LEARNING PROGRAMME

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

5-DAY COURSE

25 learning hours | Course programme

Inclusive Assessment and Feedback (Fair, Flexible and Learner-Centred Evaluation for Diverse Learners) – 5-Day Course

Introduction and Description

Inclusive assessment and feedback are fundamental to ensuring equity, participation, and meaningful learning for all students in increasingly diverse European classrooms. While assessment plays a central role in guiding learning, monitoring progress, and certifying achievement, conventional assessment models—often standardised, summative, and performance-oriented—frequently fail to account for learner variability. As a result, such practices may unintentionally disadvantage learners with diverse abilities, linguistic backgrounds, socio-economic conditions, or socio-emotional needs, reinforcing educational inequities rather than addressing them.

This course offers educators a coherent, research-informed framework for rethinking assessment as a formative, inclusive, and ethically grounded process. Designed as an intensive five-day programme, the course supports participants in critically examining their existing assessment practices and redesigning them to better reflect principles of fairness, accessibility, and learner agency. Drawing on contemporary research in formative assessment, differentiation, Universal Design for Learning (UDL), and inclusive pedagogy, the programme emphasises assessment practices that recognise individual starting points and focus on progress rather than comparison.

Throughout the course, participants explore a range of inclusive assessment approaches, including formative assessment strategies, differentiated and choice-based tasks, alternative and authentic assessment methods, and feedback practices that promote motivation, self-regulation, and emotional safety. Particular attention is given to the role of feedback as a pedagogical tool, highlighting how strengths-based, timely, and dialogic feedback can enhance learning outcomes while supporting student well-being. The course also addresses assessment accommodations and ethical considerations related to fairness, transparency, and high expectations, especially for learners with SEND, multilingual learners, and students at risk of marginalisation.

Digital tools for inclusive assessment and feedback are examined as both opportunities and challenges, with a focus on accessibility, multimodality, and responsible use. The programme further foregrounds student voice, self-assessment, and peer assessment as key elements of learner-centred evaluation. Through reflective practice, collaborative design activities, and practical application tasks, participants develop assessment and feedback strategies that can be directly transferred to their classroom and school contexts, contributing to more inclusive assessment cultures aligned with European education priorities.

Methodology and Assessment

The course employs an interactive, learner-centred methodology combining expert input, guided discussion, collaborative workshops, case-study analysis, and reflective practice. Participants engage in hands-on design tasks, peer learning, and scenario-based problem solving to connect theory with real classroom contexts. Continuous reflection and dialogue support professional learning and contextual adaptation.

Participant learning is assessed formatively through active participation, reflective journals, collaborative activities, and the development of inclusive assessment and feedback tools. Ongoing peer and trainer feedback supports learning throughout the course. Final assessment focuses on participants' ability to critically reflect on their assessment practices and to design fair, flexible, and learner-centred assessment strategies suitable for implementation in their own educational settings.

Learning Objectives

1. Foundations of Inclusive and Ethical Assessment

- Understand core concepts of inclusive, formative, and learner-centred assessment.
- Critically analyse how assessment practices can either mitigate or reinforce educational inequalities.

2. Designing Fair and Flexible Assessment Practices

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

3. Alternative and Authentic Assessment Approaches

- Implement alternative assessment methods such as portfolios, projects, and performance-based tasks.
- Assess transversal competences and learning processes alongside academic outcomes.

4. Feedback for Learning, Agency, and Well-Being

- Design feedback practices that are strengths-based, actionable, and dialogic.
- Support learners in developing feedback literacy, self-assessment, and metacognitive skills.

5. Equity, Accommodations, and Whole-School Alignment

- Distinguish between assessment accommodations and modifications.
- 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: 400 €

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 (25 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 and Differentiated Assessment
09.00 - 09.45	Principles of formative assessment
09.45 - 10.30	Inclusive questioning and dialogue
10.30 - 11.15	Differentiated assessment design

11.15 - 11.30	Break
11.30 - 12.15	Universal Design for Learning (UDL) in assessment
12.15 - 13.00	Collaborative design workshop
Day 3	Alternative Assessment and Feedback for Learning
09.00 - 09.45	Beyond tests and grades
09.45 - 10.30	Creative and multimodal assessment
10.30 - 11.15	Effective inclusive feedback
11.15 - 11.30	Break
11.30 - 12.15	Feedback literacy and learner engagement
12.15 - 13.00	Practice lab
Day 4	Accommodations, Digital Tools, and Student Voice
09.00 - 09.45	Assessment accommodations and fairness
09.45 - 10.30	Inclusive assessment for SEND and multilingual learners
10.30 - 11.15	Digital tools for inclusive assessment
11.15 - 11.30	Break
11.30 - 12.15	earner agency and co-assessment
12.15 - 13.00	Scenario-based problem solving
Day 5	Individual support, presentations & Closing
09.00 - 09.45	Action planning for classroom and school change
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.