easier for the ECT to acknowledge the mentor is coming from a place of scholarship, not simply professional opinion.

Additional Information

ECT Module 4 Training session with facilitators

Any ECTs who were unable to attend their session live it is important that you watch the recording which is now on the UCL platform. It is in the Year 1 tab, then the Training Session Recordings tab and will be the 14th video.

Safeguarding

A link is located under 'Contact Us' (in the right-hand column of the home page) on UCL Extend to enable participants to report safeguarding concerns directly to UCL where the concern does *not* fall into either of two categories:

- 1) the nature of the concern is school based, making the school designated safeguarding lead the first point of contact, or
- 2) the nature of the concern is regarding a facilitator or the conduct of another participant, making the Delivery Partner safeguarding lead the first point of contact.

For all other concerns or when you are unsure about the appropriate point of contact, you can reach the UCL ECF safeguarding lead via the Contact Us link on UCL Extend. **A copy of the Safeguarding Policy is available in the FAQs space on UCL Extend.**

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