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| **Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)**  **Week 21** | | | | | | | | | | | | | | | |
| **Course: PGCE / UHD Further Education and Training**  **‘Working creatively with others to enhance life chances’** | | | | | | | | | | | | | | | |
| **Name of trainee** | |  | | | | | | | **Trainee ID no.** | | |  | | | |
| **Name of mentor** | |  | | | | | | | **Professional Practice phase** | | | **Developmental** | | | |
| **Name of Link Tutor** | |  | | | | | | | **Name of setting** | | |  | | | |
| **Programme** | | **PGCE / UHD Further Education and Training (please highlight)** | | | | | | | **Week beginning** | | | **15th January 2024** | | | |
| **Days trainee has attended this week** | | **M** | **T** | **W** | **T** | **F** | **ETF solo teaching hours to date** |  | | **ETF teaching observations to date** | | |  | | |
| **Key reading for the week** | **Summary: In 1998 “Inside the Black Box,” the predecessor of this article, appeared in a journal. Since then, educators have learned a great deal about the practical steps needed to meet the purpose expressed in the article’s subtitle: “raising standards through classroom assessment.” “Inside the Black Box,” asked 3 questions.**  **1. Is there evidence that improving formative assessment raises standards? The answer was an unequivocal yes, a conclusion based on a review of evidence published in over 250 articles by researchers from several countries. Few initiatives in education have had such a strong body of evidence to support a claim to raise standards.**  **2. Is there evidence that there is room for improvement? the available evidence gave a clear and positive answer, presenting a detailed picture that identified three main problems: 1) the assessment methods that teachers use are not effective in promoting good learning, 2) grading practices tend to emphasize competition rather than personal improvement, and 3) assessment feedback often has a negative impact, particularly on low-achieving students, who are led to believe that they lack “ability” and so are not able to learn.**  **3. Is there evidence about how to improve formative assessment? - the answer was less clear. While the evidence provided many ideas for improvement, it lacked the detail that would enable teachers to implement those ideas in their classrooms. The authors argued that teachers needed “a variety of living examples of implementation”.**  **These questions have been evaluated and analysed in greater detail, and from the evidence, a wealth of new findings found to be both practical and authentic aid classroom assessment.**  **Limitations: The authors experience supports the view that to realize the promise of formative assessment by leaving a few keen individuals to get on with it would be unfair to them, while to do it by imposing a policy that requires all teachers to immediately change their personal roles and styles would be absurd. What is needed is a plan, extending over at least three years, in which a few sma.ll groups are supported for a two-year exploration. These groups then form a nucleus of experience and expertise for disseminating their ideas throughout the school and for supporting colleagues in making similar explorations for themselves.**  **Reference: Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappa, 86(1), 8–21** [**https://doi.org/10.1177%2F003172170408600105**](https://doi.org/10.1177%2F003172170408600105) | | | | | | | | | | | | | | |
| **Support for mentoring in the FE phase** | [**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) **- useful information about giving feedback to learners from the EEF.**  [**https://marshallgoldsmith.com/articles/try-feedforward-instead-feedback/**](https://marshallgoldsmith.com/articles/try-feedforward-instead-feedback/) **- Marshall Goldsmith discusses in the article what it is to feedforward as opposed to feedback when looking at assessment** | | | | | | | | | | | | | | |
| **Curriculum for the week** | **This week trainees should have demonstrated that they know:** | | | | | | | | | | | | | | **Y/N** |
| **1.Prompt learners to elaborate on their responses to questions to check secure understanding.**  **2. Provide specific and helpful feedback which assist learners in progressing, focusing on specific actions using strategies such as formative verbal feedback.**  **3. Check student understanding (inc. checking for misconceptions) of the topic.** | | | | | | | | | | | | | |  |
| **This week trainees should have demonstrated that they know how to:** | | | | | | | | | | | | | | **Y/N** |
| **1. Planning affectively to ensure there are opportunities to carry out formative assessment.**  **2. Gain an understanding of what the learners know via discussion and engaging in reflection on feedback.**  **3. Use retrieval / reflection tasks to check prior learning thereby supporting learners to monitor and regulate their own learning.** | | | | | | | | | | | | | |  |
| **Questions for mentor and trainee to discuss in mentor meeting** | **1.How have you developed in your knowledge and ability to set formative assessment tasks linked to objectives? What are your areas of development?**  **Mentor summary of trainee response:**  **2.How do you ensure that learners have developed their understanding rather than just checking they understand the task or completed the work?**  **Mentor summary of trainee response:**  **3.Have you been able to identify any effective / ineffective assessment practice during your observations this week? What was it? Why did it work/not work?**  **Mentor summary of trainee response:** | | | | | | | | | | | | | | |
| **Additional notes from mentor meeting** | For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, college/department events etc. | | | | | | | | | | | | | | |
| **Trainee workload and well-being** | **Have strategies for workload been discussed?** | | | | | | | | | | | | | **Y/N** | |
| Actions or follow up (if needed) | | | | | | | | | | | | | | |
| **Has the trainee’s wellbeing been discussed?** | | | | | | | | | | | | | **Y/N** | |
| Actions or follow up (if needed) | | | | | | | | | | | | | | |
| **Opportunities identified for progress** | **To make progress through the curriculum the trainee needs to:** | | | | | | | | | | **Opportunity agrees for trainee to practise, observe, or receive feedback on this target** | | | | |
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| **Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:**  **Yes, trainee is making sufficient progress through the curriculum.**  **Yes, trainee is making sufficient progress through the curriculum, but this has required additional support (please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc).**  **No, despite additional support the trainee is not making sufficient progress through the curriculum. A Progress Support Plan should be considered.** | | | | | | | | | | | | | | | |

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| **Mentor** Signature |  |
| **Trainee** Signature |  |
| Trainees should ensure this WDS is submitted by the deadline for the purpose of formative assessment. Failure to do prevents the Link Tutor from assessing their progress and may result in the trainee being placed on a Progress Support Plan. | |