

Exemplar targets: Assessment (1 of 2)

Introductory	Development	Consolidation
<p>Observe and identify how your mentor sets tasks for their pupils which enable them to assess what pupils know/understand/have learnt (rather than just keeping pupils occupied).</p>	<p>Jointly plan a lesson with your mentor which links tasks and learning activities to the outcomes/learning intentions set.</p>	<p>Identify a lesson which you taught during your introductory or development placement in which the focus was on 'keeping pupils busy'. Re-plan this lesson so that it has a clear focus on tasks which provide evidence of learning.</p>
<p>Arrange to observe a meeting in which pupil data is discussed and utilised to form intervention(s) to assist with progress. For example, a department or pastoral meeting.</p>	<p>Contribute to a department or pastoral meeting making use of the data you have collected from the classes/pupils you teach. For example, data from your markbook which shows progress over a series of lessons.</p>	<p>Attend a parents/carers event at which you make use of your data (or mark book) to discuss progress with parents/carers.</p>
<p>Observe how your mentor makes use of 'hinge questions' to gather important information about what pupils have learnt.</p>	<p>Be observed and receive feedback teaching a lesson which has a focus on 'hinge questions' and how you used these to assess pupil progress.</p>	<p>Work with an expert colleague to review the use of questioning throughout a scheme of work/unit of learning.</p>
<p>Speak to a range of expert colleagues about how they manage their marking workload and any strategies they utilise (such as code marking) to ensure marking isn't onerous.</p>	<p>Create a timetable for your marking identifying classes which needed to be marked more regularly (e.g. GCSE/A level). Utilise this to manage your marking workload over a half term.</p>	<p>Seek opportunity to contribute or have input into the department/faculty/whole school approach to marking. For example, via membership of a working group or as part of a whole staff focus.</p>

Exemplar targets: Assessment (2 of 2)

Introductory	Development	Consolidation
<p>Seek an opportunity to work with an expert colleague and develop your understanding of the GCSE/BTEC/A Level mark scheme used in your setting. For example, have them model marking to you and then work together to mark a selection of books or examination questions.</p>	<p>Practise your use of marking against an examination specification and receive feedback from an expert colleague on your accuracy and use of the mark scheme. Use their feedback to continue your development.</p>	<p>Arrange to receive feedback on your use of assessment from a lesson in which you are explicitly making use of an examination mark scheme with pupils.</p>
<p>Observe how your mentor (or another expert colleague in your subject) prompts pupils to elaborate on their answers to check for understanding.</p>	<p>Plan a lesson which explicitly addresses a misconception in your subject area and which enables pupils to be secure in their understanding of the topic/focus.</p>	<p>Identify CPD which you could engage with to better your subject or curriculum knowledge for the purpose of providing more accurate feedback to pupils. For example, CPD arranged via your subject association or an exam board.</p>
<p>Observe how an expert colleague scaffolds self-assessment including making use of mark schemes and/or peer or self assessment criteria.</p>	<p>Plan a lesson which includes scaffolding a model answer to assist pupils in their understanding but which also includes then removing the scaffolding so pupils can attempt the task on their own.</p>	<p>Discuss with your mentor and make use of research to develop your use of effective self and peer assessment. For example:</p>
<p>Identify the features of effective feedback utilising the EEF toolkit as a resource Link Here</p>	<p>Work with your mentor to provide written feedback to pupils which is specific in terms of how progress can be made. Build this feedback into a lesson (for example making use of DIRT)</p>	<p>Receive feedback on your use of verbal feedback during a lesson. Verbal feedback should provide pupils with an idea of where they are at in their learning and how they can develop.</p>