

Bolton English Conference

**Wednesday 18th June
2025**



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Agenda

1. Welcome and introductions.
2. Keynote speech – Mark Roberts. Raising boys' attainment.
3. Lunch!
4. Training on Pillar 5 – Assessment and Feedback. M. Chester/ C.Wood
5. Planning for 2025/26
6. AOB.

Key-note speaker...

Mark Roberts

Raising Boy's Attainment



This session will outline the following:

- Expectations and motivation
- Developing academic and non-fiction writing
- Teaching effective narrative writing strategies

**LUNCH
TIME**

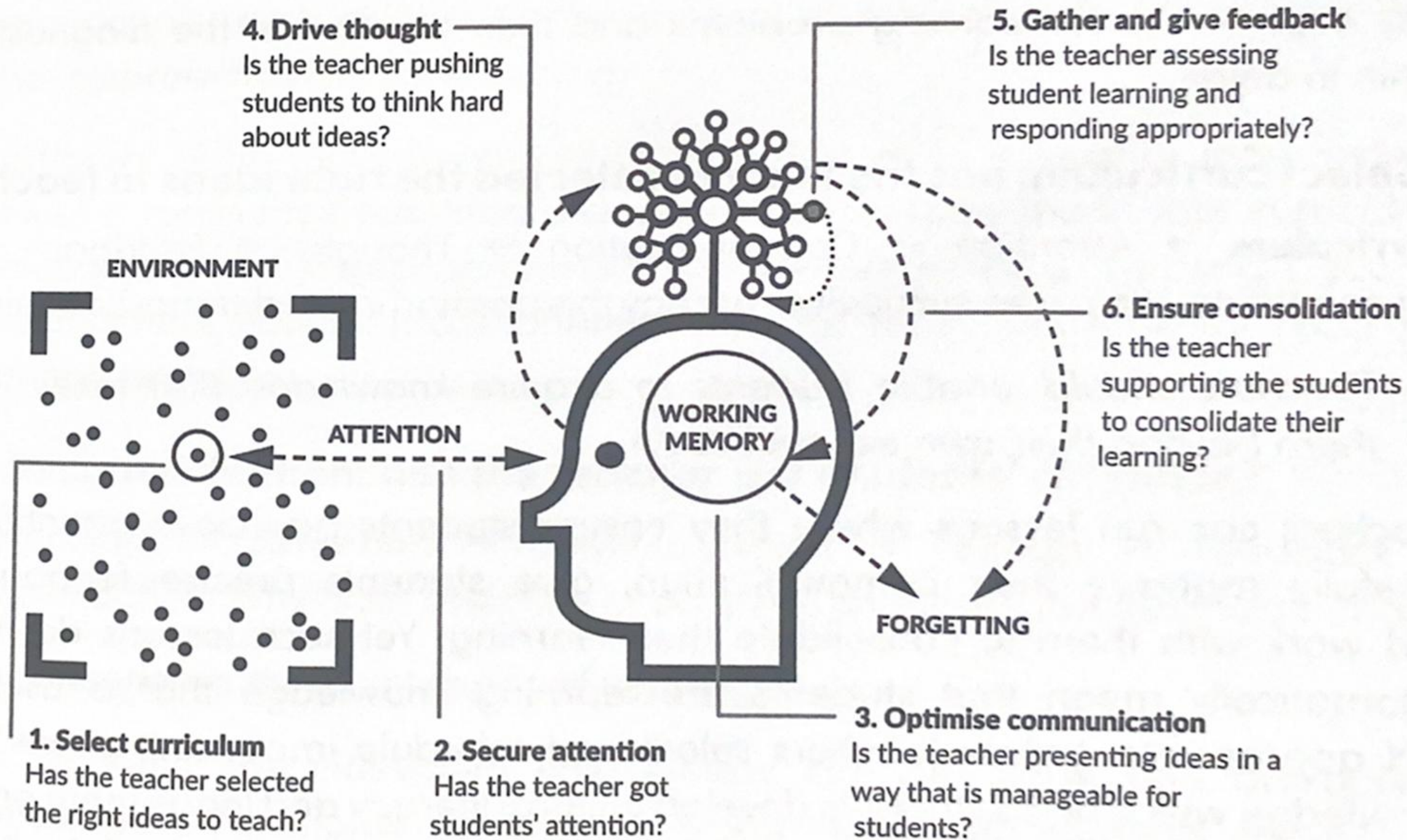


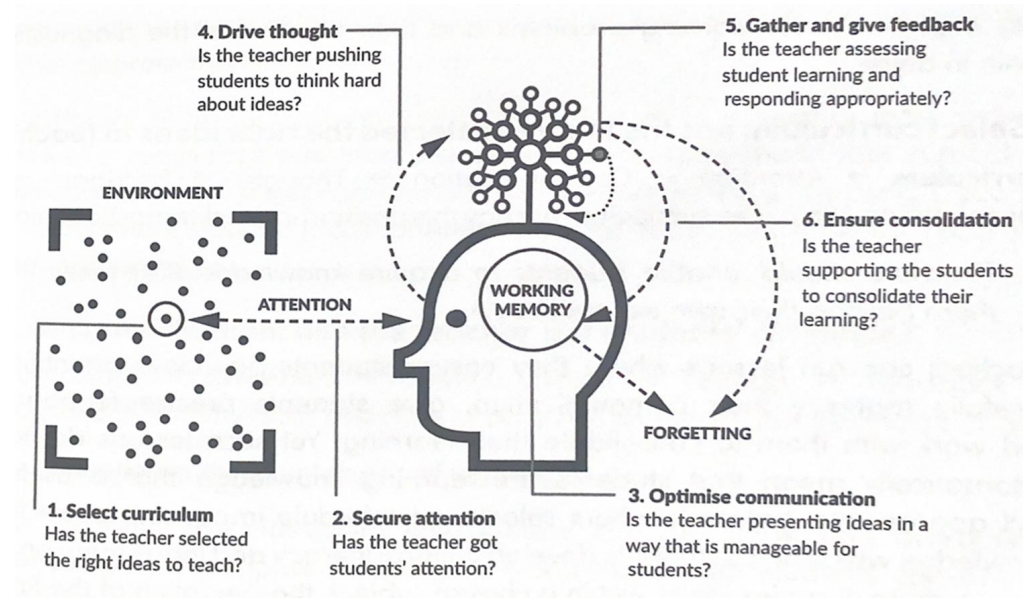
Pillar 5: Assessment and Feedback

June 2025
Carolyn Wood
Marcus Chester



The Pillars of Effective Curriculum Implementation





What is an effective example of assessment practice(s) that you currently use in your department?

Why do you think they are effective?

Before we delve in deeper...

What is your understanding of the difference between **SUMMATIVE** and **FORMATIVE** assessment?

A SHARED LANGUAGE

Key words – we may use the same words but, depending on when and how you came into teaching you may actually have differing definitions- discuss your shared definitions.

Assessment	Test / Exam/ GCSE
Attainment	SATS / CATS
Progress	Reading Ages
Progression Scales	Scaled Scores
National Curriculum	Self-evaluation
Curriculum	Peer-evaluation
Literacy	Inter-leaving
Numeracy	Low stakes tests
Pedagogy	High stakes tests

It is important we pin down exactly what we mean by formative practices and how these differ to summative assessments.

There's a difference between...

Have you
understood?

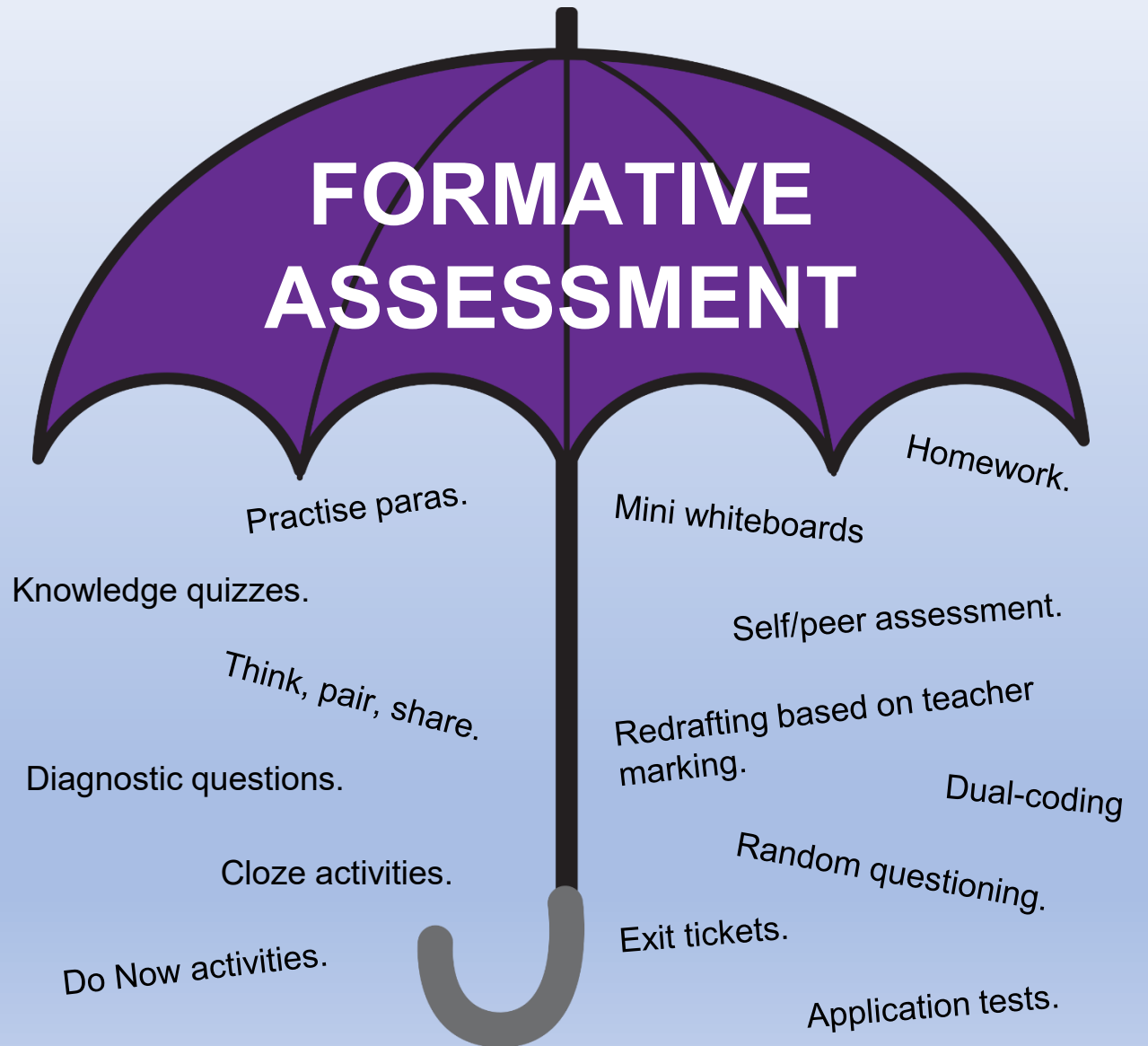
What have you
understood?

- As teachers, we don't have to wait for our students to struggle with their work or underperform on a test to identify points of improvement and gaps in knowledge.
- By using the right modes of assessment, we can become aware of these gaps far sooner and be able to address them quickly. Our students will feel more valued, listened to and attended to. They'll retain more from each lesson, which will increase their confidence and accelerate their progress.

Assessment in English

Using the right language...

- Formative assessment is the process of monitoring and assessing students' learning and understanding in order to adapt our teaching methods to better address students' learning needs.
- The result of this continual formative feedback is that both teachers and students know the areas of greatest strength and the areas for improvement.
- **This means that EVERY mode of assessment we use in English is arguably formative.** Even after formal, topic assessments, students' learning continues and doesn't stop. We use every piece of data from a range of formative assessments to measure progress and plan the next steps for our students.
- The word 'summative' is used to describe high-stakes testing. Arguably, this only happens when students leave us in Y11.



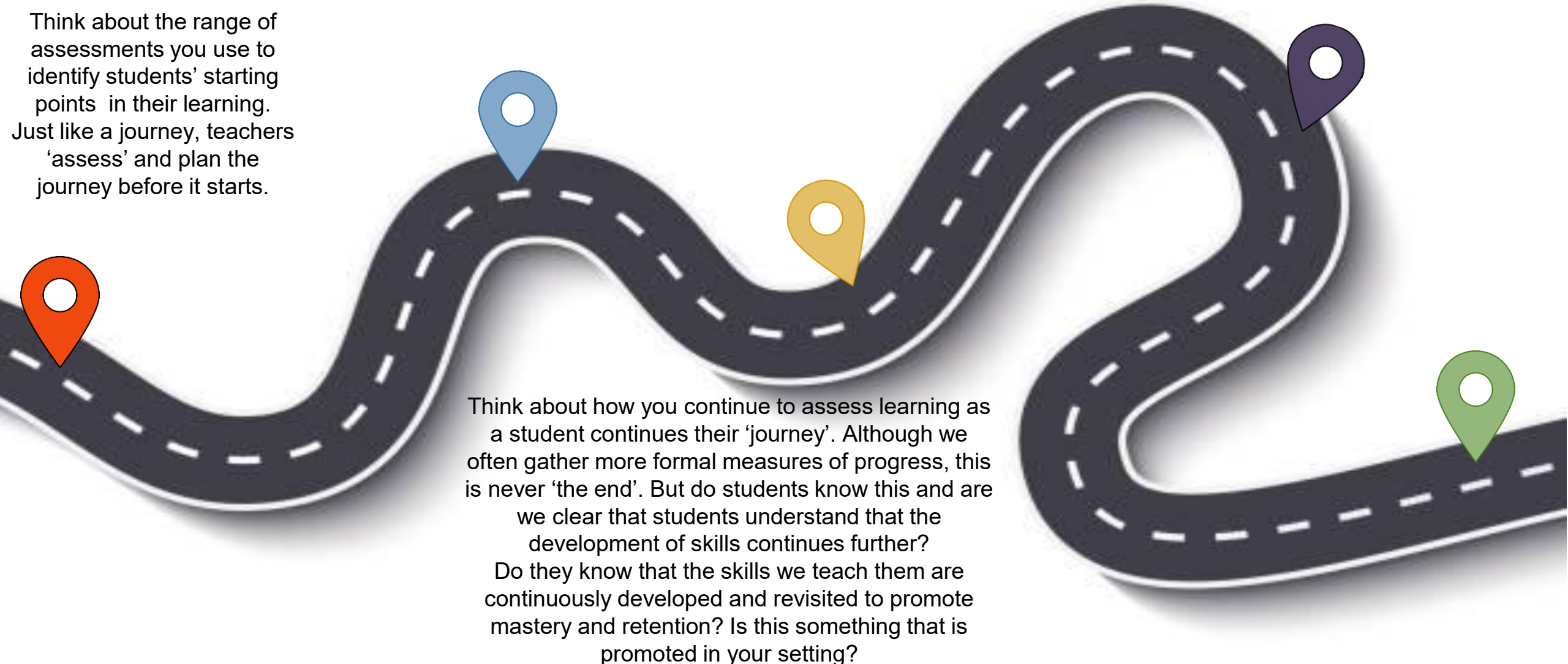
The practice of ASSESSMENT is arguably more of a road map...

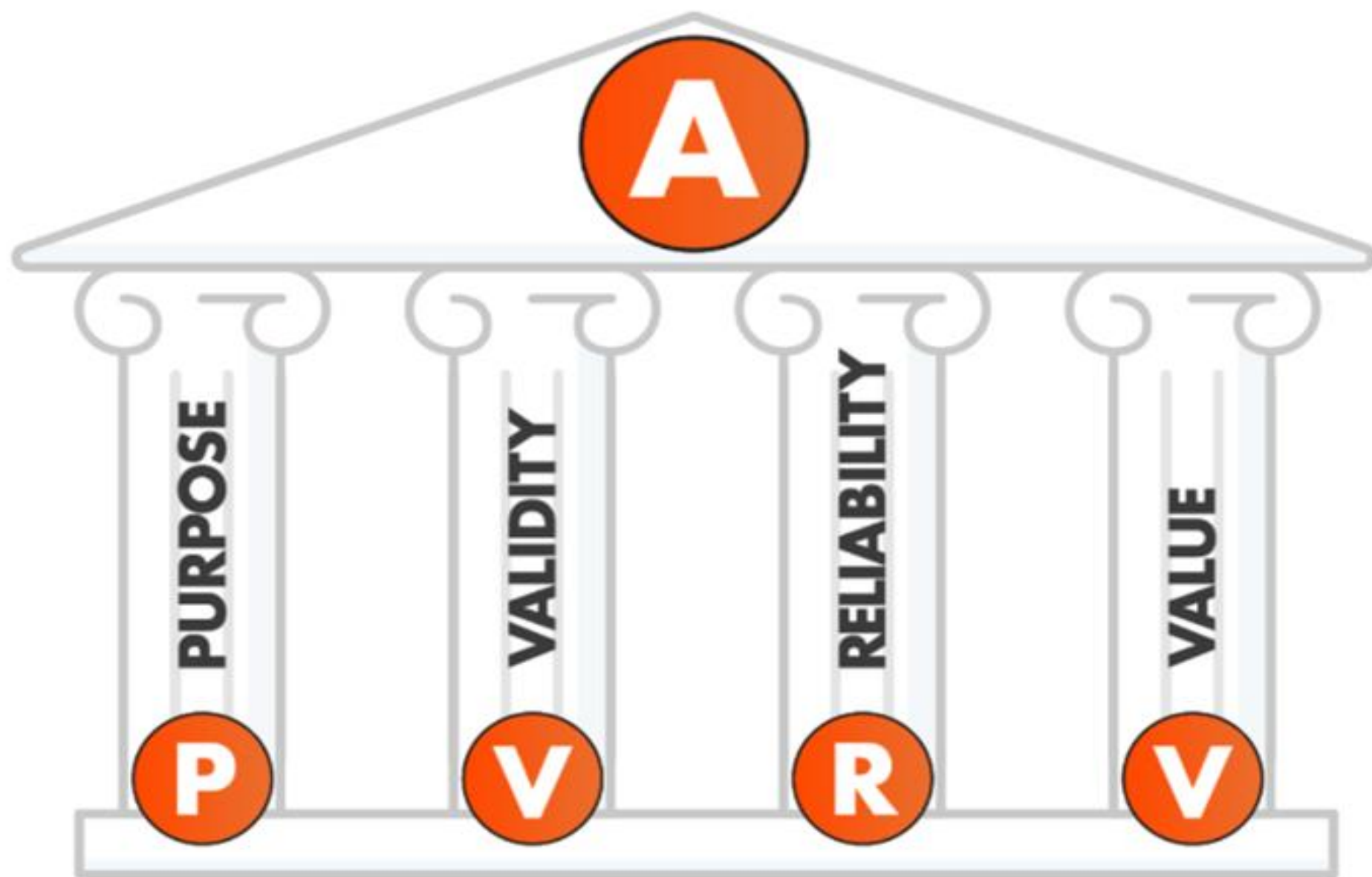
Using a wide range of formative assessment methods can help to assess students' progress and understanding throughout their learning journey. Formative assessment practices should inform future planning, intervention and students' next steps.

Formative assessments can measure both KNOWLEDGE and SKILLS.

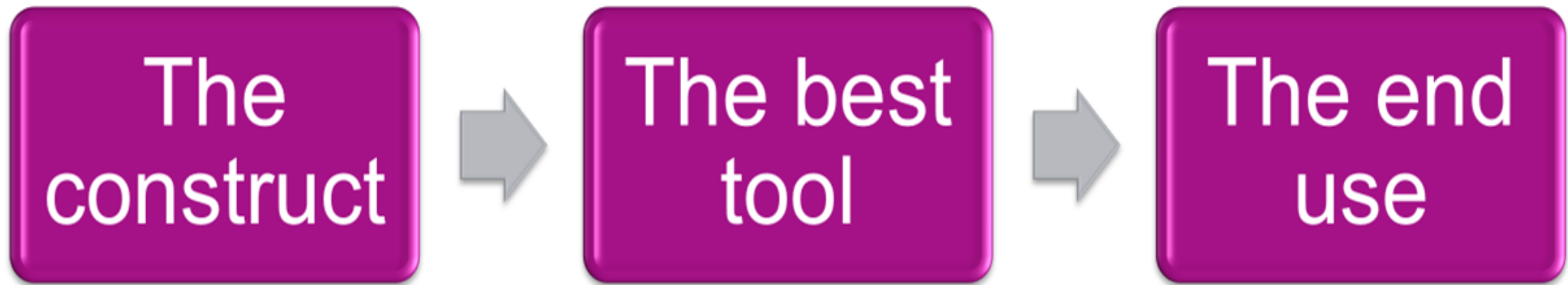
Think about the range of assessments you use to identify students' starting points in their learning. Just like a journey, teachers 'assess' and plan the journey before it starts.

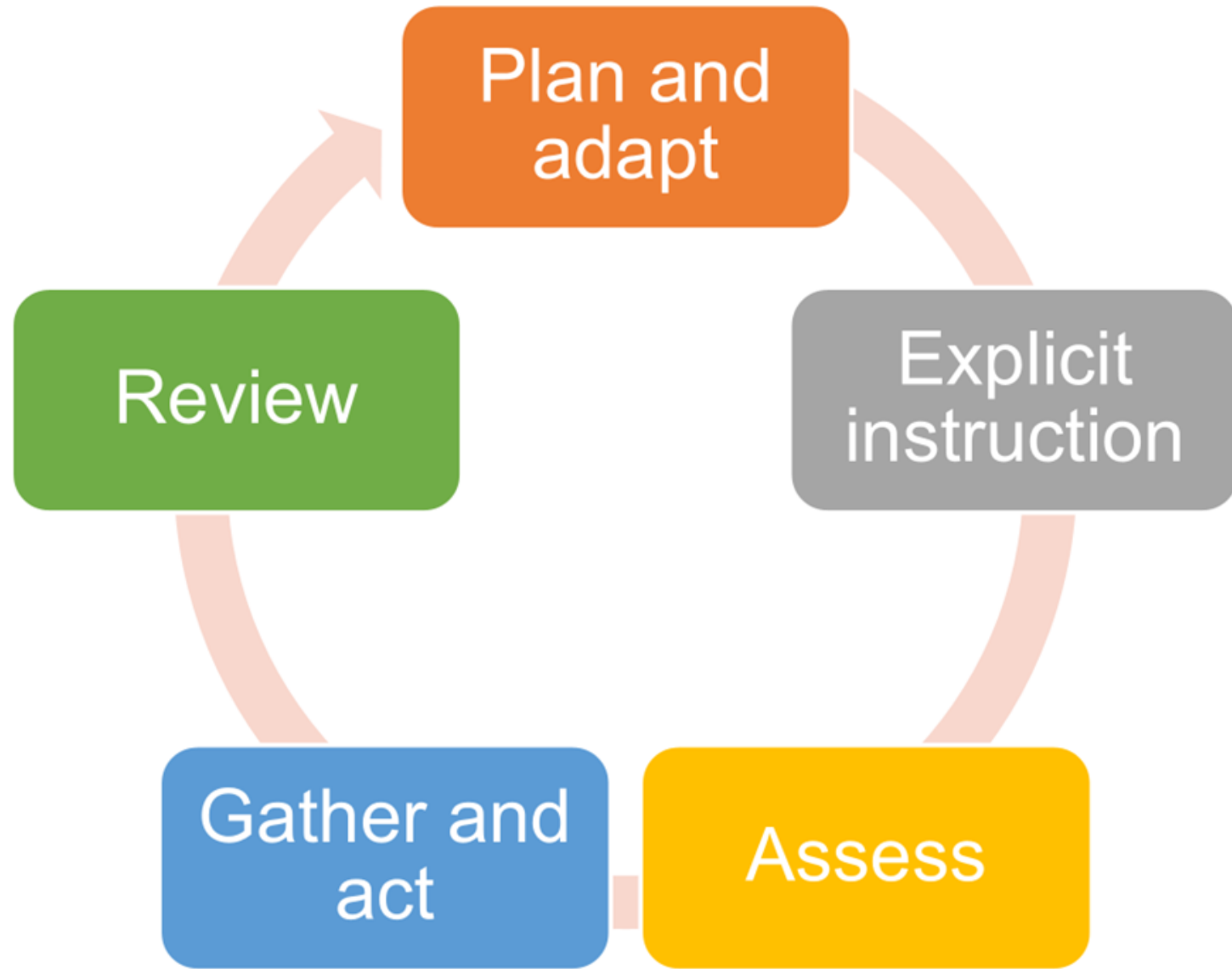
Think about how you continue to assess learning as a student continues their 'journey'. Although we often gather more formal measures of progress, this is never 'the end'. But do students know this and are we clear that students understand that the development of skills continues further? Do they know that the skills we teach them are continuously developed and revisited to promote mastery and retention? Is this something that is promoted in your setting?

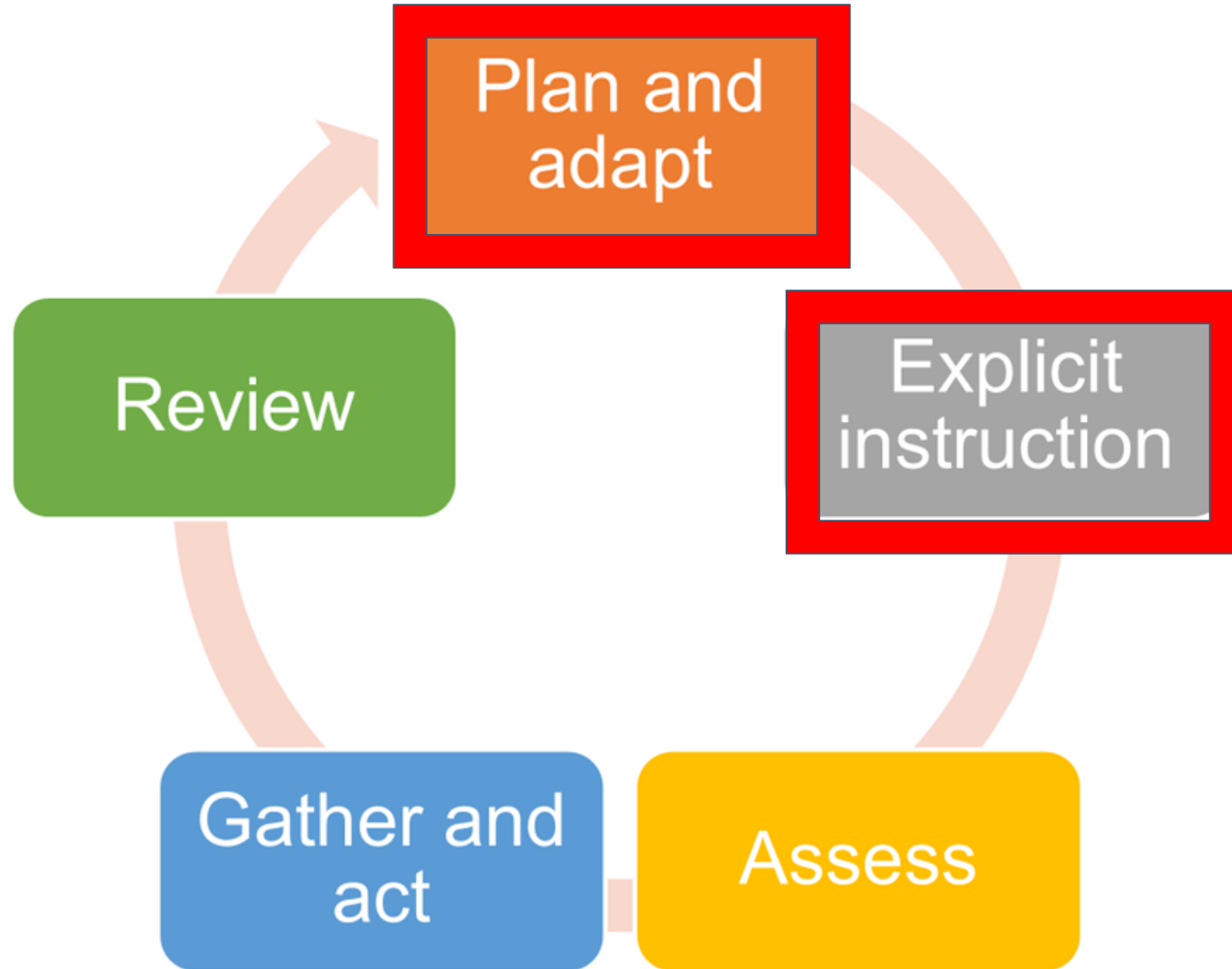




Three steps for robust assessment







Planning and explicit instruction discussion point

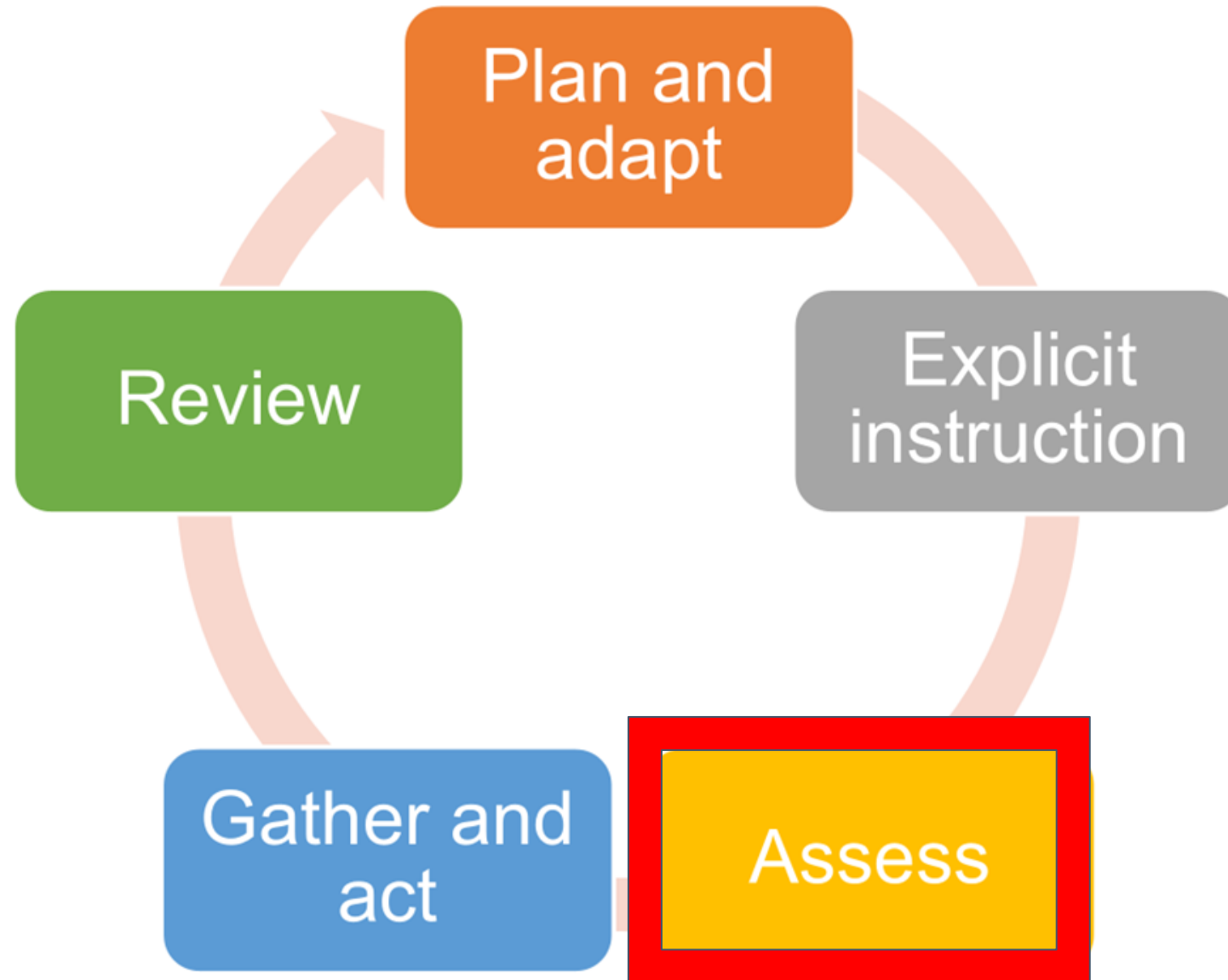
In your subject, when **planning** and doing initial **explicit instruction**, what other **early considerations** are needed around assessment?

Feedback

Please share your thoughts with each other.

You may have considered:

- Pre-planned hinge questions
- Pre-planned low-stakes quizzes
- ‘Do-now’ activities
- Assessment prompts in plans and/or resources
- Known adaptations that are needed to access assessments, such as reading ages.



Assess: Teachers accurately gather information on all pupils' learning.

Teachers identify gaps in pupil learning and know which topics to re-teach that were not grasped the first time.

Eliciting Evidence of learning

[Strategy 2: Eliciting Evidence of Learning - YouTube](#)

Hinge Questions

Mini Whiteboards

Cold Calling

Quizzing

Patrol and Position

Assess: Teachers accurately gather information on all pupils' learning.

Eliciting Evidence Task:

For your subject area, discuss:

- the different ways that evidence can be gathered on a pupil's learning
- the benefits of each one
- any potential pitfalls

Hinge Questions

Mini Whiteboards

Cold Calling

Quizzing

Patrol and Position

Assess: Teachers accurately gather information on all pupils' learning.

Responses inform the next steps in learning

What are your strategies to respond to, address and adapt what are you doing?

Give pupils another chance to think deeply and learn

Move onto new learning

Address misconceptions or gaps in learning

Reteach key learning points

Whole class feedback or individual/groups of pupils?

Assess: Teachers accurately gather information on all pupils' learning.

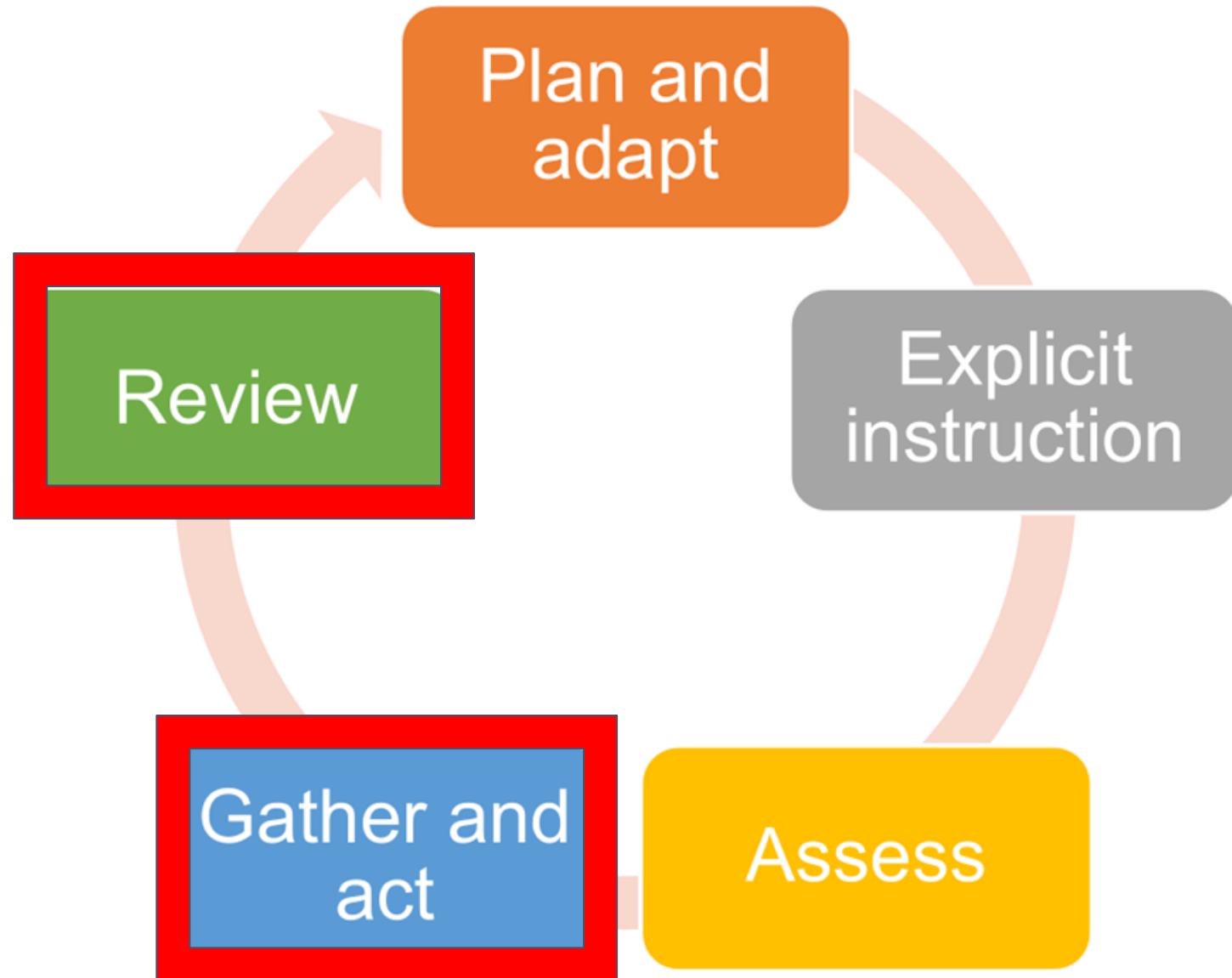
Task Discussion: For your subject area...

What are your strategies to respond to, address and adapt what are you doing?

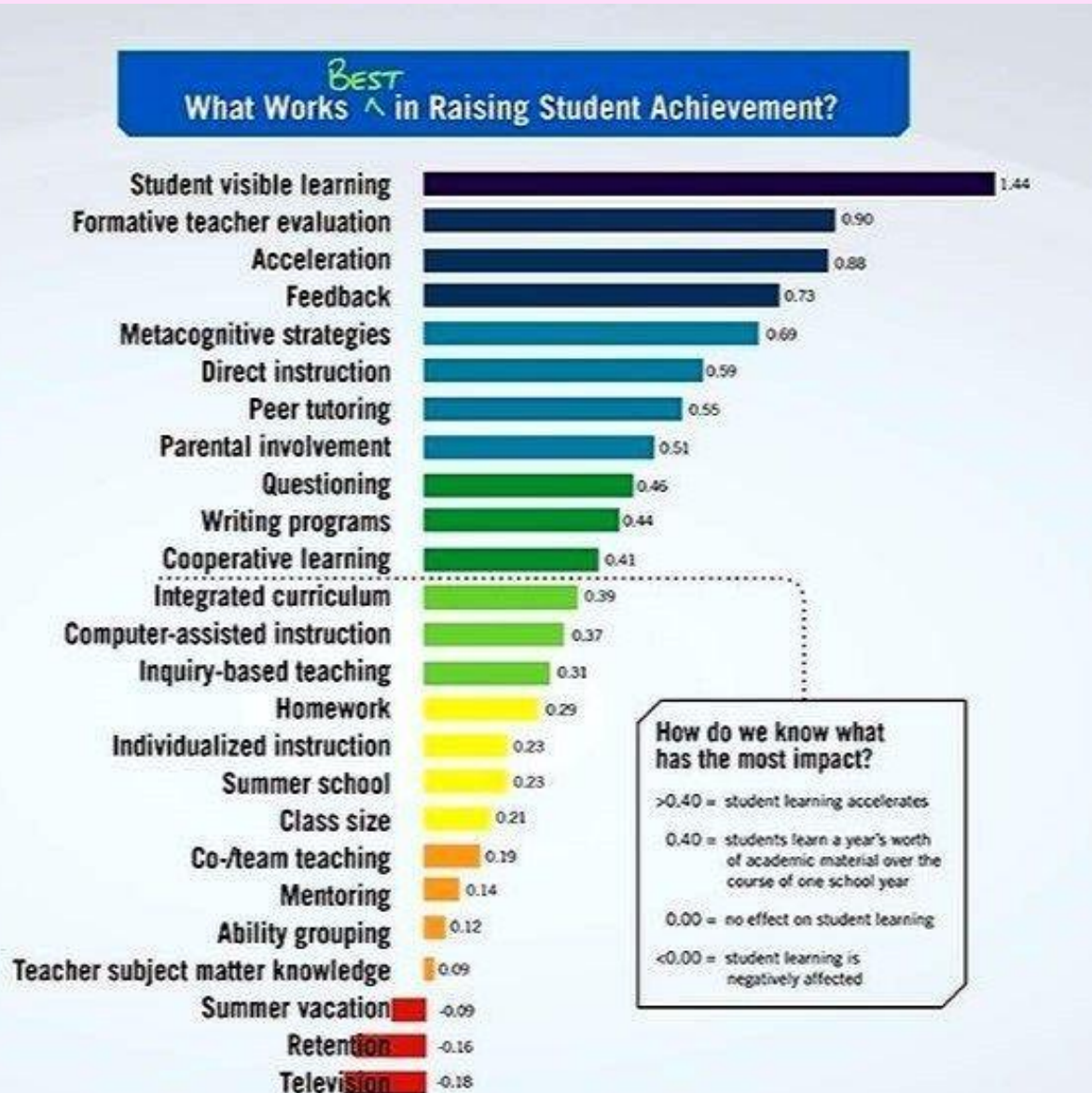
Explain it again ... but differently.	Picture it. Draw a model or picture on the board to show learning in a different way.	Break it down. Explain learning in very small steps or pieces.
Repeat. Ask learners to repeat the activity but give them a different context or example.	A listening walk. Ask learners to talk in pairs about the learning activity. As they do, walk around the class to listen to their explanations.	Matching pairs. Write a list of associated words on the board and ask learners to come and join up pairs of words that are similar.
True or false. Make a few statements that are true and false. Ask learners to explain which is which.	Your turn to teach. Ask a learner who has understood well to come and roleplay being the teacher – explaining the learning outcome.	Skip it. If your assessment uncovers that the class or a group have found the activity too easy, skip the repeat activity.

Things to avoid?

- **Single use questioning/ following hands up.**
- **Lots of teacher input/no independent thinking.**
- **Activities students can do well with little to no deeper thinking/challenge.**
- **Watching a clip/reading information off board and making notes.**
- **Reading large chunks/chapters of a book. Audiobook.**
- **Finishing off work then moving on to something else not related.**
- **Large section of lesson writing with little focus/chunking. 'Cold write'.**
- **Reading a text and just 'feature spotting' / picking out examples.**



Feedback



Feedback

Very high impact for very low cost based on extensive evidence

Implementation cost ?



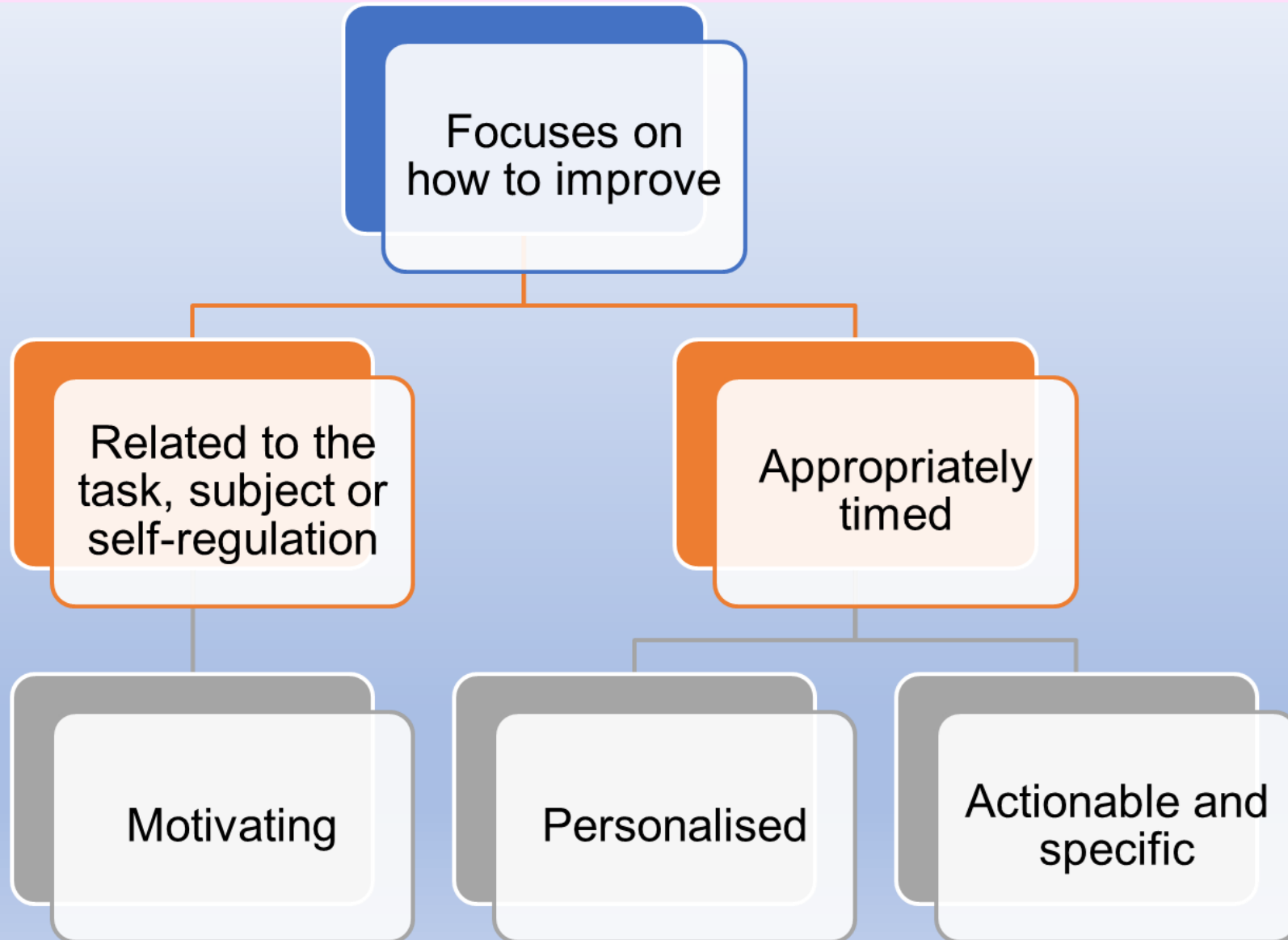
Evidence strength ?



Impact (months) ?



The Principles of Effective Feedback



Discussion Point

How does this look or sound your subject area?

Whole-Class Feedback

WHOLE-CLASS FEEDBACK

①—②—③—④—⑤



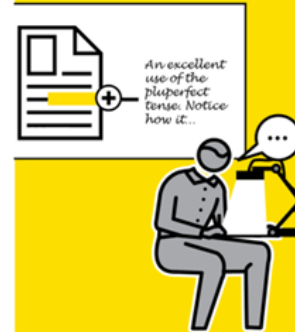
READ THROUGH
STUDENTS' WORK



NOTE THE STRENGTHS



NOTE AREAS FOR
IMPROVEMENT



GIVE THE FEEDBACK



GIVE IMPROVEMENT TIME



- As part of a diet of feedback, this technique is an excellent way to give students timely, detailed formative feedback whilst minimising teacher workload.
- It replaces writing individual comments in books with feedback given to the class as a whole.
- This allows the teacher to engage with the details of the work students produce rapidly, to inform a short, effective feedback and improvement cycle.

An example of WCF in action

Title: How can I improve my ~~insert clear~~

Your Focus Zone

Final thoughts

Check new piece of writing
against the model – check

Will use (

Will use for narrative

Will use critical v

Will discuss a potential effe

Writer's intentions

Does all feedback have to be written?

But how do we evidence verbal feedback effectively?

Examples of using planning as feedback...

Self/peer assessment...

- How often should we be scheduling time for students to engage with feedback?
- Are we actively planning these opportunities to ensure progress or are we using them as a 'tick box'/bolt on?
- When is self/peer assessment most impactful? When is it used to its highest advantage in terms of student progress?

Self/peer assessment...

- Do we always need a WWW/EBI? Success criteria? Tick boxes?
- What other ways can we evidence students are engaging with feedback without the need for us to mark their books?
- How could other formative assessment practices feed into this to enable us to evidence student engagement with feedback and that this is effective?

Examples of good practice?

Resilience Writing Challenge

- 1) Return to the description of the island you have started in the previous two lessons.
- 2) Highlight every time you have started a sentence with words like 'the' and 'it' .
- 3) Using what you've learned today, change **some** of these sentences to make your writing more interesting and varied.

DO THIS IN PURPLE PEN!

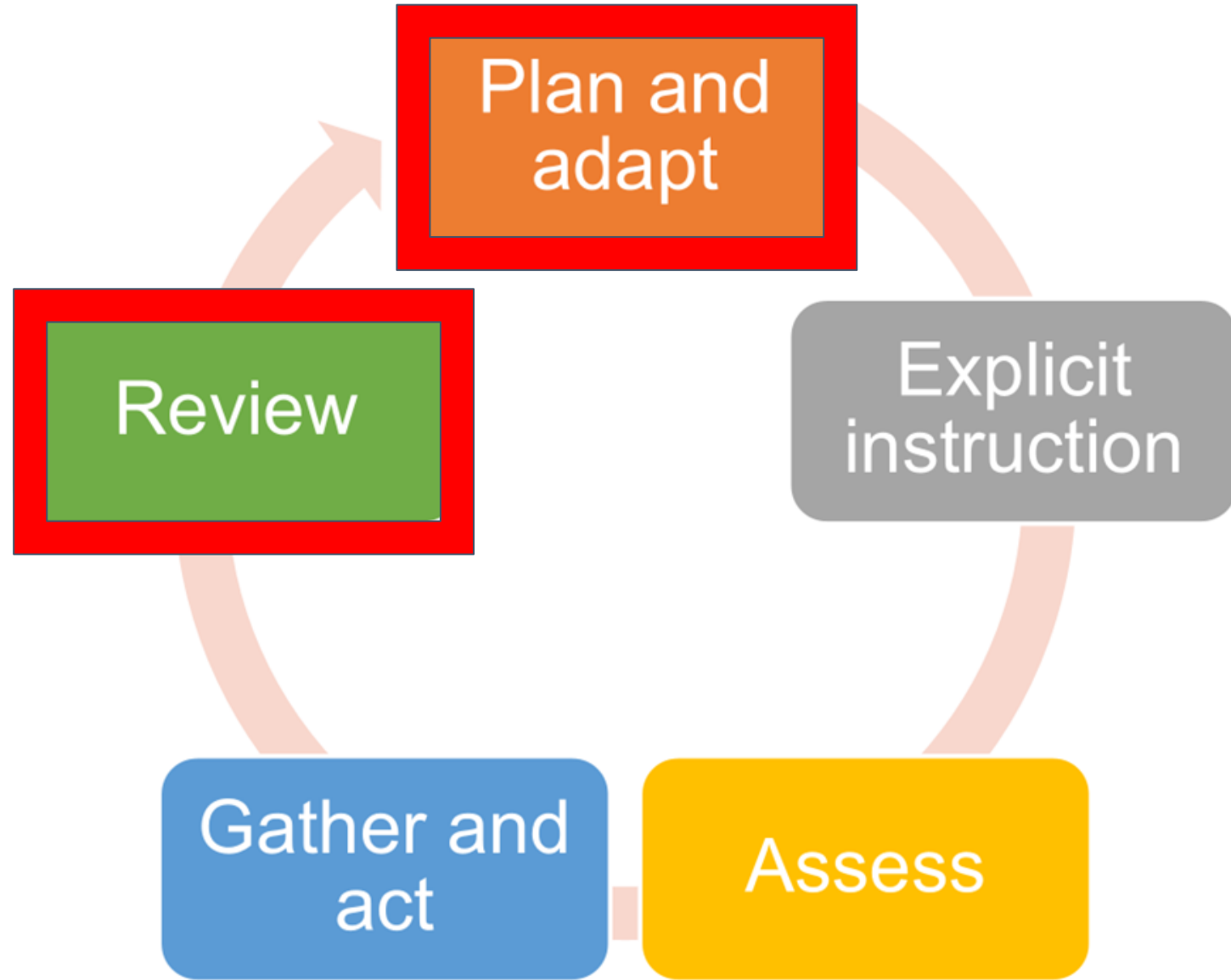
Other methods of feedback

Discussion Point

What are the most commonly used methods for delivering feedback in your Department?

Does the research support their effectiveness?

What other areas of feedback would you like to explore?



Subject Team Meetings

In pillar 1 (subject expertise) we talked about department meetings.

Let's look at how these meetings can be structured to make maximum use of assessment information.

On the following slides, see how subject leaders in computing/ICT have analysed assessment information with their teams to identify important curriculum adaptations and next steps around pedagogy.

Successes:

47 students achieved gold - Grade boundaries set for green are top third.

7 of the 19 SEN students who sat the assessment achieved a gold.

2 of the 19 SEN students who sat the assessment achieved a bronze.

EHCP average (49.33%) is higher than the whole year average (46.88%)

- They remembered the role of pen testers.
- E safety questions answers relatively well which is great!
- 9NGR PP performance, LPA average

Areas of concern:

13 out of 32: SEND students did not sit the assessment.

9NYE

SEN and girls average is an area of concern.

- Common misconceptions from the multiple choice section:**
- Menu based versus graphical versus text based user interfaces - seemed to get these mixed up.
 - Not understanding the difference between iteration and sequencing.
 - Knowing specifically which part of the code is the variable name.
 - What is a user interface (Q1) - 9PGR (other groups were ok with) - Need to keep track of which groups manage to complete these lessons at the end of year 8. If we run out of time, then we need to reevaluate the INTENT and/or remove from the standard assessment.
 - Definition of a computer virus - 9PGR

- Changes needed to be made to the following questions as they confused students:**
- 9NG**
- Q10 wording made students think the answer is Phishing not Blagging. done
 - Q18 - sounds like hacking which confuses students. Needs to be made clearer.
 - Q30 - remove. Too tricky.
 - Q33 - no answer given a mark needs fixing.
 - Q34 - wrong answer needs fixing
 - Q42 and 43 - add a place value table to support students.
 - Q7 - remove not relevant.
 - Possibly add computer misuse act question rather than data protection act question

Action	by <u>who</u> ?	by when?
Update the year 9 SA 1 with the identified improvements (<i>see left</i>).	SFA	8th Jan 25
Ensure we are all following the KS3 INTENT to ensure that we complete the year 8 planned lessons (specifically the GUI unit).	All	Monitoring throughout
Review INTENT and decide where the data protection should be taught, update the INTENT, then update the relevant lesson to include the teaching of this topic. To be supported by Life Chances curriculum (done).	MMO to action within LC.	8th Jan 25
Two factor authentication - at the end of the lesson and was rushed. Students didn't remember this on the assessment. Relook at this lesson and either reorder or remove unnecessary content to ensure that 2 factor authentication is taught properly.		8th Jan 25
Graphical versus Menu - make more concrete through sharing more examples.		8th Jan 25

Discussion Point

- How might curriculum discussions around adaptation work in your curriculum subject?
- What would you look at to inform your discussions?
- What are common areas that might need to be adapted in your curriculum subject following such a discussion?

Be prepared to feed back to the group.

Key Reflections

- Assessments need to be planned as part of curriculum development.
- The purpose of any assessment needs to be clear.
- Effective explicit instruction will decrease the need for assessment and feedback.
- Explicit instruction needs to include preparedness to stop and use assessment to check learning.
- Assessment needs to be appropriate and focus on the right knowledge.
- Assessment needs to be acted on, else there is no point in assessing.
- Action needs to be timely and meaningful.
- Consider the workload/benefit. In-class approaches are often more impactful.
- Subject teams can use assessment to inform training and curriculum adaptations.

Subject Hub Reflection Tool

A. What elements should we see in your SUBJECT departmental meeting with a focus on assessment?

B. How can a culture of curriculum team conversations regarding assessment be developed and strengthened further? Be specific.

Pillar 5 : Assessment

C. A Subject Leader can support a colleague further by...

D. A Subject Leader can lead and check whether this is happening by...

Further Reading

[Teacher Feedback to Improve Pupil Learning | EEF](#)

The Four Pillars of Assessment, A Resource Guide, Evidence Based Education

[A Summary of Evidence Based Formative Assessment Strategies - Evidence Based Education](#)

Making Good Progress? Daisy Christodoulou, 2016

Formative Assessment in Action, A Guide for Teachers, The Curriculum Foundation.

Teach Like A Champion 3.0 - Doug Lemov

Walkthrus, Tom Sherrington, Oliver Caviglioni, 2020

The Power of Feedback, Hattie and Timperley, 2007





Thank You

Minutes from meeting

1. Welcomes and introductions. Time for networking between colleagues.

2. Training on raising boys' attainment provided virtually by Mark Jones.

- Plenty of useful strategies shared about how to change thinking/approach to raising boys' attainment and how this transfers into practice within the classroom. Hoping to share resources from the session soon once these have been sent by Mark.

3. Pillar 5 – Assessment and Feedback.

- Marcus Chester delivered training on pillar 5. Slides shared with all delegates.
- Looked at what effective assessment looks like. Discussed importance of Willingham's Model. Teachers need to consider the factors that impact learning, ensuring we consider these factors when designing assessment and when using different formative practice in the classroom.
- Carolyn shared analogy of assessment being like a road map or a journey. Shared advice on how leaders and classroom teachers need to think carefully about the purpose of assessment, what it is measuring and whether this data is actually what is needed to inform future practice that impacts on progress.
- Details of further reading included.
- Discussed effective modes of formative assessment as well as those that are less effective.
- Session then discussed how feedback fits with assessment. Lots of discussion about effective forms of feedback and how we need to move away from archaic marking policies that do not benefit the students or teachers. Feedback needs to be purposeful, timely and valid. Also had lots of discussion about how we evidence effective engagement with feedback by the students. Examples provided and discussed.

4. Planning for 25/26 Hub meetings

- Carolyn to send out an evaluation form to all delegates. Gather feedback on Hub meetings this year and any potential agenda items they want to see in future meetings.