

ITAP Formative Assessment

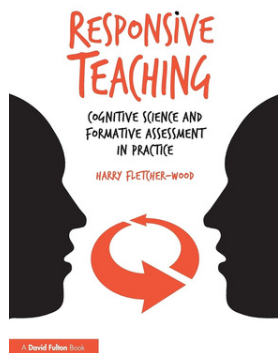
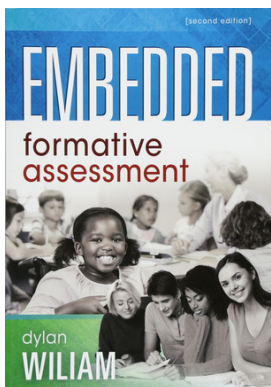
Wednesday 26th November 2025

“How Can We Teach What They Don’t Know?” The Critical Role of Formative Assessment in Student Learning

Teaching standards 1, 2, 3, 4, 5 and 6.

The focus

The whole focus of the day will be on the research that underpins effective formative assessment. It will look at current literature, practical examples, and explore questions that teachers regularly ask about formative assessment.



The day

The day will focus on the pivotal role of formative assessment in effective teaching. We’ll explore how understanding what students know—and don’t know—can shape your teaching approach, ensuring lessons are targeted and impactful.

Through research-driven discussions and practical examples, you’ll learn strategies to incorporate ongoing assessment into your classroom practice, helping you identify learning gaps, adapt instruction, and support every student in reaching their full potential.

The day will provide valuable insights into how formative assessment drives student success and why it’s essential to informed, adaptive teaching.

Schedule

8:15–8:30 Arrival and registration

- Meet at reception with ID.
- Meet the Student Leadership Team (Main Hall).

9:05–10:05 Session 1 with DFA Main Hall

- “How do we know that students have **learnt** anything?”
- What formative assessment is and isn’t.

10:10–11:05 Session 2 with KDO Main Hall

- “How do **we know** what they know before we start teaching them?”
- Finding out prior knowledge and why this is important.

11:05–11:20 Break

11:20–12:20 Session 3 with AHI Main Hall

- “How do we know **what everyone knows?**”
- Focusing on high participation in the classroom and why its important

12:25–13:20 Session 4 with DFA Main Hall

- “How do we know **when** to move on?”
- Once we have elicited evidence, when do we move on?

13:20–14:00 Lunch

- Lunch with department areas.

14:00–14:40 Session 5 with ZRE Main Hall

- “**What do we do** with the evidence we elicit?”
- How this informs subsequent instruction

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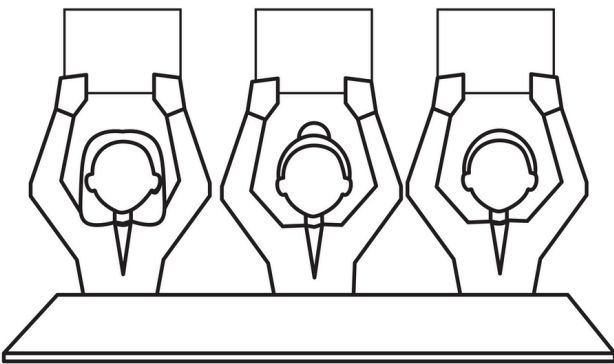
Thursday 27th November 2025

“How Can We Teach What They Don’t Know?” The Critical Role of Formative Assessment in Student Learning

Teaching standards 1, 2, 3, 4, 5 and 6.

The focus

The focus on the day will continue to be on the research that underpins effective formative assessment. The day will incorporate lesson observations and planning time to develop understanding.



The day

On Day Two, participants will have the opportunity to see formative assessment techniques in action during classroom visits. By observing experienced teachers, trainees will gain valuable insights into how formative assessments are used to gauge student understanding and inform teaching on the spot.

Afterward, there will be dedicated time to discuss strategies with experts, reflect on the day's observations, and collaborate with peers to plan how to integrate formative assessment into their own teaching practice.

This hands-on approach will equip you with the tools and confidence to implement formative assessment effectively in your upcoming lessons.

Schedule

8:30–9:05 Arrival and registration

- Sign in at reception.
- Briefing in the Main Hall.

9:05–10:05 Observations and planning

- Observation lesson Group 1 (M15/16)
- Lesson visits Group 2 (Various)
- Planning Group 3 (Main Hall)

10:10–11:05 Observations and planning

- Observation lesson Group 2 (M15/16)
- Lesson visits Group 3 (Various)
- Planning Group 1 (Main Hall)

11:05–11:20 Break

11:20–12:20 Observations and planning

- Observation lesson Group 3 (M15/16)
- Lesson visits Group 1 (Various)
- Planning Group 2 (Main Hall)

12:25–13:20 Genius Bar Main Hall

- Q&A with formative assessment experts
- “What have you learnt in the morning that you will implement/develop?”
- Practice and coaching

13:20–14:00 Lunch

- Lunch with department areas.

14:00–14:40 Review, reflect and action plan

- “What next? What do I need to do? How will I apply this to my practice tomorrow, next week, next month? Success criteria? Miracle question?”