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Top 10 Tips | Assessment & feedback

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All taken from Impact, Issue 1, Autumn 2017

- 1** Rather than giving individual feedback, after identifying misconceptions and knowledge gaps consider 're-teaching' the whole class then 're-checking' understanding

Harry Fletcher-Wood

- 2** When asking questions, use mini-whiteboards to gather evidence of learning at a whole-class level to help you know whether the class is ready to move on.

Nikki Booth

- 3** Avoid spoon-feeding students when marking their work as this can impede learning - make sure they are the ones doing the hard work, not you.

Clare Sealy

- 4** Use a visualiser to display examples of students' work and ask them to discuss and refine, supporting peer- and self-assessment.

Andy Moor

- 5** Allow 'wait time' after asking a question to ensure students think or reflect before answering, supporting their learning.

Jonathan Doherty

- 6** Consider using online tools, to create low-stakes quizzes and tests to support student learning and revision - or let them create their own.

José Picardo

- 7** Use 'retrieval practice' approaches to aid retention in long-term memory, but with younger students make sure tasks are scaffolded, e.g. with a mindmap structure.

Megan Smith

- 8** Share examples of work that is high-quality but 'within reach' of the class, and ask them to identify and formulate success criteria before they start on a task.

Beth Budden

- 9** Consider the impact of your marking approach on both student progress and on your own workload - make sure you look at the evidence on marking.

Michael Taylor

- 10** When designing or planning any assessment, make sure the question 'What is your intended purpose for this?' is the first thing you ask yourself.

Deep Ghataura