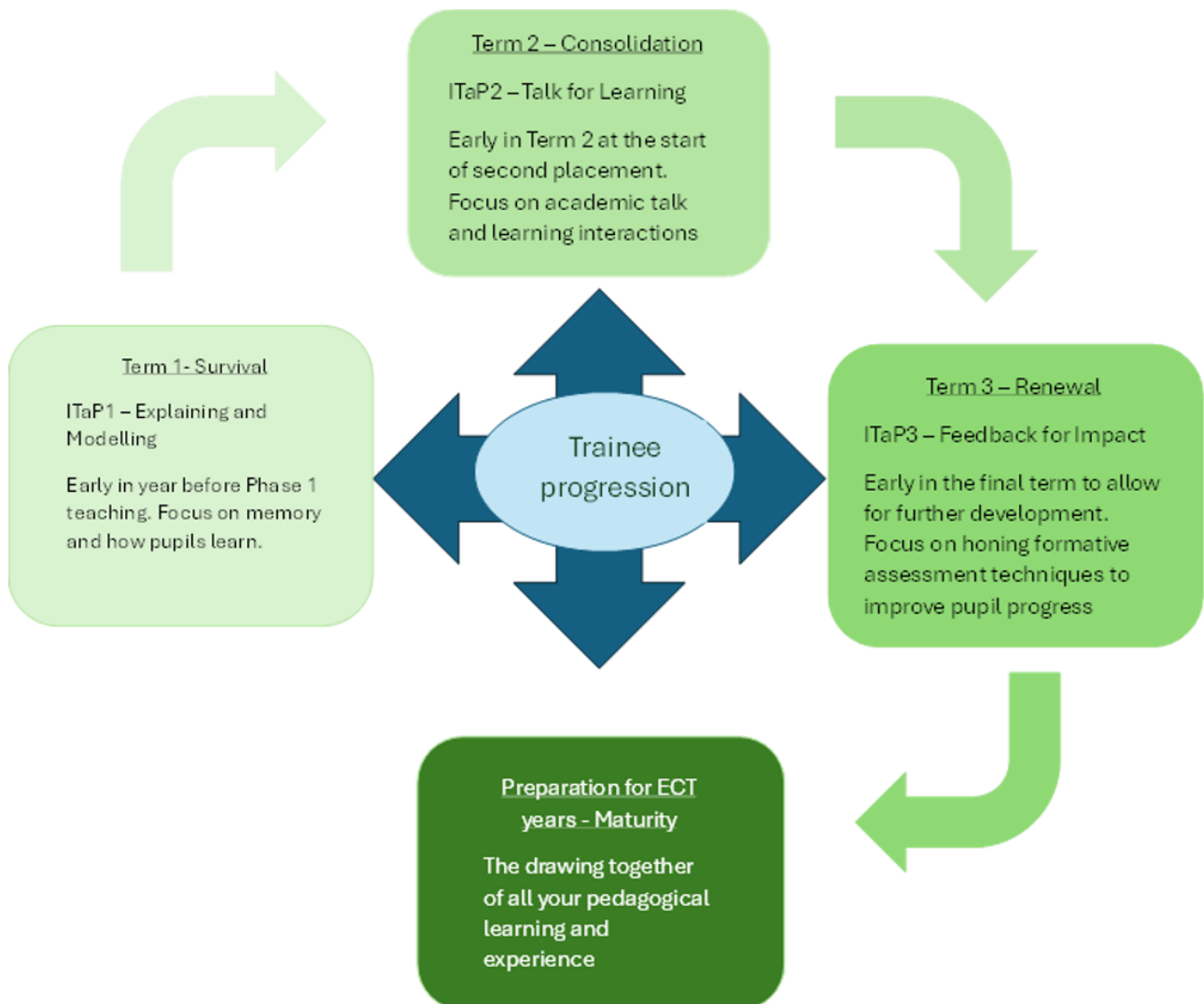




Overview

Why is this ITaP in Term 3? This ITaP falls in the third phase of the course ('renewal'). Practice is now in the cumulative stage of the PGCE course. At the start of the course, every trainee needs foundational skills to 'survive' and then 'consolidate' moving from a novice to more experienced practitioner. This ITaP is pivotal and responsive to trainee specific needs. For this reason, rather than being given strategies the practice-able areas are selected based on individual context professional development. **This ITAP is about formative assessment that happens every day in every classroom. It is very much about the process and the impact.**



This guide is intended to:

- Support trainees and mentors to ensure that the **focus and rationale** of the Feedback For Impact (F4I) ITaP are clear
- To support a cycle of **continuous development** for both mentor and mentee
- To clarify and exemplify **good practice** in giving 'Feedback for Impact'
- Offer a range of strategies for both the mentor and the trainee for each stage of the ITaP week to ensure focused and rigorous development in this area.

What does the F4I ITaP week look like at the University of Worcester?

We follow a similar format to the earlier ITaP weeks. This is based on the Grossman Model (2018). This breaks down complex teaching into actionable parts and routines, rehearsing and building proficiency before trying new practices in the classroom.

Overview of the week		Rationale/purpose
Monday	<i>Introduce</i>	Professional Studies session to introduce the practicable strategies and the theory underpinning them. Implementation goals: Groundwork, Foundations, Building, Opportunity Cost
Tuesday	<i>Analyse</i>	Pre reading should have been completed. See desert island reading below. Subject sessions explore specificity of each subject area and the pedagogy surrounding it. Peer exploration.
Wednesday	<i>Prepare</i>	School-based observations – in placement school. This is not a normal teaching day. Focus must be on 'Feedback for Impact'.
Thursday	<i>Enact</i>	School-based observations – in placement school. This is not a normal teaching day. Focus must be on 'Feedback for Impact'. From all of the strategies FOUR must be selected by the end of today.
Friday	<i>Assess</i>	Subject sessions to rehearse the chosen strategies and also consider them through the lens of SEND and adaptive teaching.

The starting point – get reading!

Desert Island Reading	Education Endowment Foundation (2021) <i>Teacher Feedback to Improve Pupil Learning Guidance Report</i> . Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback
	Education Endowment Foundation (2021) <i>Education Endowment Foundation Teaching and Learning Toolkit</i> . Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

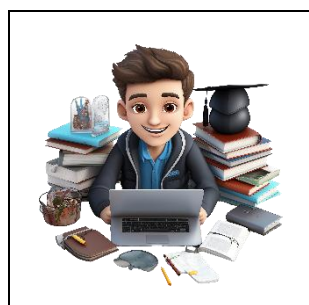
School based days - Reminders

Remember:

- These days are **not** part of the 120 teaching days in school
- They are **additional days** to focus solely on the theme of the ITaP: Feedback for Assessment
- They are **subject specific**
- There are PebblePad activities linked to this ITAP
- The **structure is bespoke** to the current professional needs and context of individuals

- The days in school should be **negotiated between trainee/mentors**
- This will involve a slight **revision to the normal timetable** for these days
- Days 3 and 4 are spent in school (Wednesday and Thursday). These are the **Prepare** and **Enact** days. We have also included some thoughts for the **Assess** stage.
- Remember: It **will not** be possible to see all of the strategies all of the time. **Watch lessons and consider which strategies you CAN see and which COULD be put into practice**

Suggested activities for school based days



Subject pedagogy

Mentor can ... draw on own experience; engage with the Feedback for Assessment Toolkit and respond to any suggested reading from subject tutors, consider training activities which will support the trainee rehearsing strategies that they have explored on Day 1 and 2, direct the trainee to specific research/reading or observe 'expert' teachers within the school. Think about which teachers might model these strategies well within your subject specialism.

Trainee can ... draw on university sessions (initial lecture, Professional Studies session and subject sessions), plan classroom activities which will be specifically focused on one of the ITAP strategies chosen, consider other ideas from discussion with other trainees and from their reading on Monday and Tuesday. Look at current schemes of work for the department and evaluate where some of these feedback for impact strategies are used and could be used. This could form part of a mentor meeting discussion and feed into their PebblePad review of progress with F4I. Consider what works in your subject.



Prepare

Mentor can ... check the structure of Wednesday and Thursday so that the trainee has the right amount of time and expertise plan for trialling their feedback for impact strategies. Check which four strategies that they have chosen. Your mentee could share their PebblePad section with you where you can read about their engagement with the ITaP so far. There may be opportunities for the trainee to rehearse aspects of these strategies with you. Make sure that you give targeted feedback. They might need support with planning which class and how to use these strategies – remember you have the expertise and strategic overview of the pupils' learning to be able to help them with this.

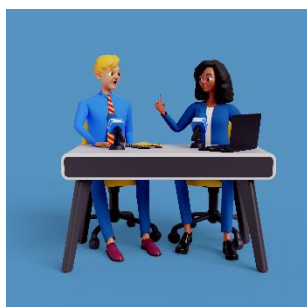
Trainee can ... watch experienced teachers use one of these strategies with a class. This might be outside of the specialism to see the strategy in action or within departments. Accumulate theory and observations to plan an activity for a class (this does not necessarily have to be a class on the usual timetable). Rehearse and plan teacher actions and instructions with mentors before trialling strategies.



Enact

Mentor can ... observe part of the lesson where the trainee is trialling one of their *Feedback for Impact* strategies, or co-teach a lesson, act as a TA or brief another member of the department on the focus of the ITaP. Mentors might arrange for a sub-section of the class to have an intervention activity with the trainee where they trial the use of one of their chosen strategies.

Trainee can ... Develop confidence in both understanding and applying the ITaP *Feedback for Impact* strategies. Trial these approaches in your own classroom, within another teaching group, or with a small group of pupils. You may also benefit from observing lessons delivered by expert colleagues who effectively model one or more of these strategies. Use PebblePad to reflect on your observations and experiences, ensuring you capture this learning to complete the 'During' section of the ITaP space.



Assess

Mentor can ... Use part of the weekly review, or arrange a dedicated time, to engage fully in the review stage of this ITaP week. Refer to the mentor manual for guidance on current mentor actions and reminders, maintaining a consistent focus on *Feedback for Impact* throughout your discussions. Where appropriate, brief another member of the department on F4I so they can support this work by conducting short, focused observations during the week.

Trainee can ... ensure the ITaP section of PebblePad is kept up to date. This should include uploading their chosen four ITAP strategies and an observed lesson with *Feedback for Impact* as the central focus. On PebblePad respond to targeted questions reflecting on progress with *Feedback for Impact this week and also* consider experiences through the lens of SEND and adaptive teaching to ensure strategies are inclusive and responsive to pupil need.

Reflect on what has been learned so far and identify strategies will be implement and further strengthen in the final weeks of the course. Summarise key takeaways from this ITaP week and use these to plan clear, purposeful next steps.

Growing expertise in your department and school – UW Partnership

Planning for ITaPs – after an academic year you will be familiar with the UW ITT course and the ITaPs that are an integrated part of the PGCE.

Forward planning:

- Think about where there is good practice both in your subject area and across the school.
- Talk to the Professional Mentors and Head of Department about the *Feedback for Impact* topic – what the school does well and where this happens.
- Is there capacity for the school/your department to do some focus work on formative assessment and strengthen practice across the school?
- Are there any other feedback strategies that you can add to your toolkit?
- Has your department led any developments in this area and would be willing to contribute to one of the subject sessions in the summer term of the next academic year during the F4I ITaP week?