

## PG Sec History Intro WDS Week 4 24/25

Super Admin

05/09/2024

Date:

### Key reading for the week

**Summary:** The Embedding Formative Assessment (EFA) programme aimed to enhance teaching practices and improve outcomes. It involved 140 schools with year 10 teachers implementing the EFA strategies. Results found that pupils made two additional months' progress or work surmounting to 1 GCSE grade higher than pupils who were not involved. The programme saw collaborations of teachers across the domain come together to share good practice and findings. EFA surveys highlighted how teachers enjoyed working together across subjects and conducted 90 minutes per month review meetings.

**Limitations:** 12 schools dropped out, no improved attainment in Maths and English, only year 10 involved and teachers felt EFA lacked practical guidance for implementation.

**Reference:** [Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. \(2018\) Embedding Formative Assessment: Evaluation Report. \[Online\]](#)  
Accessible from:  
[https://educationendowmentfoundation.org.uk/public/files/EFA\\_evaluation\\_report.pdf](https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf)  
[retrieved 10 August 2022].[4003]

### Support for mentors with the curriculum focus

[ASCL Refocusing Assessment in History](#)

[Hammond, K. \(2014a\) 'The knowledge that "flavours" a claim: towards building and assessing historical knowledge on three scales' in Teaching History, 157](#)

[A well-crafted historical enquiry has a sustained assessment focus.](#)

## Curriculum for the week

**This week the trainee should have demonstrated that they know:**

1: Assessment provides teachers with information about pupils' understanding and needs (assessment data to inform planning).

- Yes     No

2: There are differences between formative and summative assessment. The value of formative assessment is explored in Black and William's meta-analysis, summarized in the seminal text 'Inside the Black box'.

- Yes     No

3: Formative assessment strategies include planned questioning, sharing assessment criteria, teacher feedback and self/peer assessment.

- Yes     No

4: Historical enquiries across sequences shape assessment and should draw from disciplinary knowledge.

- Yes     No

**This week the trainee should have demonstrated that they know how to:**

1: Use assessments to check for prior knowledge and pre-existing misconceptions.

- Yes     No

2: Monitor pupil work during lessons, including checking for misconceptions.

- Yes     No

3: Focus on specific actions for pupils and providing time for pupils to respond to feedback.

- Yes     No

4: Evaluate history specific progression models e.g. Hammond's Layers of Knowledge, Ford's historical knowledge model, Seixas and Morton's 'Big Six' model to assess pupils both summatively and formatively. Keep any mark-schemes that are used on longer pieces of work both topic-specific and question-specific (Hammond, TH157).

- Yes     No

### Questions for mentor and trainee to discuss in mentor meeting

**Q1:** How have you planned and implemented formative assessment tasks in your lessons, and used the results to adjust your teaching / support?

Mentor summary of trainee response.

**Q2:** How is assessment data used to inform planning and progression in the history department?

Mentor summary of trainee response.

**Has the trainee demonstrated the appropriate professional behaviours required of those training to teach?**

Yes     No

If you answered no, please provide details.

### Additional notes from mentor meeting

For example, review of subject knowledge, relevant CPD, arrangements for upcoming lesson observation, school/department events etc.

### **Trainee workload and well-being**

Have strategies for workload been discussed?

- Yes     No

Actions or follow up (if needed)

Has the trainee's wellbeing been discussed?

- Yes     No

Actions or follow up (if needed)

Trainee attendance this week - please enter the number of days.

### **Opportunities identified for progress**

Based on the curriculum for this week, which skill(s) need(s) development.

How, where and/or when could the trainee observe, practice and or receive feedback on these skills?

## Progress

**Current progress would suggest that the trainee is making sufficient progress through the curriculum to proceed:**

Trainee is making sufficient progress through the curriculum and has demonstrated appropriate professional behaviours.  Trainee is making sufficient progress through the curriculum, but this has required additional support.  Despite additional support the trainee is not making sufficient progress through the curriculum and/or has not displayed the appropriate professional behaviours. A Progress Support Plan should be considered.

Please list the additional support provided below. For example, a reduction in teaching load, additional meetings, use of team-teaching etc.

## Signature

Mentor

Yes

No