

## Assessing, Monitoring and Giving Feedback

**Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.**

Do you use a range of monitoring and assessment strategies, and use these to inform your planning and teaching?

As an integral part of your teaching do you monitor pupils' level of understanding during lessons?

Do you:

- read body language and facial gestures
- frequently scan the room during task completion
- support and investigate
- mark work in-class
- question individual and the whole class for understanding
- encourage self-assessment through checking of work (e.g. MPS triple-check: meaning, punctuation, spelling), peer checking, peer assessment against criteria (e.g. evaluation of drama performance) and self-review of targets?
- provide guidance and preparation for assessment tasks including, note taking, revision methods (e.g. revision card construction), mnemonics and memory tags (e.g. acronyms), question analysis skills, key words/phrases, writing frames and model answers
- set periodic assessment tasks which are constructed to assess knowledge of subject/topic (facts and information), understanding of concepts (abstract ideas), mastery of skills (techniques and abilities) understanding of values (moral ideas)?

**(b) Assess the learning needs of those they teach in order to set challenging learning objectives.**

Are you able to identify and support more able, underachieving, failing and behaviourally difficult pupils?