

Trainee teachers' classroom assessment practices: towards a pedagogy of learning

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The study highlights various classroom assessment practices carried out by trainee teachers in Early Years, Primary, Secondary, and Further Education with a focus on sharing good practices and planning interventions to support pedagogy.

This mixed-method research is carried out in a university that runs PGCE courses for trainee teachers. Data is collected through questionnaires, interviews, focus group discussions, and lesson observations. The questionnaire is informed by James and Pedder's (2006) approach to teachers' classroom assessment practices and will be analysed using an exploratory factor analysis while lesson observations, interviews and focus group discussions will be analysed using thematic analysis.