

PG Sec Science Intro WDS Week 5 24/25

Super Admin

05/09/2024

Date:

Key reading for the week

Summary: "Working Inside the Black Box: Assessment for Learning in the Classroom" is a seminal educational paper by Paul Black and Dylan Wiliam. It emphasizes the importance of formative assessment, a process where teachers continually gather feedback to adapt their teaching. The authors argue that formative assessment, when integrated effectively into daily instruction, can significantly enhance student learning outcomes. It encourages teachers to engage in ongoing dialogue with students, providing constructive feedback and addressing misconceptions. The paper advocates for a shift away from summative assessment and high-stakes testing, promoting a more student-centered, supportive approach to learning in the classroom.

Limitations: Much of the work is drawn from a paper drawn up in 1998. Teaching has changed a lot since. Also, by aggregating 'effect sizes' this poses challenges due to diverse study designs, contexts, and outcome measures, potentially leading to oversimplification and skewed interpretations.

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 Kappan*, 86(1), 8–21. Accessible from:

https://journals.sagepub.com/doi/pdf/10.1177/003172170408600105?casa_token=zOpif_gNeeAAAAAA:kLtIYKCCx3NIJhn2XlgYRYUD-73_-Xdmt1GW0fF2ecEXyYZXDj78JoVi7PmeWrePFBglLbjxCfi

Support for mentors with the curriculum focus

[The Power of Language in Science Learning](#)

Curriculum for the week

This week the trainee should have demonstrated that they know:

1: High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

- Yes No

2: Questioning identifies pupils' prior knowledge, assesses their understanding as the lesson proceeds and can help them work through a problem in situ. It also allows pupils to express their ideas and extend their vocabulary.

- Yes No

3: Planning for effective questioning requires consideration of both question content and structure.

- Yes No

4: Questioning can be used to elicit pupil misconceptions of science topics. For example, bulk of a tree comes from the carbon dioxide in the air, not from the soil or water.

- Yes No

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

1: Direct appropriate questions within the class to assess prior knowledge and support progress.

- Yes No

2: Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).

- Yes No

3: Provide appropriate wait time between question and response where more developed responses are required.

- Yes No

Questions for mentor and trainee to discuss in mentor meeting

Q1: How might questioning be used to identify knowledge gaps and misconceptions?

Mentor summary of trainee response.

Q2: Evaluate a subject specific example of a question that you have used /or observed in a class discussion that extended and challenged pupils.

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