

Structured assessment dialogue Teacher's self-reflection UK

The teacher self-reflections presented here were gathered at the end of an Y10 physics inquiry lesson on Floating Oranges, and at a teacher meeting day a few weeks later.

Teacher self-reflection tool

What are the main strengths and weaknesses of structured classroom dialogue as an assessment method?

“Strengths: Very clear where students are in terms of progress. Engages the whole classroom and helps students learn from one another.

Weaknesses: have to be very careful about role assignment. Needs a very engaged class so that they are willing to participate. Needs a lot of preparation time in the first instance.”

What opportunities and challenges do you identify in enacting this assessment method?

“Opportunities: a good way to augment practical work. Can be fitted in with current practices.

Challenges: not something that can be done very frequently as relies on topics and classroom activities. Does need time to set up within a lesson so potentially taking time away from something else.”

What resources could help teachers overcome these challenges?

“Training and frameworks to work to.”

What would you have done differently, in terms of structure and procedures you have employed, if you had the opportunity to repeat the implementation of structured classroom dialogue?

“Thought more carefully about which students took which roles and how it was explained to students to try and ensure they could focus on the task more clearly.”

Teacher meeting day

Teacher: “Okay, well, I have done the hot seating activity with a top set year 10 ...what makes an orange float or sink, so I used a SAILS activity but then the ASSISTME kind of data collection; it did help and that went very well actually. I believe the younger the kids, the more “tick boxy” about the evaluation, so they engaged with it but perhaps didn’t have the confidence to sort of say long sentences.

...I chose a middle ability student, well, middle to higher ability student to interview, but I put my best student in the panel and one of the weaker students in the panel, so that, if you like, especially in that whole kind of, the difference of opinion, what you think is easy, what you think is hard. The idea of having a weaker student in the feedback panel is they might just ask a very simple question that I wouldn’t have thought to ask and they clarify it then before other kids in that class and they all asked a question.

...I think probably given, if I'd got more confidence in the process, I'd let the feedback last for a lot longer if the kids were up for it. So the year 10s, first time they'd done it, they found it very difficult to ask questions of the person being interviewed but they did all manage one....I think for the year 10s it's a learning process. In some respects, I think it was a really nice complement to the whole inquiry type thing, is actually put it back on kids asking questions, so that was really nice. “