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An Evaluation of the School Experience Formative Assessment Continuum – One Year On

Keith Parker, Katy Bloom and
Caroline Elbra-Ramsay

Learning Outcomes

- Reflect on the nature of student autonomy, independent learning and developing as self-regulatory learners;
- Gain an understanding of how school-based criteria can be used to create authentic assessment opportunities.

The Context of Initial Teacher Education (ITE)

Historic basis of ITE:

- ▶ ITE programmes are both academic and professional – spiral curriculum
- ▶ Programmes are underpinned by partnership and collaboration
- ▶ Assessment of academic modules and school-based practice

Changing landscape of ITE in recent years and impact

- ▶ Policy changes - introduction of Core Content Framework and new Ofsted Framework
- ▶ Intense review of curriculum offer and support (e.g. curriculum/subject leads) and assessment of school-based practice.
- ▶ A shift away from grading all placements using the standards (NASBTT grading guidance) towards a new dialogic model in collaboration with partnerships

What does the research tell us?

In re-imagining what the 'grade-less evaluations' could look like, we had to consider several foci from education literature:

- Consistent use of student-owned success criteria relating to classroom practice
- The impact that grades/grades with feedback/feedback only has on student learning
- Use of feedback that enabled the student to reflect and evaluate their own progress
- Use of feedback which enabled them to consider and own their next steps: feedback that was contingent (consequential) and self-regulatory

The argument *against* grading

The recognition of formative feedback trumping 'grades' judgements has a long record in educational research and practice (Elawar & Corno, 1985; Butler, 1987, 1988; Wiliam, 2011).

- ➡ Carless (2015) emphasised a model of learning-oriented assessment focuses on three interrelated processes: the assessment tasks which students undertake; students' development of self-evaluative capacities; and student engagement with feedback
- ➡ Winstone & Boud (2019) discuss the adoption of learning-focused feedback practices

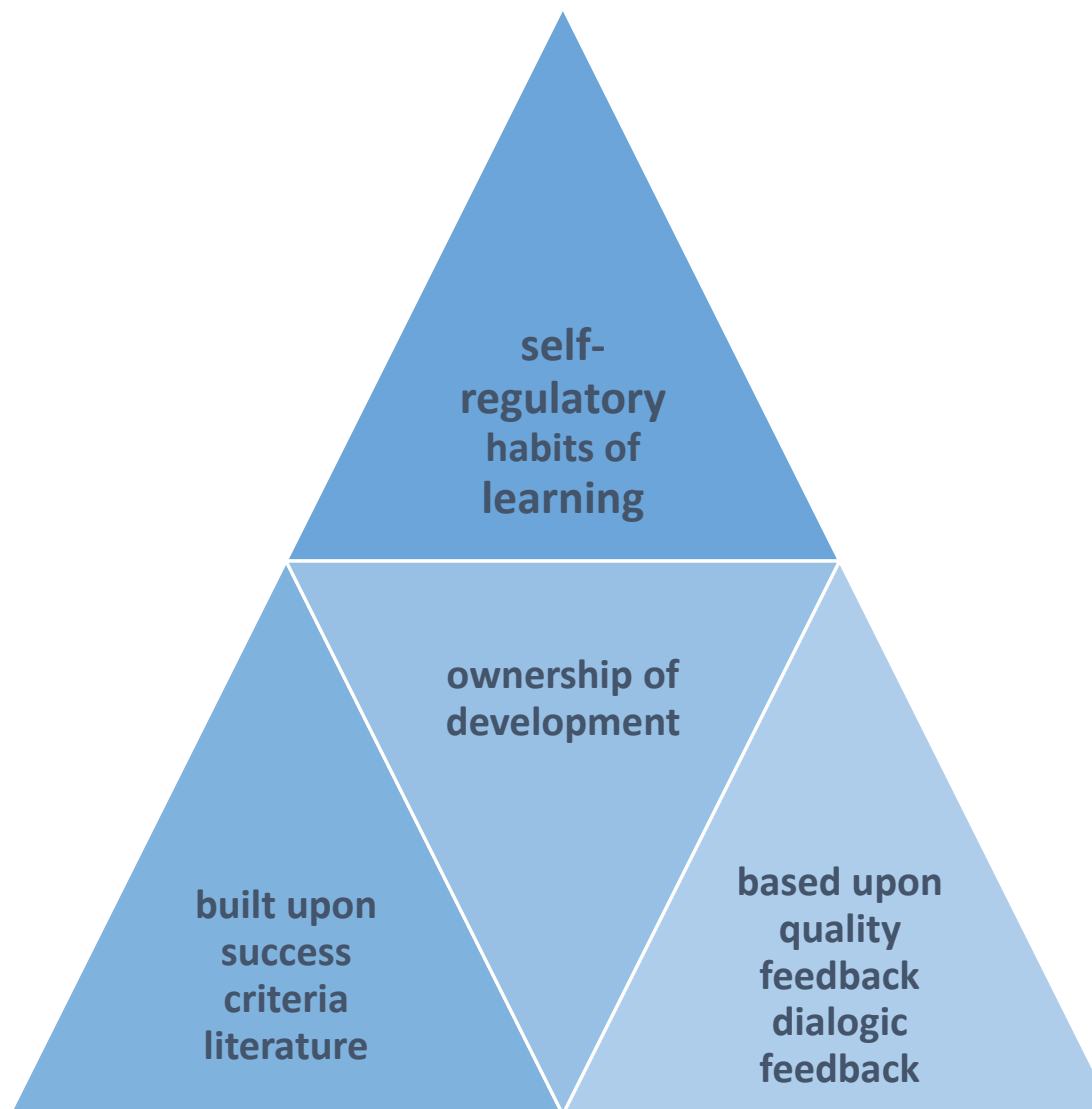
Increasing self-regulation

Hattie and Timperley (2007) describe seeking help as a learner proficiency and discuss the distinction between *instrumental* help (seeking hints on how to work something out) versus *executive* help (seeking answers). In their opinion, task feedback becomes most effective when combined with *self-regulation* feedback, so that it is instrumental, and not executive.

Nicol and MacFarlane-Dick (2004, 2006a):

- helps clarify what good performance is (goals, criteria, expected standards);
- facilitates the development of self-assessment (reflection) in learning;
- delivers high quality information to students about their learning;
- encourages teacher and peer dialogue around learning;
- encourages positive motivational beliefs and self-esteem;
- provides opportunities to close the gap between current and desired performance;
- provides information to teachers that can be used to help shape teaching.

Reciprocating elements

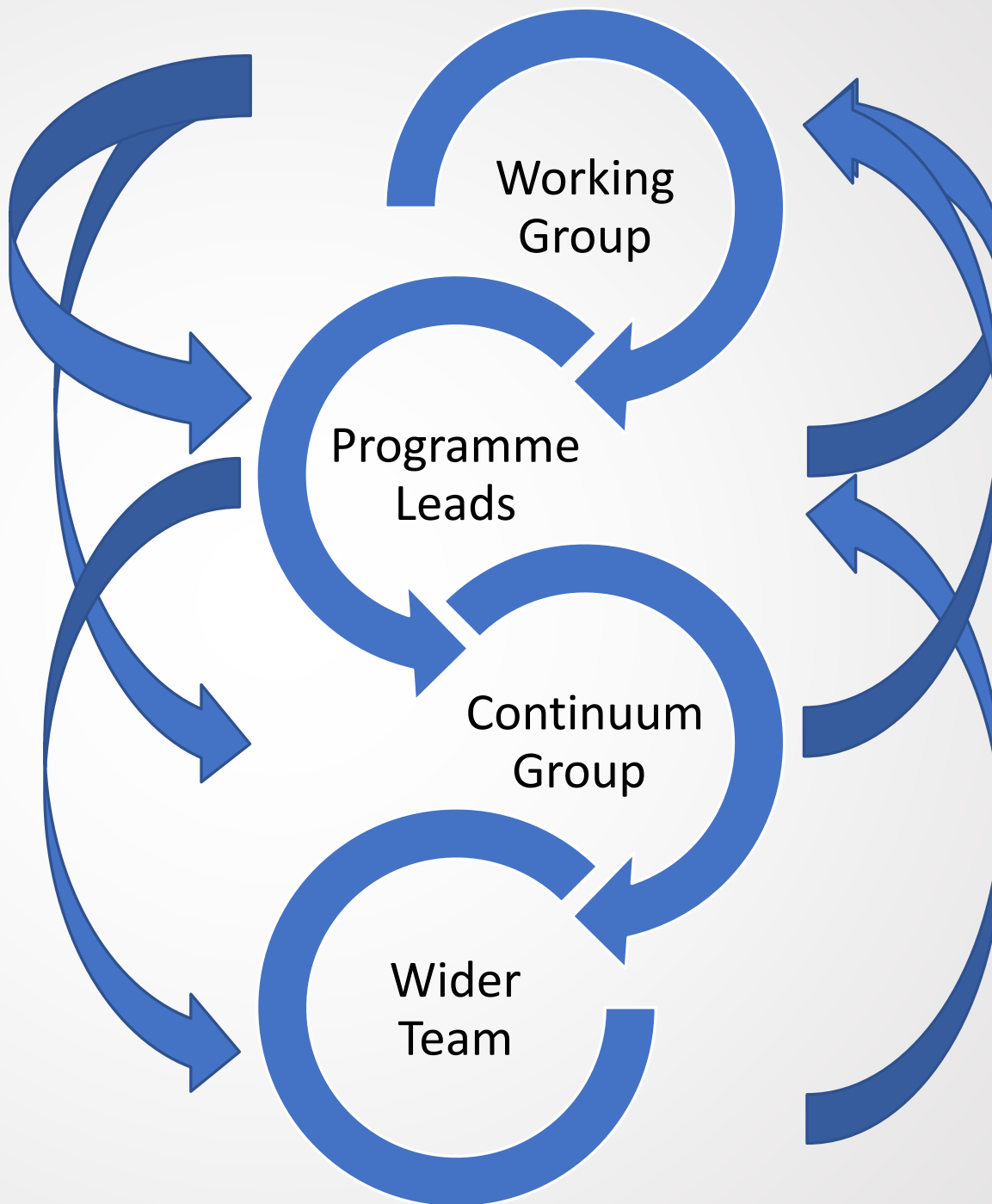


The Process

- Took the decision that the process would be:
 - Principle and research led;
 - Not knee jerk;
 - Involve dialogue with all stakeholders;
 - A longer term change.
- 1. Formed working party : AH, PLs, local headteachers /mentors, interested staff;
- 2. Took feedback from current students;
- 3. Agreed principles;
- 4. Researched practice across sector;
- 5. Shared research findings
- 6. Ongoing conversation between working group /programme leads/continuum group. Each decision had to be agreed /further discussed before moving on, returning to the principles each time. This included: language, roles/responsibilities, form, expectation etc.....

Positive Practice	Practice we would like to change
Dialogic nature of discussions with mentors	Lack of student teacher agency/self regulation
Triggers that allow us to celebrate and support	Driven by Ofsted and NASBTT
Ability to track progress	Too much importance on final grade
Reference to standards as an end point	Grade often has detrimental affect on progress and wellbeing
	Mentors holding the power
	Grading too early in the programme

‘That school-university partnerships are contestable and complex systems (Walkington 2007; Douglas 2012) is well accepted. They ‘can be sites of both struggle and enjoyment’ (Handscomb, Gu, and Varley 2014, 4). Collaboration in partnerships has been described by Adamson and Walker (2011) as messy in that it is complex, unpredictable and difficult to monitor or manage’ (Marsh, 2021, p.236)



Links to CCF

Expectations for each
SE (flexible)

Statements in bold are
core indicators

Learner centred
language

Curriculum - This continuum is intended to promote dialogue about your progress towards the standards

Full Standards can be accessed at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf


Component of the curriculum	Expected for <u>SE1</u> (<u>minimum</u> expectation for SE1)	Expected for <u>SE2</u>	Expected for <u>SE3</u> Student teachers must have met the standards by the end of <u>SE3</u>	Beyond Expectations for SE3
Subject knowledge (Depth - including content, concept, processes and skills, accuracy of knowledge)	I have sufficient understanding of the subject/curriculum I am teaching.	My understanding of the subject/curriculum is competent for the level I am teaching and my knowledge of concepts in my subject/curriculum areas is competent.	My understanding of the subject/curriculum extends beyond the level I am teaching and my knowledge of concepts in my subject is proficient in depth and breadth.	I demonstrate exemplary subject/curriculum knowledge. And my knowledge of concepts in their subject is exemplary in identifying important concepts of the discipline and their relationships to one another.
Understanding of an inclusive curriculum (capacity to address issues including gender, race, religion, culture, social class, language, disability, cognition and learning - identities and backgrounds)	I recognise the value of understanding identities and backgrounds and use this knowledge in teaching and learning.		I promote the value of identities and backgrounds within teaching, learning and the resources I use.	I promote the value of identities and backgrounds in all elements of my professional practice.
Subject Pedagogical Knowledge (<u>capacity</u> to address <u>misconceptions</u> , demonstrate understanding of connections across learning, within subject and across subjects)	I can sequence learning content appropriately within a lesson and I use high quality resources to support learning. I link new content to key concepts already learnt through an awareness of prior learning.	I understand the rationale for the range of pedagogical choices I <u>use</u> and I sequence learning content appropriately over a series of lessons. I reflect on how these inform learning. I make appropriate connections within and across subjects. I recognise key misconceptions and how they can be remedied within the	I use a variety of learning tools/approaches flexibly and responsively and I reflect on these to enhance future teaching and learning. I can articulate how my own philosophy informs pedagogical choices. I make appropriate connections within and across subjects, revisiting big ideas within subjects, linking key concepts and developing	I consistently and purposefully select a variety of learning tools/approaches and use these flexibly and responsively. I critically reflect upon and articulate a pedagogical rationale for the selection of these approaches <u>in order to</u> maximise learning. I demonstrate clear links between personal philosophy and pedagogical choices. I explicitly and consistently make appropriate

Assessment - This continuum is intended to promote dialogue about your progress towards meeting the staged curriculum requirements.


The statements below support the YSJ curriculum which has been informed by the YSJ Curriculum Themes, the Core Content Framework and the Teachers' Standards. The full Standards can be accessed at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Component of the curriculum	Expected for SE1 (<u>minimum</u> expectation for SE1)	Expected for SE2	Expected for SE3 Student teachers must have met the standards by the end of SE3	Beyond Expectations for SE3
Understanding the role of effective feedback* in supporting pupil progress - including strategies for pupils to engage with and reflect on feedback to support their future learning.	I can give feedback to pupils although this of variable quality and its timeliness is inconsistent	I can give feedback to pupils that is timely and applicable; there are aspects which meet the criteria for quality feedback below. I plan for pupils to make use of the	Feedback to pupils is timely and of high quality, incorporating most features below. Pupils make use of the feedback in their learning to aid progression.	Feedback to pupils is timely and of consistently high quality; the high-quality feedback comes from many sources;
*Criteria for effective feedback includes that it should be 1. Timely, 2. Constructive, 3. Relate to learning goals/success criteria, 4. Provide guidance to improve outcomes [feedforward] 5. Be targeted as appropriate 6. Appropriate for age etc, 7. Aspect of contingency [what is expected as a result of the feedback]. 8. Feedback on both knowledge and skills, 9. Both verbal and written feedback is given, 10. Feedback should enable pupils to monitor and regulate their own learning, 11. In line with school policy.				
Range of strategies for monitoring, assessing and tracking the progress of all pupils - formative and summative. (including self-assessment, peer assessment, use of questioning etc)	I am aware of some strategies for formative assessment, though not all my intended outcomes are assessed I share some of the criteria and learning outcomes by which pupil work will be evaluated I have started to mark pupils' work (as appropriate)	I can use strategies for formative assessment that address all intended outcomes I share the criteria and learning outcomes by which pupil work will be evaluated I can monitor the progress of the whole class and/or groups, and use open questioning to elicit information such as misconceptions I develop opportunities for pupils to assess their work against the assessment criteria I have started to identify different approaches to marking	I can use some well-developed strategies for using formative assessment and can design approaches to be used I consistently share the criteria and learning outcomes by which pupil work and/or skills will be evaluated; sometimes the pupils are involved in co-construction of the success criteria I can monitor the progress of the whole class and groups, and can make use of a range of diagnostic prompts to elicit pupil information such as misconceptions I consistently ensure that pupils formatively assess and monitor the quality of their own/their peers' work against the assessment criteria I use different approaches to marking and use alternatives to be time-efficient	I have an approach to using formative assessment that is well designed and includes pupil as well as student teacher use of the assessment information I consistently and effectively share the criteria and learning outcomes by which pupil work and/or skills will be evaluated; I can build in opportunities for co-construction of the success criteria I can actively and systematically elicit diagnostic information from individual pupils regarding their understanding and can monitor the progress of individual and the class I consistently and effectively ensure that pupils assess and monitor the quality of their own/their peers' work against the assessment criteria and make active use of that information in their own learning I ensure that my marking of pupils' work has a particular purpose and is efficient and productive; I use alternatives to marking such as feedback in the learning instance

How student teachers should use this	How school mentors should use this
This is your living document so please refer to it and self-assess on an ongoing basis	This document is intended to be owned by the student teacher and it is their responsibility to keep it updated
Focus on a particular area(s) each week as outlined or suggested by the SE Director's communications as well as areas identified by you and your mentor	Support the student teacher in identifying a suitable area of development for discussion
Focus on the core (bold) criteria and identify the aspects you have met and those that you feel can be developed further	The level of support is likely to change across the continua. SE1 might be characterised as co-construction, SE2 by support and SE3 by independence.
In consultation with your mentor or host teacher, co-construct actionable targets and identify actions to further improve your current stage. Discuss strategies to be able to meet your SMART targets	In consultation, and according to the point within the continuum, decide actionable targets and identify actions to further improve the current stage. Core criteria are in bold.
Self-review movement against targets through lesson evaluations and reflection before your next mentor meeting. Identify what you think are your next steps.	Ensure that the student teacher's self-review movement against targets through lesson evaluations and reflections are realistic.
Bring evidence to discuss these during your next mentor meeting or discussion with host teacher.	Through dialogue, agree the next steps that have been identified and ensure that these are SMART targets.



Introduction of the school experience formative assessment continuum

- How it was introduced to students, mentors and link tutors
 - Intended use, emerging issues and interventions
 - End of year evaluation (students, link tutors and mentors) – data collection process and problems!
 - Year 1 health check – further embedding and evaluation
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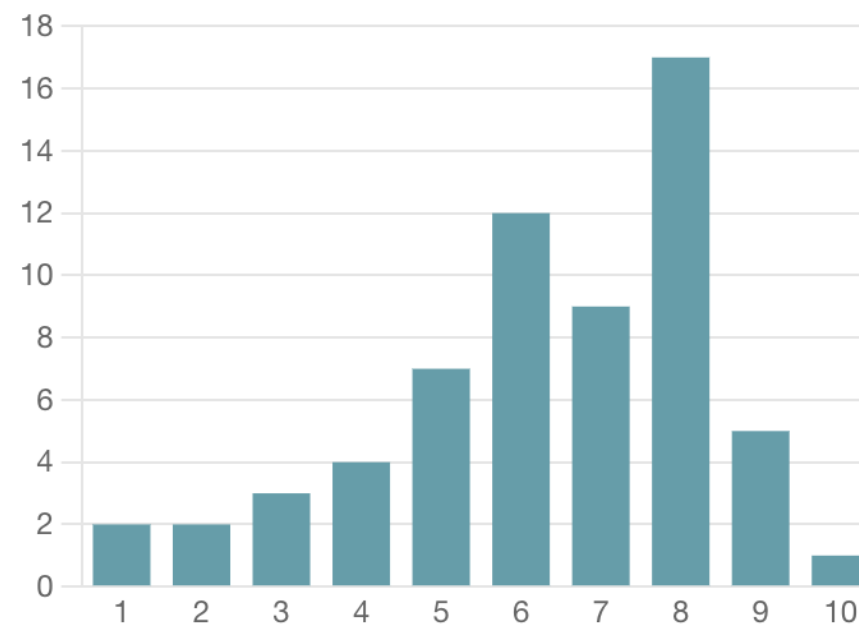
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Student Teachers

On a scale of 1-10, where 1 is low, how did you find using the assessment continuum in last year's school experience?

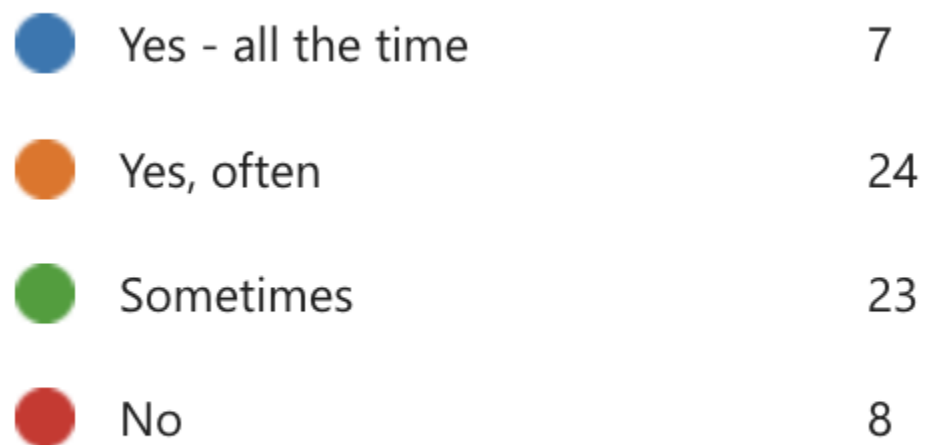
6.32

Average Rating



Student Teachers

Did you find it supported dialogue?



Student Teachers

My mentor and I both found it useful when talking about what went well in appraisals and the target I need to focus on. Plus it was useful for me to use as a working document as I printed it out and would annotate this weekly.

Towards the end we used it collaboratively for ongoing targets for SE3.

When discussing my ongoing progress, it was helpful pinpointing particular things that were done well and what I was missing and had to therefore improve on in the coming weeks.

It gave structure and simple to understand prompts for improvement

It gave the mentor and I points to discuss relating to strengths within lesson appraisals and over all teaching. It also gave myself and the mentor aspects of teaching I needed to explore or work on.

My mentor didn't really know much about it and the layout was quite wordy but when I got my head around that it was helpful.

We didn't really use it

I used it for personal use but not on mentor meetings.

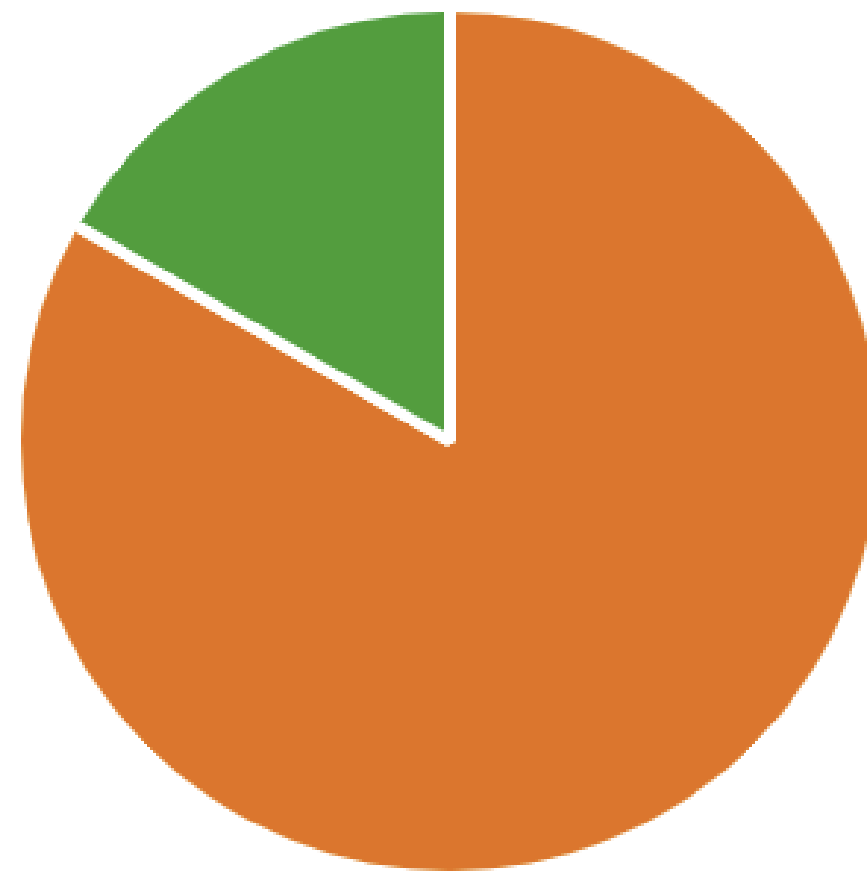
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Link Tutors

Did it support dialogue?

● Yes - all the time	0
● Yes, often	5
● Sometimes	1
● No	0



Link Tutors

A positive responses from mentors and student teachers

Mentors and students needed to learn the language of the continuum- a useful exercise in its own right - and some found this more accessible or easy than others. For some, this constituted a barrier to using the continuum to support dialogue




Some used it every meeting to good effect and where they did it supported dialogue all the time. Some were less confident in the early stages about its use but once its function and benefits were explained they did report it supported dialogue especially when a student's perception of their progress was underconfident.

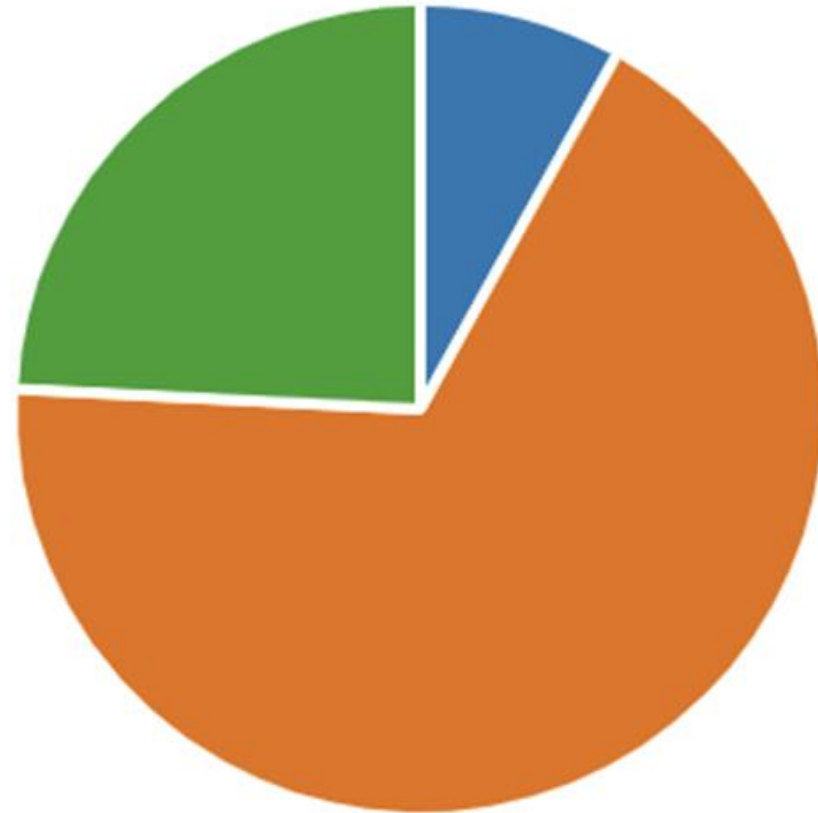
I think on the whole they did find it supportive, but I found some mentors were using their 'usual' approach and then addressed the continuum after that.

Through discussions with mentors and students, I noticed that different professional partnerships used the continuum in varying ways. Those who were new to mentoring and were unfamiliar with previous assessment systems used the continuum as a discussion point and as a way to structure interim and final reports more. Some mentors did not use the continuum to engage in discussions as part of the mentor dialogue and some students were unsure how to use it e...

Student Teachers

The continuum was developed to support student teachers' ownership of developmental dialogue and target-setting. To what extent do you feel this was true?

-  The continuum was mainly stud... 5
-  There was a balance between st... 42
-  The continuum was mainly men... 15



Student Teachers

It has been nice to see how progress developed over three placements.”

“Could see exactly where we needed to be”

“Help to set clear targets. Can clearly see when highlighted things I’d met, what needed more support. What was the next step to do this”

“I thought it was good as it directed you through each year.” [undergrad]

“It gave clear expectations of progress and allowed me to clearly see where the gaps were.”

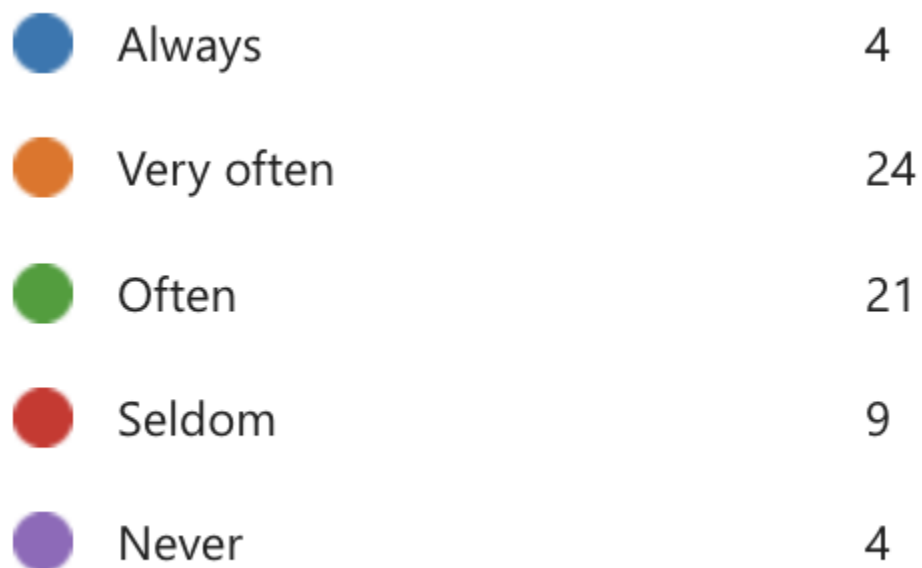
“You could see the full picture of what is expected progress for SE3.”

“It was visual and easy to navigate. It made it very clear what needed to be achieved by the end of SE.”

“I liked being able to highlight what I thought I could already do and discussing that with my mentor as well as using it to target set.”






Student Teachers

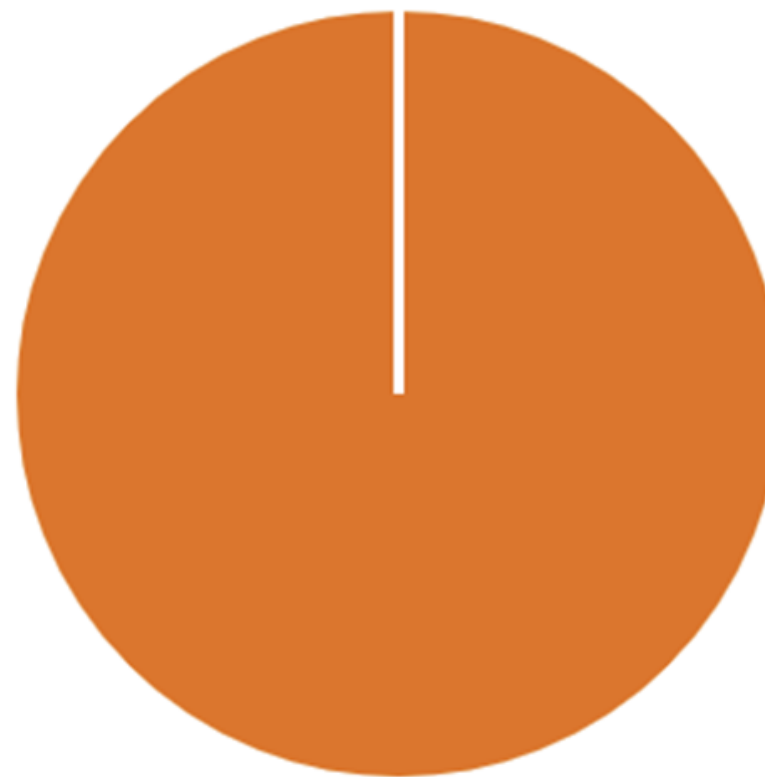
Did you find it supported your movement through the staged expectations?



Link Tutors

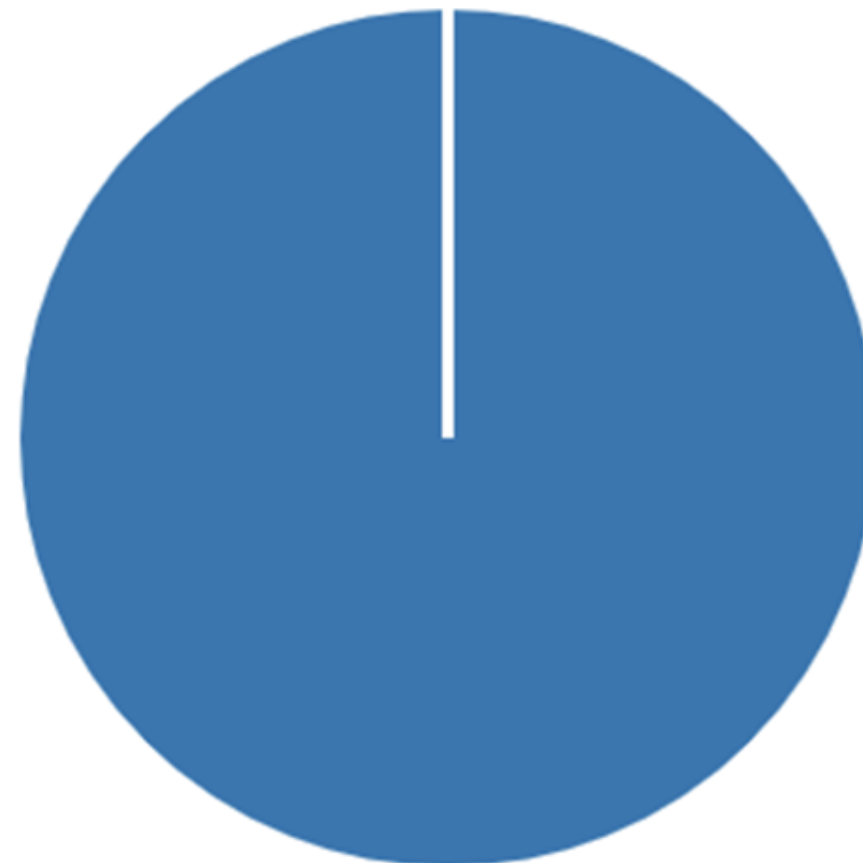
In your opinion, did the continuum support student teacher movement through the staged expectations?

	Always	0
	Very often	6
	Often	0
	Seldom	0
	Never	0



Link Tutors

Did you think that the assessment continuum guided student teacher progress?



Link Tutors

clarified expectations and supported target setting

The idea of a spectrum of progression was a useful one, and showed the journey to the mentors and student teachers. It also supported self-reflection, in the breadth of what it is to become a teacher.

It enabled students and mentors to stay focused on a set of descriptors relevant to the school experience and to pinpoint gaps and priorities very easily.

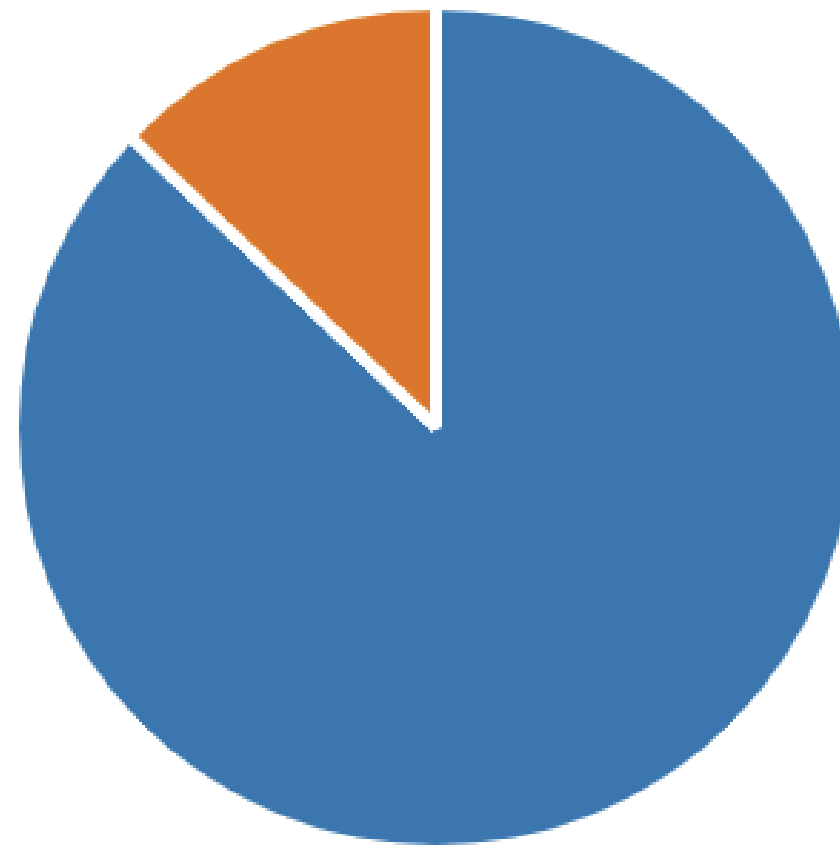
Students considered the continuum at key points in the process - it isn't second nature yet

I wonder if models of metacognitive practice (mentor modelling, guided practice, independent practice) could be used and mirrored from classroom practice to support students to use the continuum much more so they can self regulate their own learning experience.

Students and mentors used the continuum in different ways. For example, some highlighted elements of the column 'beyond' the current SE if they felt it was appropriate to do so, but some did not. Broadly though, it did provide a clear exemplification of what skills, knowledge and other standards students should expect to be achieving as they progressed through SE1, 2 and 3.

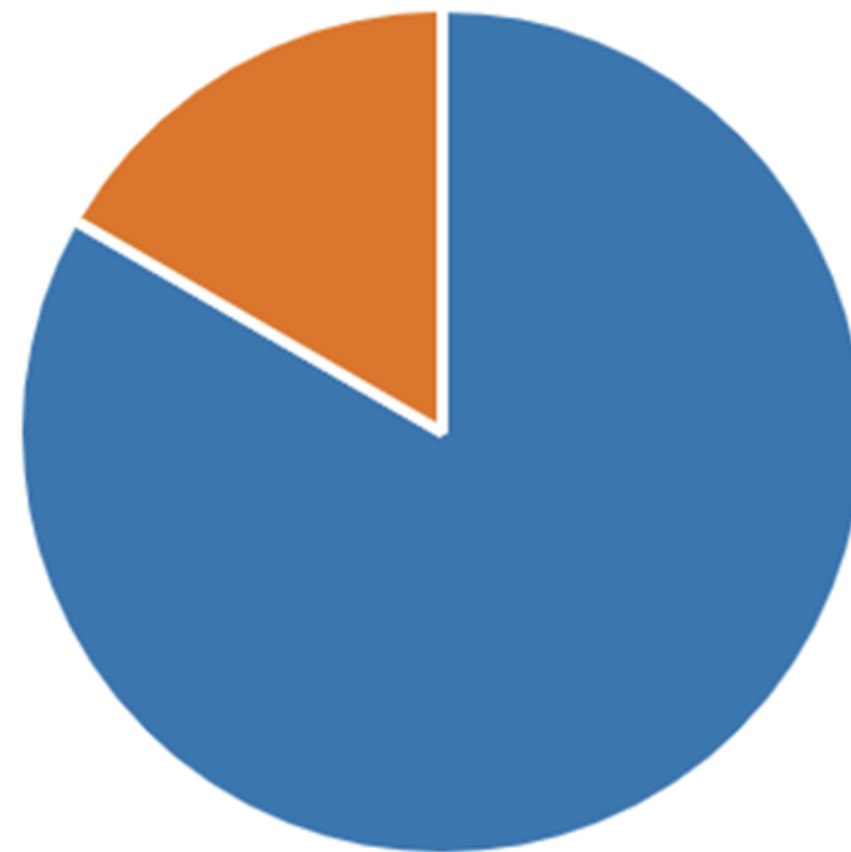
Student Teachers

Did the assessment continuum help you to set targets?



Link Tutors

Did the assessment continuum help in the setting of targets?



...and what did Ofsted say?

.....Leaders run a genuine partnership between schools and the university. The 'continuum', which assesses trainees' strengths and areas for development as they develop as teachers, was a joint venture. It is used effectively both through the course and as trainees move into their teaching career.....

.....The assessment of trainees is purposeful. Trainees are self-reflective and have the ability to review, assess and make well-informed choices because of the high value that leaders place on these attributes. Trainees' workload is carefully considered. Leaders encourage trainees to 'improve not prove' throughout a continuum of assessments that help trainees to further explore and embed the principles they are taught....

....Leaders have designed an assessment continuum that is used well to assess trainees' progression. Mentors and link tutors contribute to these ongoing reviews of trainee practice.

Conclusions

- Response were on the whole positive from staff and student teachers but there was clearly variation on how the document was interpreted-But where it was positive, it was REALLY positive ;
- Those that didn't embrace the continuum as intended, didn't value it and vice versa;
- Some mentors didn't actually change their practice; the continuum was used as replacement NASBITT guidance;
- Schools that worked with different ITE providers seemed to increase the risk of this;
- Some student teachers were reluctant to take ownership;
- We need to manage our communication on the continuum better with the students;
- We need to reopen the dialogue with mentors;
- We need to do more on the underlying pedagogy to avoid the continuum simply being a 'sticking plaster'

Next Steps

- Reopen the dialogue with mentors;
- Explore what is meant by dialogue with mentors and student teachers through SE briefings and mentor training
- Video exemplification for mentors and student teachers of how to use continuum;
- Additional documentation to support mentors – how to set targets using the continuum.

Area of Development	Possible Targets	Possible strategies (<u>up</u> to 3 are recommended)
Learning intentions and success criteria For example, not planned for; not shared with the pupils; activity does not deliver or match intention; activity is not evaluated against intention / success criteria; feedback is not given against intention / success criteria etc..	Ensure all future lessons/ activities have a clear intended learning outcome <u>i.e.</u> at the planning stage be clear about what you would expect pupils to be able to do	Begin your planning but selecting an appropriate learning intention. Consider prior learning, national expectations and how this outcome will connect to previous and future learning; Word your learning intention in pupil friendly language rather than 'National Curriculum speak'; Select an activity that is aligned to the learning intention; Consider what success criteria for the activity would look like (what would you see? What learning behaviours /dispositions would you expect?); Observe a lesson from an experienced colleague and retrospectively identify the learning intentions and success criteria; Research learning intentions and success criteria in Hattie and Clarke (2018) Visible Learning: Feedback; Review your previous success criteria and identify whether they are focused on process and/or product; Review learning intentions- are they always focused on the key learning or are they only focused on the learning context? Reflect on your development towards this target and use to inform your weekly mentor meeting.
	Always share intended learning outcomes with the pupils;	Begin each lesson by sharing the intended learning outcomes with the pupils; Hold a short 2 min discussion on what these mean, how this might look, how these outcomes fit in with prior and future learning; Observe a lesson from an experienced colleague and analyse how the learning intentions are shared;



Any Questions