InterAct

LEARNING PROGRAMME

Inclusive Assessment and Feedback (Fair, Flexible and Learner-Centred Evaluation for Diverse Learners)

10-DAY COURSE

50 learning hours | Course programme

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Introduction and Description

Inclusive assessment and feedback are central to building equitable, learner-centred educational environments that recognise diversity as a pedagogical resource rather than a challenge to be managed. In increasingly heterogeneous European classrooms, traditional assessment practices—often standardised, summative, and norm-referenced—risk reinforcing existing inequalities, marginalising learners with diverse abilities, linguistic backgrounds, socio-emotional needs, or non-linear learning trajectories. This course addresses the urgent need for assessment approaches that support learning, foster motivation, and ensure fair evaluation while maintaining high expectations for all learners.

This course provides educators with a comprehensive framework for rethinking assessment as a formative, dialogic, and inclusive process. Grounded in contemporary research on formative assessment, Universal Design for Learning (UDL), differentiation, and inclusive pedagogy, the programme supports participants in critically examining their existing assessment practices and redesigning them to better accommodate learner variability. Particular attention is given to the ethical dimensions of assessment, including bias, transparency, accessibility, and the distinction between fairness and uniformity.

Across ten days, participants explore a wide range of inclusive assessment strategies, including formative assessment tools, differentiated and choice-based assessment designs, alternative and authentic assessment methods, and strengths-based feedback practices. The course places strong emphasis on feedback as a learning tool, highlighting how timely, meaningful, and actionable feedback can enhance learner engagement, self-regulation, and emotional safety. Educators are also supported in developing assessment accommodations and adjustments that respond to diverse learner needs without lowering academic standards or expectations.

The programme further addresses emerging opportunities and challenges related to digital assessment, accessibility, and AI-supported feedback, while foregrounding student voice, agency, and co-assessment as key components of inclusive evaluation. Through collaborative workshops, reflective practice, and classroom-focused design tasks, participants develop practical assessment tools that can be directly transferred to their professional contexts.

By the end of the course, participants are empowered to design and implement assessment and feedback practices that promote equity, recognise individual progress,

and contribute to inclusive school cultures aligned with European priorities for quality, inclusion, and learner well-being.

Methodology and Assessment

The course is delivered through an interactive, practice-oriented methodology combining expert input, collaborative workshops, case-study analysis, reflective dialogue, and hands-on design tasks. Participants engage in peer learning, scenario-based problem solving, and guided reflection, ensuring continuous connection between theory and classroom practice. Emphasis is placed on experiential learning and the co-construction of assessment tools adaptable to diverse educational contexts.

Participant learning is assessed formatively through active participation, reflective journals, collaborative tasks, and the development of inclusive assessment and feedback designs. Peer and trainer feedback supports professional growth throughout the course. Final assessment focuses on participants' ability to critically reflect on their practice and to design fair, flexible, and learner-centred assessment strategies suitable for implementation in their own institutions.

Learning Objectives

1. Conceptual Foundations of Inclusive Assessment

- Understand key principles of inclusive, formative, and learner-centred assessment.
- Critically analyse how traditional assessment practices may create barriers for diverse learners.

2. Designing Fair and Flexible Assessment

- Apply differentiation and UDL principles to assessment design.
- Develop choice-based, accessible, and transparent assessment tasks aligned with learning objectives.

3. Alternative and Authentic Assessment Methods

- Use portfolios, projects, creative outputs, and performance-based assessments to capture diverse learning evidence.
- Assess transversal and key competences beyond content knowledge.

4. Feedback for Learning and Well-Being

- Design inclusive feedback strategies that are strengths-based, dialogic, and actionable.
- Support learners' feedback literacy, self-assessment, and metacognitive skills.

5. Accommodations, Equity, and Ethical Assessment

- Distinguish between accommodations and modifications in assessment.
- Implement fair assessment adjustments for learners with SEND, multilingual backgrounds, or socio-emotional needs.

6. Learner Agency and Whole-School Alignment

- Promote student voice and co-assessment practices.
- Contribute to coherent, inclusive assessment cultures at classroom and school level.

Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record

of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Rethinking Assessment Through an Inclusion Lens
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Why inclusive assessment matters

11.15 - 11.30	Break
11.30 - 12.15	Barriers created by traditional assessment
12.15 - 13.00	Mapping current assessment practices and identifying inclusion gaps
Day 2	Formative Assessment as a Tool for Inclusion
09.00 - 09.45	Principles of formative assessment
09.45 - 10.30	Inclusive questioning and dialogue
10.30 - 11.15	Observation, checklists, and learning evidence
11.15 - 11.30	Break
11.30 - 12.15	Peer and self-assessment for diverse learners
12.15 - 13.00	Practice lab
Day 3	Differentiated and Flexible Assessment Design
09.00 - 09.45	Differentiation in assessment
09.45 - 10.30	Choice-based assessment models
10.30 - 11.15	Universal Design for Learning (UDL) and assessment
11.15 - 11.30	Break
11.30 - 12.15	Rubrics that support inclusion
12.15 - 13.00	Collaborative design workshop
Day 4	Alternative and Authentic Assessment Methods
09.00 - 09.45	Beyond tests and exams
09.45 - 10.30	Assessment through arts, storytelling, and media
10.30 - 11.15	Project-based and inquiry-based assessment
11.15 - 11.30	Break
11.30 - 12.15	Assessing transversal skills
12.15 - 13.00	Case studies from inclusive classrooms
Day 5	Feedback That Supports Learning and Well-Being
09.00 - 09.45	Feedback vs grading
09.45 - 10.30	Characteristics of effective inclusive feedback
10.30 - 11.15	Oral, written, visual, and audio feedback

11.15 - 11.30	Break
11.30 - 12.15	Student engagement with feedback
12.15 - 13.00	Mid-course reflection
Day 6	Accommodations, Adjustments, and Fairness
09.00 - 09.45	Assessment accommodations vs modifications
09.45 - 10.30	Inclusive assessment for SEND learners
10.30 - 11.15	Linguistic inclusion and assessment
11.15 - 11.30	Break
11.30 - 12.15	Trauma-sensitive and emotionally safe assessment
12.15 - 13.00	Scenario-based problem solving
Day 7	Digital Tools for Inclusive Assessment
09.00 - 09.45	Digital formative assessment tools
09.45 - 10.30	Multimedia assessment and feedback
10.30 - 11.15	Accessibility and digital inclusion
11.15 - 11.30	Break
11.30 - 12.15	AI-supported feedback and assessment
12.15 - 13.00	Hands-on digital design lab
Day 8	Student Voice, Agency, and Co-Assessment
09.00 - 09.45	Learner involvement in assessment design
09.45 - 10.30	Goal-setting and learning reflection
10.30 - 11.15	Peer feedback cultures
11.15 - 11.30	Break
11.30 - 12.15	Assessment for learner empowerment
12.15 - 13.00	Classroom application planning
Day 9	Whole-School Approaches to Inclusive Assessment
09.00 - 09.45	Aligning assessment with school inclusion policies
09.45 - 10.30	Collaboration among teachers and support staff
10.30 - 11.15	Communicating assessment to parents and carers

11.15 - 11.30	Break
11.30 - 12.15	Monitoring progress without labelling
12.15 - 13.00	Action-planning workshop
Day 10	Individual support, presentations & Closing
09.00 - 09.45	Reviewing key concepts and frameworks
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.