

PG Sec RE 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
[retrieved 10 August 2022].[4003]

Support for mentors with the curriculum focus

[Laura Harris' reflections on 'How I... use formative assessment to inform progress and planning in Primary RE' is a great starting point for considerations in relation to formative feedback in RE. Despite being rooted in primary, her reflections on the ongoing RE assessment used to inform instruction as a useful tool in the subject generally are very useful.](#)

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: In RE effective assessment practices should consider the diverse ways students engage with and understand religious beliefs and practices, incorporating both knowledge-based and reflective assessments to capture a holistic view of student learning.

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: Know a range of effective assessment practices in RE that consider the diverse ways students engage with and understand religious beliefs and practices.

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 RE 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