



In Partnership with
**Leeds Trinity
University**

Developing Inspiring Teachers

Intensive Training and Practice (ITAP) 2: Developing Assessment Literacy

Primary PGCE Programmes 2023-24

Introducing Intensive Training and Practice Experiences

Partnership Values: Aspiration. Collaboration. Leadership

- Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching.
- Collaboration across the Partnership to meet local and regional needs.
- Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders.

What are Intensive Training and Practice Experiences (ITAP)?

Intensive Training and Practice experiences are focussed learning opportunities designed to support you to develop skills and knowledge in foundational areas of the curriculum. Over the duration of your training, you will undertake two blocks of Intensive Training and Practice which will take place in both school and centre, drawing upon the expertise of colleagues from across the education sector.

What informs our ITAP? How Trainee Teachers Learn

In planning out ITAPs, we have used Clarke and Hollingsworth's 'Change Environment' model (2002), which shows that learning needs to happen through the interplay of multiple domains.

- The Personal Domain – our own beliefs and ideas, as well as what we know and how we make sense of new approaches, strategies and perspectives.
- The External Domain – learning about new approaches, strategies and perspectives from reading, professional discussion, direct input etc.
- The Practice Domain – trying out new approaches, strategies, and perspectives in the classroom.
- The Consequence Domain – seeing the results of actions and drawing conclusions on the back of these.

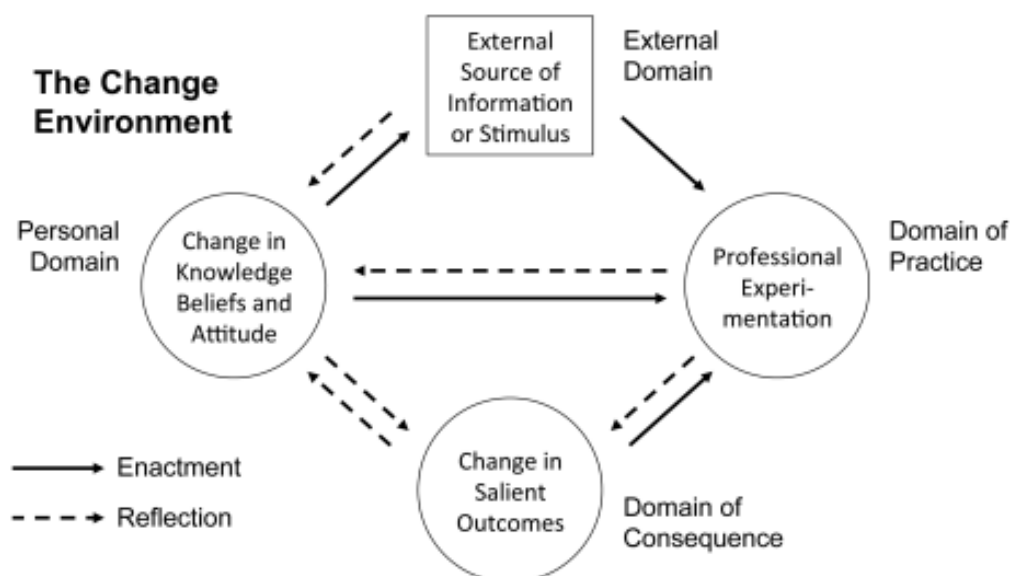


Figure 1. The Interconnected Model of Teacher Professional Growth (Image adapted from Clarke & Hollingsworth, 2002).

Our ITAPs have been designed to enable you to draw upon what you bring from your prior experiences (the personal domain), supplementing this with input from reading, discussion, and tutor input (the external domain). This will give you a good base of knowledge to take into your School-based Training (the practice domain) where the final elements of the change environment come into play: experimenting in the classroom and observing the impact (the Consequence Domain).

The foci for each of our ITAPs have been carefully chosen to ensure that they connect to the domains that underpin our curriculum and will address the two broad themes outlines below.

	Domain	Specific ITAP Foci
Autumn term	Planning	<ul style="list-style-type: none"> • Sequencing learning effectively to ensure progression. • Reducing distractions that take attention away from what is being taught.
Spring Term	Assessment	<ul style="list-style-type: none"> • Making use of formative assessment (Questioning) • Using effective verbal and written formative feedback
An additional focus of maintaining high Expectations of all learners will be threaded through both ITAP experiences.		

The Structure of Each ITAP Experience

Each of the two ITAPs will follow the same pattern with training happening both at the university and in school.

Wk	Mon	Tue	Wed	Thu	Fri
1	Professional Studies (LTU)	Level 7 with ITAP focus (LTU)	School-based Training	School-based Training	Professional Studies (LTU)
2	Professional Studies (LTU)	Level 7 with ITAP focus (LTU)	School-based Training	School-based Training	Professional Studies (LTU)

Some School Direct Pathways might operate a slightly different model. Please refer to your SD handbook for further details.

How will the ITAP be Assessed?

Using assessment to support progress is a fundamental aspect of the role of the teacher and, whilst your learning will not be formally assessed as a separate aspect of the programme, the activities, reflections, and practice that you engage in during this ITAP will provide the required evidence that you are meeting the Core Competencies. In this way, participation in ITAPs will be an essential element of the final award of Qualified Teacher Status.

The checklist that you can find on page 18 of this booklet outlines the activities and content that will need to be filed in your OneDrive Portfolio across the ITAP and this will be reviewed by expert colleagues during the ITAP and the at the end of your School-based Training. In addition, your Development Record for each of the ITAP weeks should capture the thoughts that you have about what you have learned and the targets that you will work on moving forward.

The ITAP Critical Panel

At the end of each ITAP, you will bring what you have learned about planning to a Critical Panel workshop session. You will be asked to produce a short presentation (10 mins) to share with a small group of your peers that provides evidence of:

- how your understanding of planning has developed during the ITAP,
- the planning that you have completed during week two and the impact this had on learning,
- your response to the Big Question/s.

At the end of your presentation, your peers will help you to identify targets and the next steps for this domain in the future.

ITAP 2: Developing Assessment Literacy

This second ITAP will take place during the second block of School-based Training. You will have completed three weeks in your new school where you will have gained an understanding of the needs of the children and will have begun to plan alongside your class teacher. In addition, you will have completed School-based Tasks and used your Development Record to reflect upon what you have learned about teaching that week.

In Professional Studies sessions in the first semester, you will have developed an understanding of what is meant by assessment and in reflections you will have thought about the following big questions:

- How do we know if children are knowing more and remembering more?
- What are the characteristics of effective feedback?

These reflections and session resources will be useful to refer to as you begin to further develop your assessment literacy.

What is Assessment Literacy?

Assessment literacy refers to the ability of teachers and their pupils to make sense of assessments and as a result engage more responsively with teaching and learning. Developing your assessment literacy during the programme will ask you to consider the following:

- The nature of learning, remembering, and doing.
- The role of prior knowledge.
- What should we ask pupils to remember?
- How can we help them remember?
- Assessing understanding and acting upon assessment information.
- Identifying/reviewing misconceptions
- Using formative and summative assessment – making plans, judgements and decisions using valid information.

All ITAP sessions draw directly on key aspects of the Core Content Framework and will help you in developing your understanding of planning for the SBT Competencies.

PED 7313 Assessment and Planning for Pupil Progress: Overview for Mentors

Becoming assessment literate is a crucial part of training on the PG programme. The Level 7 module has been designed to develop the student teacher's ability to: make effective use of formative and summative assessment both in and on learning; to know how to utilise a range of data to track pupil progress and gain information about understanding, learning and need.

Drawing on guidance from the Education Endowment Foundation, during Centre and School-based Training we will explore the principles of high-quality feedback and how we can tailor feedback to learning goals. We will return to key lessons from Semester 1 (PED 7323), looking at the relationship between achievement and underachievement, the disadvantage gap and how supporting individual needs enables

pupil progress. We will also look at who is responsible for progress, how we can empower our pupils to challenge themselves and in doing so create a sustainable culture of learning.

The assignment brief uses a range of evidence bases to explore the processes of feedback used in schools. In Stage 2 of your School-based Training, Trainees will choose to plan a sequence of learning in either Maths or English and follow the progress of two children across these sessions. In doing so, they will learn how to think of assessment as not only formal recognition of achievement but the way in which teachers monitor progress and identify next steps in learning through meaningful feedback; closing the gap between where a pupil is and where the teacher wants them to be.

Timetable for ITAP 1

Week 1

Monday	
9:00-11:00	Lecture: The Foundations of Assessment Literacy
11:00-1:00	Reading Groups: Formative Assessment in Action
2:00-4:00	Seminar Groups: The Potential of Effective Questioning
Tuesday	
9:00-11:00	Lecture PED7313: Understanding Achievement and Underachievement
11:00-1:00	Seminar PED7313: Discussing Pupil Progress
2:00-4:00	Directed Self Study: Preparing for School-based Training
Wednesday	
	School-based Training- Questioning in Action
Thursday	
	School-based Training- Questioning in Action
Friday	
9:00-11:00	Lecture: Assessment, time management and wellbeing
10:30-1:00	Seminar: Revisiting questions and feedback
2:00-4:00	Self-Directed Study: Completion of reflections and reading for ITAP week 2

Week 2


Monday	
9:00-10:30	Seminar: SKAP Workshops: Planning for Assessment in English, Maths and Science
10:30-1:00	
2:00-4:00	
Tuesday	
9:00-11:00	Lecture PED7313: The Power of Feedback: Metacognition and Mindset with Jill Harland (Headteacher of Brudenell Primary School)
11:00-1:00	Seminar PED7313: Exploring the impact of feedback on growth mindset in the classroom
2:00-4:00	Self-Directed Study: Preparing for School-based Training
Wednesday	
	School-based Training: Feedback in Action
Thursday	
	School-based Training: Feedback in Action
Friday	
9:00-11:00	Self-Directed Study: Preparation for Assessment Critical Panels
11:00-1:00	Critical Panels: Assessment Critical Panels
2:00-4:00	Self-Directed Study: Preparing for School-based Training

Initial Audit of ITAP Knowledge and Skills

Before the ITAP begins, review the knowledge, skills, and experience that you bring to this domain.

Look at the competencies listed below. Consider what you know already and where your specific areas for development might be. Be prepared to share this with you peers in the first workshop session.

Domain: Classroom Practice (Assessment)

	CCF Link	Foundational Competencies for Stage 1/2 & Level 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6
Raising different types of question at an appropriate difficulty level	CCF5, CCF6	<ul style="list-style-type: none"> Time is dedicated to asking pupils a mixture of open and closed questions to involve them in learning 	<ul style="list-style-type: none"> Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class
Dealing with student responses	CCF5	<ul style="list-style-type: none"> Time is given for pupils to think about and respond to questions. Correct answers are highlighted, and effort is praised 	<ul style="list-style-type: none"> Thinking time and selection techniques are deployed effectively to maximise student engagement. Incorrect answers are noted when they arise.
Monitoring pupils' understanding	CCF2, CCF6	<ul style="list-style-type: none"> Techniques are used to monitor student work during the lesson. 	<ul style="list-style-type: none"> Monitoring is used at key points to ensure pupils are aware of key points and ideas in the lesson/sequence of lessons.
Accuracy and use of in-class assessment	CCF2, CCF6	<ul style="list-style-type: none"> Pupils are offered feedback on their work or responses. 	<ul style="list-style-type: none"> Assessments of pupil understanding are broadly accurate. In-class monitoring impacts on teaching during lessons.

ITAP Week 1: Developing Assessment Literacy

The Big Question: What is the Power of a Question?

Monday

Session 1: 9:00-11:00

By the end of this session, you will:

- Be able to articulate the difference between formative and summative assessment.
- Understand what will be expected from you as you engage with assessment during this SBT.
- Recognise the ways in which teachers are accountable for the progress of their pupils.

Session Content

In this introductory session we will introduce this ITAP by revisiting the notion of both formative and summative assessment. We will consider the nature of proxies for learning and how as a teacher you need to become skilled at embedding strategies in your teaching that let you know that learning is happening. Drawing upon the expertise of colleagues working in school, we will consider how teachers are held accountable for progress in their classroom.

Before the session, please complete the audit of your own assessment literacy using the Core competencies listed above. Think about what you want to gain from this ITAP and come prepared to ask our expert panel questions that you might have about assessment in their school or setting.

Session 2: 11:00- 1:00

You will:

- Understand the complexity of what is meant by Assessment for Learning
- Recognise some of the theory that lies behind its development.
- Understand what this might look like in your classroom or setting and why it is so impactful.

Session Content

Reciprocal Reading:

- **Red:** Sherrington, T (2019) Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies. *TeacherHead*. Accessible from [Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies. – teacherhead](#)
- **Blue:** Wiliam, D. (n/d) Time To Reassess? – The Correct Way to Use Formative Assessment *Teachwire*. Accessible from [Time To Reassess? – The Correct Way To Use Formative Assessment - Teachwire](#)
- **Green:** CIE Teaching and Learning Team (N/D) Getting Started with Assessment for Learning *Cambridge Assessment International Education*. Accessible from [Getting started with Assessment for Learning \(cambridge-community.org.uk\)](#)
- **Yellow:** Birth to 5 Matters (2021) Observation, Assessment and Planning. Accessible from [Observation, assessment and planning – Birth To 5 Matters](#)

Between 11:00 and 12:00 spend some time reviewing the article that you will report back on. As you read, be prepared to feedback on:

- What you feel to be the most important messages conveyed in the article or blog post.
- Pick a word, sentence, or idea that you find interesting and be prepared to share and explain why this is.
- How have you seen what is being written about in your classroom or setting?

At 12:00, head to your seminar groups to talk about what you have learned.

Session 3: 2:00- 4:00

- To recognise the impact of questioning on children’s progress and development.
- To analyse different questioning techniques and understand their potential.

Session Content

In the seminar session we will focus our attention on one aspect of assessment and will explore how questioning is an essential part of your teaching toolbox. We will consider how teachers use questioning in a range of forms to check for understanding. We will consider the power that a question can have and the different types of questions that you may draw upon to elicit learning.

Using approximation software, we will practice a range of questioning techniques and will support you to understand how to:

- define specific questioning techniques so they are deployed with precision in your teaching and
- combine different techniques flexibly and responsively across phases of a lesson.

By the end of this lesson, you will have decided what you will want to find out about questioning during your time in school.

Tuesday**Level 7 Sessions:**

Building from the themes introduced on Monday, PED7313 sessions will support you to think critically about assessment in both theory and practice.

In this seminar we will look specifically at:

- The relationship between achievement and progress.
- Characterising underachievement and talking about SEND.
- Assessment in closing the achievement gap.
- What is a pupil progress meeting?
- Teachers as agents of change.

For further information refer to the PED 7313 page on Moodle.

Self-Directed Reflection Session: 2:00-4:00

Spend some time reflecting on what you feel you would like your class teacher or Mentor to know about what you have learned from your ITAP sessions.

Wednesday and Thursday: School-based Training

Overview Expectations for School-based Training
The Big Question
What is the Power of a Question?
Overview
During this short block of School-based Training you will have the opportunity to observe, practice and apply the skills that you have developed during ITAP sessions. With the support of expert colleagues in school, you will consider the power of the questions across the age phases and/or classes and gather strategies for using questioning that you can apply in your teaching. By the end of week 1 of ITAP you should feel more confident in asking the right questions at the right times and be able to explain why you have chosen a specific question in your planning and teaching.
Reading
The Bell Foundation (n/d) Great Idea: Questioning Strategies accessible from: Questioning strategies - The Bell Foundation (bell-foundation.org.uk)


Trainee Tasks	Mentor/Class teacher Tasks
<p>Make sure that you have shared your reflections of what you have learned in Centre-based Training with your class teacher or Mentor.</p> <p>Observation Tasks</p> <ol style="list-style-type: none"> 1. Observe one lesson in the age phase that you are not currently working in. Where possible: <ul style="list-style-type: none"> ○ For Early Years specialists, arrange to go into a Key Stage 2 class. ○ For Later Years go into reception or nursery. ○ If you are placed in a single age phase setting and this is not possible, you should complete these observations in a different class or setting. 2. In addition to the above, observe another lesson in a subject other than English or Maths. <p>As you observe these lessons, use the scaffold overleaf to keep you attention on the questions that the teacher asks to elicit learning.</p> <p>Teaching Task</p> <p>You should teach one lesson this week and produce a full plan for this lesson. Make sure that you are specific about the questions that you will use in your lesson, who you will target these to and the information you hope to gain from this. Your class teacher or Mentor should observe you and give you some feedback on the quality of your questioning.</p> <p>Ensure that you have updated your Pupil Progress Tracker for your fifteen children, noting the progress that they have made over time.</p>	<ul style="list-style-type: none"> • Watch the Curriculum Connections video that outlines the purpose of this short block of School-based Training. • Talk to the Trainee about what they have learning about assessment so far and what they hope to find out about during their time in school. • Ensure that they can carry out observations both in their own class and elsewhere as outlined in the Trainee task. • Ensure that they are observed teaching and have received feedback that relates to their questioning. • Talk to them about what they notice about assessment in different classes/age phases.

Exploration Scaffold: Questioning

You should keep one scaffold and add to this across both observations this week.

Date:	
Subjects/ Areas of learning	
What I hope to find out about questioning in these observations. What I am looking for.	
Questioning Strategies in Action (Try to find at least 5)	
<i>You should look for examples of: Cold Calling, Show Me Boards, Process Questions, Checking for Understanding, Probing questions, Multiple choice, Hinge questions, Diagnostic Questions. There will be others so feel free to add your own.</i>	
Type of Questions	How was the strategy used? <i>At what point of the lesson? How was it targeted? How was time was allocated for responding? How did the children respond? How did the teacher respond?</i>
Notes from the Conversation After the Lesson with the Colleague that you Observed	
<ul style="list-style-type: none"> • Which questions do you use the most? Why? • What happens if children don't know the answer to a question, what do you do? • How do you know which children to target questions to? 	

Observation Scaffold for Class Teachers/Mentors Observing Trainee Teaching: Questioning

	CCF Link	Foundational Competencies for Stage 1/2 & Level 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6
Raising different types of question at an appropriate difficulty level	CCF5, CCF6	<ul style="list-style-type: none"> Time is dedicated to asking pupils a mixture of open and closed questions to involve them in learning 	<ul style="list-style-type: none"> Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class
Dealing with student responses	CCF5	<ul style="list-style-type: none"> Time is given for pupils to think about and respond to questions. Correct answers are highlighted, and effort is praised 	<ul style="list-style-type: none"> Thinking time and selection techniques are deployed effectively to maximise student engagement. Incorrect answers are noted when they arise.

Before the lesson	<i>Review of planning. To what extent has the Trainee planned to ask a wide range of questions to elicit learning? Can they explain why specific questioning strategies have been chosen?</i>
During the lesson	<i>Please note examples of the questions that are asked. How were they asked? What was the responses from the children and the response of the Trainee?</i>
After the lesson discussion	<i>To what extent does the Trainee feel their questioning was successful? What did they learn about learning? What might they do better next time?</i>

	Targets/Areas for Development	Actions to Achieve Targets
	<i>Please use the language of the core competencies to set targets</i>	<i>What you can do to show progress against these areas</i>
1		
2		
3		

Friday

Session 4: 9:00-11:00

By the end of this session you will:

- Understand how you might reduce the opportunity cost of marking.
- Recognise that teachers should only record data only when it is useful for improving pupil outcomes.
- Understand the different types of feedback and the potential impact it might have on beliefs about learning.

Session Content

In this session we will consider the way teachers might manage workload as they feedback to pupils about their work. We will hear some of the strategies expert colleagues use to manage their time effectively and consider how you might embed this advice in your practice as an Early Career Teacher.

Session 5: 11:00-1:00

By the end of this session, you will:

- Recognise the impact that different forms of questioning might have on beliefs about learning.
- Understand how to feedback effectively to responses to questions and identify how you might respond when a child gets an answer wrong.

Session Content

In this session you will sum up learning from school this week with a focus upon what happens when questions go wrong and pupils answer incorrectly or refuse to answer. Looking at your observations from school, we will also consider how you have responded to their responses and will consider the factors that might inform how you feedback to them.

Week 2: Assessment in Subject and Age Phase

The Big Question: What makes feedback effective?

Monday

Sessions: 9:00-11:00, 11:00-1:00, 1:00-4:00

In your Subject Knowledge and Applied Pedagogy sessions today will focus upon the subject and age phase specificity that is necessary to consider when assessing learning. Picking up on learning from ITAP2 Week 1, these sessions will also stress the importance of the teacher having strong subject, content, and pedagogical subject knowledge if they are to be able to assess effectively.

For further details of session content please refer to the relevant subject pages on Moodle.

You will be expected to reflect on your key take aways from these sessions to share with your Mentor/class teacher when you return to school on Wednesday and Thursday this week.

Tuesday

Level 7 Sessions: Critical Reflection (Learning on Placement) 9:00-11:00 and 11:00-1:00

Metacognition, motivation and the growth mindset with Jill Harland, Headteacher Brudenell Primary School

In this session we will consider the following:

- Developing a sustainable culture of learning
- The importance of talk and categories of dialogic feedback
- Introduction to growth mindset
- The power of feedback

Self-Directed Reflection Session: 2:00-4:00

Spend some time reflecting on what you feel you would like your class teacher or Mentor to know about what have learned from your ITAP sessions this week. You should be fully prepared for teaching on Wednesday and Thursday.

Wednesday and Thursday: School-based Training

Overview of Expectations for School-based Training
The Big Question
What makes feedback effective?
Overview
During these two days of ITAP School-based Training, you will build upon what you have learned about assessment, questioning and feedback to consider the impact this has on how pupils see themselves as learners.
Reading
EEF (2021) Teaching and Learning Toolkit: Feedback Accessible from Feedback EEF (educationendowmentfoundation.org.uk)


Trainee Tasks	Mentor/Class teacher Tasks
<p>Make sure that you have shared your reflection on what you have learned this week with your class teacher or Mentor.</p> <p>Feedback focus Tasks You should look closely at the feedback given by expert colleagues in a range of different contexts. This should include:</p> <ul style="list-style-type: none"> • Feedback in different subject areas • Verbal Feedback • Written Feedback (if appropriate) <p>Note five examples of effective feedback that you observe during the two days in school on the scaffold overleaf. What made this particularly effective, how did you know?</p> <p>Teaching Tasks You should teach one lesson this week and produce a full plan for this lesson. Make sure that you are specific on your plan about how you will give feedback to children during your lesson.</p> <p>Your class teacher or Mentor should observe you and give you some feedback on the quality of your responses to the children.</p>	<ul style="list-style-type: none"> • Watch the Training Video that outlines the purpose of the ITAP. • Ensure that they have opportunities to gather examples of feedback from a range of contexts. • Ensure that they are observed teaching and have received feedback themselves on the quality and impact of their feedback. • Talk to them about what they notice about assessment in different classes/age phases.

Exploration Scaffold: Feedback

You should keep one scaffold and add to this across both observations this week.

Date:	
Subject/ Area of learning	
What I have learned so far and what hope to find out about feedback in these observations	
Feedback in Action	
<i>You should consider the way in which feedback includes actions such as rehearsing and repeating, revisiting and responding, relearning and retrieval, researching and recording. Also note how feedback moves learning forward and the way that children respond.</i>	
Example of Feedback and Actions <i>What was said or written?</i>	<i>What was the impact of the feedback on learning? Why was this effective? What impact did it have?</i>
Notes from the conversation with an expert colleague about feedback.	
<p>You may want to use the following questions to frame your discussion (pick the ones that are most appropriate)</p> <ul style="list-style-type: none"> • <i>What are the principles that inform how your feedback to children?</i> • <i>How do you make written feedback purposeful?</i> • <i>What factors do you bear in mind when thinking about how to respond to a child or group of children?</i> • <i>How do you match your messages to the children?</i> 	

Observation Scaffold for Class Teachers/ Mentors Observing Trainee Teaching: Feedback

	CCF Link	Foundational Competencies for Stage 1/2 & Level 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6
Raising different types of question at an appropriate difficulty level	CCF5, CCF6	<ul style="list-style-type: none"> Time is dedicated to asking pupils a mixture of open and closed questions to involve them in learning 	<ul style="list-style-type: none"> Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class
Dealing with student responses	CCF5	<ul style="list-style-type: none"> Time is given for pupils to think about and respond to questions. Correct answers are highlighted, and effort is praised 	<ul style="list-style-type: none"> Thinking time and selection techniques are deployed effectively to maximise student engagement. Incorrect answers are noted when they arise.

Before the lesson	<i>Review of planning. What opportunities have been included in the lesson to feedback to pupils about their learning? What strategies are they going to try?</i>
During the lesson	<i>Please note examples of effective feedback that is given to children during teaching.</i>
After the lesson	<i>To what extent does the Trainee feel they were able to feedback to pupils? What might they do better next time?</i>

	Targets/Areas for Development	Actions to achieve targets
	<i>Please use the language of the core competencies to set targets</i>	<i>What you can do to show progress against these areas</i>
1		
2		
3		

Friday

Session 9 9:00-11:00

This will be a drop-in session where you can come to speak to tutors about your experience of this ITAP and gain some additional feedback on the themes that were covered in the sessions. You will also have time to prepare for the Critical Panels that are scheduled for the final session of this ITAP.

Critical Panels

Session 10: 11:00-1:00

Learning Objectives:

- To draw together the learning from this ITAP and identify the next steps for learning in this domain.

Session Content

Each ITAP will end with a Critical Panel session in which you will be asked to share your learning across the two ITAP weeks.

The Critical Panels do not contribute to your formal assessment, but they will be important in evidencing your engagement with the Core Competencies and ultimately be part of your final assessment for QTS.

Structure of the Critical Panels.

After a brief introduction by your tutor, you will be divided into small groups of around six of your peers.

- You will each have 10 minutes to present to the group an overview of what you have learned from your ITAP experience both at the centre but also during your School-based Training.
- You should prepare a short PowerPoint (no more than five slides) to help organise your thoughts that can be uploaded to Moodle after the Critical Panel. This might include: your personal reflections and what you noticed in school, excerpts of feedback, the feedback you received from your Mentor or class teacher about your own planning, what you observed.
- The content is up to you, think about the story that you want to tell about your learning in these two weeks.
- At the end of the critical panel your group will come together to reflect upon the Big Question that you were asked at the start of this ITAP.
- Your tutor will circulate as you present and may drop in and out of the presentation as they formatively assess your work.

ITAP 2: Developing Assessment Literacy

Checklist of what needs to be uploaded to your OneDrive Portfolio at the end of this ITAP.

	Tick when uploaded
Exploration Scaffold: Questioning	
Planning that includes details of questions	
Mentor/Class Teacher Observation Scaffold: Questioning	
Exploration Scaffold: Feedback	
Planning that includes details of how feedback will be given	
Mentor Class Teacher Observations Scaffold: Feedback	
Presentation (Uploaded to Moodle)	

Recommended Reading

- Alexander, R. J. (2020). *A dialogic teaching companion*. Routledge.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working Inside the Black Box: Assessment for Learning in the Classroom.
- Black, P. J., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. GL Assessment.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability (Formerly: Journal of Personnel Evaluation in Education)*, 21(1), 5. <https://doi.org/10.1007/s11092-008-9068-5>
- Booth, N. (2017, September). *What is formative assessment, why hasn't it worked in schools and how can we make it better in the classroom?* Impact. <https://impact.chartered.college/article/booth-what-formative-assessment-make-better-classroom>
- Chambers, A. (2011). *Tell me: Children, reading and Talk: with the reading environment*. The Thimble Press.
- Christodoulou, D., & Wiliam, D. (2016). *Making good progress? The future of assessment for learning (NEW edition)*. Oxford University Press.
- Fletcher Wood, H. (2018). *Designing Professional Development for Teacher Change*. Institute for Teaching.
- Rosenshine, B. (2012). *Principles of Instruction: Research-Based Strategies That All Teachers Should Know (Vol. 36)*.
- Sherrington, T. (2019). *Rosenshine's principles in action*.
- Wiliam, D. (2018a). *Creating the schools our children need: Why what we're doing now won't help much (and what we can do instead)*. Learning Sciences International.
- Wiliam, D. (2018b). *Embedded formative assessment (Second Edition)*. Solution Tree Press.
- Willingham, D. T. (2021). *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*.
- Wragg, E. C., Brown, G., & Wragg, E. C. (2001). *Questioning in the primary school (Rev. ed)*. Routledge Falmer.