



# Policy and Curriculum Guidance for Assessment for Learning, Marking and Feedback

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| Updated:              | November 2021 |
| Review Date:          | November 2022 |
| Approved @ Governors: | 15/11/2021    |

COVID - Addendum section

Relating to reporting to parents.

## Purpose

The aim of Assessment for Learning is to ensure that both teachers and learners take an active role in the process of assessing achievements and creating next steps for learning. In this way all stakeholders (pupils, teachers and parents/carers) are aware of how to move the learning on. It is a tool in both the teaching and learning process ensuring that the pupils take an active role in their own learning process.

In line with current thinking at Old Park it is recognised that to ensure attitudes to life long learning and to accelerate progress within educational sessions, learners should take some responsibility for their own learning.

### 1. Definition

Current thinking about learning acknowledges that learners must ultimately be responsible for their learning since no one else can do it for them. Thus assessment for learning must involve pupils, so as to provide them with information about how well they are doing and guide their subsequent efforts. These self assessment skills will develop through teacher modelling and reflection upon high quality texts.

Teacher feedback can be through marking but to a greater extent will be immediate verbal intervention to learners by the teacher. This policy sets out the strategies that teachers at Old Park Primary School will use in the assessment for learning process.

### 2. Rationale

There are different types of assessment for learning, each serves a different and distinct purpose and each has its place. Assessment is a continuous process in the classroom, it is rooted in self-referencing; a pupil needs to know where s/he is and understand not only where s/he wants to be but also how to “fill the gap”. Research shows that this involves both the teacher and the pupil in a process of continual reflection and review about progress. When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action. Additionally, teachers are expected to adjust their planning in response to formative assessment.

### Types of Assessment

At Old Park we seek to inform pupils and parents of the progress that children are making. Summative assessment is carried out at various points within the year, in order to make judgements about pupils’ performance in relation to national standards. The data collected from such assessments is valuable for tracking the progress of individuals and groups of pupils as well as monitoring the school’s performance. Formative assessments are carried out on a day to day basis and are used to inform teachers’ planning addressing next steps for learning.

### 3. Responsibilities

The governing body is committed to the importance of effective assessment for learning. It is the responsibility of the Headteacher, supported by senior staff and assessment leader to ensure the implementation of this policy and guidance. Teachers are required to:

- Provide feedback (written and oral) to children to encourage dialogue and develop the self assessment skills of learners.
- Share expectations with learners in the form of learning objectives which are linked to the National Curriculum.
- Ensure that learning objectives are in language that the children understand and use these as the basis for success criteria.

- Link feedback through self, peer and teacher assessments to the expectations set out in the learning objectives and success criteria.

#### 4. Characteristics of Assessment for Learning

Recent research shows that effective assessment for learning is a key factor in raising pupils' standards of achievement. At Old Park Primary School we aim to ensure that teachers:

- embed this policy in the teaching and learning process;
- share learning goals with pupils;
- help pupils to know and to recognise the success criteria to aim for (differentiated success criteria will provide varied levels of difficulty, thus providing challenge for all)
- provide feedback which leads pupils to identify what they should do next to improve (GAP tasks);
- have a commitment that every pupil can improve;
- involve both teachers, support staff and pupils reviewing and reflecting on pupils' performance and progress;
- involve pupils in being able to assess themselves;
- adjust teaching to take account of the results of assessment.

This will be done by:

- observing pupils – this includes listening to how they describe their work and their reasoning;
- questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning;
- setting tasks in a way which requires pupils to use certain skills or apply ideas;
- asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing;
- assessment against National Curriculum expectations (ITAFs);
- ongoing use of visualisers and white boards during shared write to model the editing process;
- written or oral feedback, immediate will provide the best results and impact.

#### Classroom Practice

At Old Park Primary School, assessment for learning will take place using the following strategies:

1. By sharing the learning objective
2. Developing and sharing the differentiated success criteria
3. Using rich questioning (higher order, opening and closed)
4. Using self assessment and peer assessment to identify what pupils are doing well and their next steps
5. By providing effective feedback
6. By encouraging the use of writer's toolkits, working walls and language frames.

Further details relating to these strategies are outlined below:

#### Sharing the Learning Objective

The Learning Objective sets out the overall aim of the lesson. A Learning Objective should be shared for every lesson (core and foundation subjects) Teachers will:

- Display the Learning Objective at the start of every lesson, clarifying into child friendly language (where appropriate) to create a matched task/s that will fulfil the learning objective.
- Share the learning objective to enable the child to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the child.

### **Developing and Sharing Success Criteria**

The success criteria will break down the learning objective (differentiated success criteria will provide varied levels of difficulty, this provides challenge for all) and clarify what the children will know, understand and be able to do in order to achieve the learning objective. This may be provided by the teacher or developed together.

### **Using rich questioning (higher order and closed)**

Questioning by the teaching during lessons should include a range of higher order and closed questions to ensure that learning challenges and discussions can provide adults with a clear understanding of the individual children's knowledge (memory) as well as their ability to apply, analyse and evaluate skills and demonstrate creativity.

### **Using Peer and Self Assessment**

Pupils will need training/models/support to ensure comments are appropriate and of quality. Sentence starters for the children should be provided, particularly in earlier key stages to support these reflections. Self or peer assessment should identify positive elements and development points.

### **Providing Effective Feedback**

The learning objective must be at the start of every piece of work in books (this does not always have to be written by the child).

In all subjects staff will judge whether the lesson objective for that child is achieved. When marking written work (during or after the lesson) staff will highlight positive elements (green for great) and individualised highlighting for development (pink for think). The learning objective will be highlighted green if the objective is met, orange if the objective is partially met, and pink if it has not been met. If it is only partially or not met then verbal or written feedback should be given and, if appropriate, a gap task should be used to address the development point (for verbal feedback a stamp should be used) or the misconceptions can be addressed in the following session. Time must be given at the start of the lesson to look at the previous lesson's learning and complete any gap tasks that may have been provided. Gap tasks are a tool that could be used to provide further teacher assessment or clarification, they can also be used to move learning forward for all children, including providing additional elements of challenge for those pupils regularly achieving lesson objectives.

### **Punctuation, & Grammar**

Some errors should be corrected, peer and self-editing should be used to support this. Teachers are to use their professional judgement as to what is reasonable and effective correction for each learner. Some may be highlighted for later correction by the child.

### **Spellings**

Some incorrect spellings (on spelling non-negotiable list) will be indicated with a wiggly line underneath for children to look up and correct. Spelling workshop time should be used to go through issues (common exception words, HFW, technical vocab, homophones etc) and allow children to look and correct these errors in their own books in extended writing pieces. Children may be rewarded with golden book, effort points, alongside ticks or comments.

#### Assessment Grids

|                         |        |              |              |   |                   |               |         |      |         |
|-------------------------|--------|--------------|--------------|---|-------------------|---------------|---------|------|---------|
| Date:                   |        |              | Independent: |   |                   | Supported by: |         |      |         |
| LO:                     |        |              |              |   |                   |               |         |      |         |
| <b>Steps to success</b> |        |              |              |   | <b>Assessment</b> |               |         |      |         |
| I can                   | I know | I understand |              |   | Self              | Peer          | Teacher |      |         |
| 1                       |        |              |              |   |                   |               |         |      |         |
| 2                       |        |              |              |   |                   |               |         |      |         |
| 3                       |        |              |              |   |                   |               |         |      |         |
| COMMENT                 |        |              |              |   |                   |               |         |      |         |
| Presentation            | Poor   | 1            | 2            | 3 | 4                 | 5 excellent   | Self    | Peer | Teacher |

The assessment grid (above) will provide children with a toolkit to allow challenge and enable children to succeed in the task set.

When grids are required:

**English:** when completing an extended piece of writing. This should appear in books in Autumn and Spring 1 then removed in Spring 2 and Summer to allow for more independent outcomes. However, expectations should be clearly communicated to the children and success criteria shared and displayed with pit-stop references throughout the writing process.

**Maths:** Learning objectives must be stated at the start of every piece of work in books. No assessment grids need to be used in Maths. However, expectations should be clear to the children and success criteria shared and displayed. As in other subjects, feedback is best issued during the writing process with immediate verbal feedback to provide the pupil with further details.

**Reading Workshop:** For ease of reference when assessing and moderating the domains being met should be referenced next to the LO. If the lesson objective has been met, no written comment or gap task is expected. However, if limited or no progress is evident then it would be expected practice that the teacher will move the child forward using verbal or written feedback, gap tasks or adapting the following lesson. Teacher should use the green and pink pens to highlight positives and draw attention to areas that need to be looked at again by the child.

**Foundation subjects:** Learning objectives must be stated at the start of every piece of work in books. When marking in these subjects, the focus of assessment should be based around the acquisition of the subject specific skill or knowledge in that session.

**Art & DT:** In Art lessons, assessment grids should be used for the final piece of artwork. Skills-specific success criteria will be included, which children will self and peer assess their learning against. The teacher will also use the assessment grid to assess skills displayed. These grids will also allow the teacher to identify children working towards the expected standard, working at the expected standard and working at greater depth within the subject. Teachers will only place written feedback on the final piece of artwork. In DT lessons, assessment grids will be used for teachers to assess the final product against their success criteria. Children will also self and peer assess their products.

### **Marking & feedback further detail:**

When marking any written work, feedback is best issued during the writing process with immediate verbal feedback to support the child in the moment. This feedback will be provided by the class teacher or learning support. This practice should be used with all writing tasks, not just those deemed to be extended writing tasks. The teacher and support staff (unless working with a focus group) should float the room to provide that support during the writing process.

### **Toolkits, working walls and language frames.**

Toolkits are the essential criteria needed to succeed in the task set. These are readily accessible in English and Modern Foreign Languages. The majority of displays within classrooms should be working walls, providing children with developmental support on their learning journey. Language frames should be used in all subjects as a framework for oral development moving into written outcomes. Consistent use of these tools will allow the teacher to make assessment judgements throughout the lesson and when looking through the childrens' learning in books.

## **Assessment and Reporting in the Foundation Stage**

**Long Observations:** A long observation is carried out for each child at least every half term. This involves following the child for approximately fifteen to twenty minutes and documenting what they do. This is then analysed against the 'Ages and Stages' objectives in the Foundation Stage Curriculum Guidance 'Development Matters' and next steps are identified and planned for individuals and groups of children.

**Short observations:** These are spontaneous 'capture the moment' short observations. Teachers and EYPs document learning using 'tapestry' what the child has done e.g. Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'This is the button you press to take the picture'.

The long and short observations are emailed to parents every half term. Observations are carried out mainly during child initiated activities but observations of adult led activities can also form part of the child's learning journey. There are opportunities for parents to respond and send in family observations to share what the children are doing at home to form a more accurate picture of a child's development.

Both the long and short observations are used to provide evidence to assess against the Early Learning Goals to form part of the children's Foundation Stage Profile.

**Focus Activity:** During focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to discuss their work and next steps. Feedback is given immediately to children. Focus activities provide the children with a chance to practise the key skills throughout the week. Some focus work is also recorded using tapestry.

### Reporting

At Old Park Primary School we report for a range of different reasons:

- To provide pupils, teachers, parents, other schools and necessary professionals with a full picture of the pupil's attainment and achievements;
- To motivate pupils;
- To provide a focus for future learning;
- To encourage parental involvement;
- To meet statutory requirements.

Parental involvement is an integral part of the reporting policy.

Parents are frequently and constructively informed of their child's progress through a variety of channels. There is the positive involvement of the pupils in the reporting process to increase motivation and establish future goals. The school provides parents with opportunities to meet the teachers of their children and discuss progress.

Our school also operates an open door policy where parents can see their child's teacher if they make an appointment.

### Autumn term

There is a parental consultation session where parents are invited to attend. The aim of the meeting is to discuss the child and his/ her progress and to set targets.

### Spring term

There is a parental consultation session where parents are invited to attend. During this meeting, teachers share with parents how the children are progressing, review and set new targets for the child.

### Summer term

A written report is the minimum legal requirement is that all schools should make a written report to the parents/ guardians of each child, by the end of the school year and that it should cover the child's achievements in that year.

At the end of the academic year, class teachers compile an individual report for each child in their class. This includes a written report on their general progress, attitude towards their work and comments about the individual child at school. For each subject a grade is given for effort and attainment.

### Standardisation and Moderation

Standardisation in assessment procedure is vital to obtain consistency across year groups, phases, Key Stages and the whole school. The use of standard procedures ensures understanding between staff when interpreting data and eradicates the possibility of misinterpretation of information. It is also important to develop a whole school approach, so that year on year comparisons can be drawn and that the school is accountable in terms of data being accessible for outside agencies to interpret.

At Old Park Primary School we moderate work by:

- Meeting regularly to moderate evidence of writing (using English books & books from non-core subjects), Maths (using math books and other sources of evidence such as assessments) and reading (using reading workshop books and other sources of evidence such as reading ages, word lists, phonics scores and assessments);
- Moderating work through planning and book scrutinies, feeding findings back to members of staff;
- Moderating externally as a cluster;
- Collating evidence to back up Teacher assessments;

### Special Educational Needs

For children on the S.E.N. Register, focused marking enables children's individual targets to be monitored and reviewed. These will often be short-term targets where Teacher's comments and Teaching Assistants' noting of individual landmarks achieved, help to clarify new specific targets for the provision map.

### Management and Leadership of Assessment

The role of the:

#### Assessment co-ordinator:-

- a) To co-ordinate Assessment in all subjects;
- b) To review the Assessment Policy;
- c) To monitor the implementation of the policy and procedures;
- d) To ensure that the statutory requirements for assessment are being carried out;
- e) To collate and share relevant data with staff;
- f) To provide and lead INSET, where necessary.
- g) To support staff with assessment needs;
- h) To develop an action plan alongside the School Development Plan.

#### Subject Co-ordinators:-

- a) To co-ordinate assessment, recording and reporting in their subject;
- b) Documentation- to ensure that all information is up to date;
- c) To ensure data is used to affect the planning and delivery of the curriculum to raise standards.

#### Class Teacher:-

- a) To be responsible for the implementation of the assessment and marking policy;
- b) To assess, record and report attainment for individual pupils;
- c) To monitor individual progress and take part in Pupil Progress Meetings;
- d) To report to Parents informally and formally.
- e) To use the Quality First Teaching document to ensure the best opportunities are provided for the children (see appendix)

#### Support Staff

- a) To support class teachers in assessing the children;

- b) To know the childrens' targets;
- c) To follow the policy;
- d) To maintain a working assessment records the children which they work with.

Senior Leadership Team:-

- a) To have a clear overview of all assessment procedures;
- b) To know, monitor and address assessment findings;
- c) To use the data in self evaluation and comparison of standards;
- d) To Quality assure data.

Governors:-

- a) To have regular feedback on assessment data;
- b) To know the assessment processes in the school;
- c) To share in the target setting process;

## Appendix

| Quality First Teaching -The Foundations |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Planning                                | <ul style="list-style-type: none"> <li>● Is the planning available for anyone to see and annotated, in writing, from the day before. (eg. post its, books, sheets, TA notes)</li> <li>● Is the planning clearly structured? (Review and assess, Teach, practise, apply)</li> <li>● Is the work interesting for the cohort?</li> <li>● Does the planning show progression?</li> <li>● Are all learners needs catered for (by ability differentiation, learning styles, personalities)?</li> <li>● Does the planning show high expectations and challenge?</li> </ul> |
|                                         | <ul style="list-style-type: none"> <li>● Are higher order questions planned for?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| TA involvement                          | <ul style="list-style-type: none"> <li>● Are the TA's briefed and de-briefed about the teaching and learning and have a copy of the plans?</li> <li>● Do TA's know the children and teacher?</li> <li>● Does the TA know and follow the teacher's expectations and rules?</li> <li>● Does the TA work with identified groups and individual children?</li> <li>● Does the TA feel valued?</li> <li>● Are the TA's used effectively throughout the lesson?</li> <li>● Do the TA's work with a range of ability groups?</li> </ul>                                    |
| Classroom environment                   | <ul style="list-style-type: none"> <li>● Can all of the children see the teaching area and the whiteboard clearly, without having their backs to you?</li> <li>● Do the children have enough room to work comfortably?</li> <li>● Can the children access resources independently?</li> <li>● Can they access and see the prompt boards easily?</li> <li>● Is it a place where every child enjoys coming to, feels valued and can achieve?</li> </ul>                                                                                                               |

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| Behaviour, motivation and expectation | <ul style="list-style-type: none"> <li>● Does the teacher always expect the best?</li> <li>● Does the teacher motivate the children to want to do their best?</li> <li>● Are the high classroom expectations clear to all children?</li> <li>● Are the rules and routines clear, familiar and consistent in line with school policy throughout the school?</li> <li>● Are rewards and sanctions agreed and displayed? Do the children own these?</li> </ul> |
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|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject knowledge | <ul style="list-style-type: none"> <li>● Is the teacher confident with the topic?</li> <li>● Does the teacher know and use the key vocabulary which is shared throughout the school?</li> <li>● Does the teacher know the teaching and learning progression and able to evaluate its effectiveness?</li> <li>● Does the teacher know the key misconceptions and mistakes that the children make?</li> </ul> |
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|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SEAL (Social, Emotional Aspects of learning) | <ul style="list-style-type: none"> <li>● Are the children safe in the environment?</li> <li>● Are mistakes expected and seen as part of learning?</li> <li>● Do the children know that they have choices and feel confident to make these?</li> <li>● Are the adults approachable to discuss any pastoral issues?</li> <li>● Are social and emotional issues responded to, to reduce learning barriers?</li> </ul> |
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| Displays | <ul style="list-style-type: none"> <li>● Is there a balance of working walls and celebration displays? ● Are the displays changed regularly?</li> <li>● Are the displays interactive with lots of questions related to the material?</li> <li>● Are the displays relevant for the topic and year group?</li> <li>● Are the displays accessible to the children?</li> </ul> |
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**Quality First Teaching - The Lesson**

|                                          |                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning objectives and success criteria | <ul style="list-style-type: none"> <li>● Are the learning objectives clear?</li> <li>● Are success criteria known by all children so that they can achieve the learning objective?</li> <li>● Are the learning objective and success criteria, on display during the lesson for constant reference and self assessment?</li> <li>● Do the children understand the objectives?</li> </ul> |
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|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson starter/ plenary | <ul style="list-style-type: none"> <li>● Is it quick and pacy?</li> <li>● Is it interesting and inspiring and where possible linked to the main activity?</li> <li>● Is it based on prior knowledge?</li> <li>● Does it extend learning?</li> </ul> |
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| Whole class teaching     | <ul style="list-style-type: none"> <li>● Are the learning objectives and success criteria clearly shown and agreed when appropriate?</li> <li>Is the learning objective and success criteria referred to and reviewed throughout the lesson?</li> <li>● Are all the children included and challenged?</li> <li>● Is the input well paced and motivating for all learners?</li> <li>● Are the support staff used effectively to note interaction, difficulties, support understanding etc.?</li> </ul>                                                                                                    |
| Activities and Resources | <ul style="list-style-type: none"> <li>● Is the activity relevant to the learning objective and linked to the planning?</li> <li>● Are the activities differentiated and linked to learning styles?</li> <li>● Do they interest, motivate and engage the children? Will this ensure progression?</li> </ul>                                                                                                                                                                                                                                                                                              |
|                          | <ul style="list-style-type: none"> <li>● Does the activity encourage cross curricular work?</li> <li>● Are the resources prepared, to hand and accessible to all children?</li> <li>● Are the resources appropriate for the different ability levels?</li> <li>● Are the activities stimulating and inspiring?</li> <li>● Are a range of resources used?</li> <li>● Do the activities allow the children to achieve the learning objective?</li> <li>● Do the activities move the children forward and enable progress?</li> <li>● Are the ICT opportunities maximised to impact on learning?</li> </ul> |

**Quality First Teaching - Ways of working**

|         |                                                                                                                                                                                                                                                                                                                                     |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Marking | <ul style="list-style-type: none"> <li>● Is this consistent and in line with the policy?</li> <li>Will it be clearly communicated to the children?</li> <li>● Are next steps and targets clearly communicated to the children in order to move them forward?</li> <li>● Are the children aware of the expected outcomes?</li> </ul> |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment for Learning         | <ul style="list-style-type: none"> <li>• Are the children aware of the success criteria and how to meet it?</li> <li>• Is there enough time for reflection peer and self assessment and improvement in the lesson?</li> <li>• Do you use a range of self assessment throughout the lesson (eg. thumbs up? Smiley faces, traffic lights, rating scales).</li> <li>• How do you best assess the activity?</li> <li>• How is the lesson evaluated and the findings recorded in order to ensure progression the following day or next planned lesson?</li> <li>• Do you assess the activity and the task effectively?</li> </ul> |
| Questioning and differentiation | <ul style="list-style-type: none"> <li>• Do the children have opportunities to ask questions of their own? Are the questions differentiated to meet the children's needs?</li> <li>• Are you using a range of different questions and activities, open, closed, higher order and are they planned for?</li> </ul>                                                                                                                                                                                                                                                                                                            |
| Independence                    | <ul style="list-style-type: none"> <li>• Do resources support independent work? (eg. Learning walls, number lines VCOP pyramids, relevant word banks, spelling mats, a range of concrete maths resources).</li> <li>• Is work differentiated to challenge all?</li> <li>• Are the children given sufficient time to complete the activity?</li> </ul>                                                                                                                                                                                                                                                                        |
| Learning Styles                 | <ul style="list-style-type: none"> <li>• Are different learning styles and teaching pedagogies used to meet the children's needs?</li> <li>• Are you aware of the aids to children's learning and the barriers?</li> <li>• Are you able to overcome the barriers to your children's learning?</li> <li>• Are you working towards a greater understanding of each child's individual learning style, visual auditory, kinaesthetic?</li> <li>• How is ICT used to support and challenge the learner?</li> </ul>                                                                                                               |
| Group and paired work           | <ul style="list-style-type: none"> <li>• Is it strategically planned?</li> <li>• Is it relevant to the learning objective?</li> <li>• Are there identified opportunities for purposeful speaking and listening?</li> <li>• Are there systems in place for the children to support one another?</li> </ul>                                                                                                                                                                                                                                                                                                                    |
|                                 | <ul style="list-style-type: none"> <li>• How will this be monitored?</li> <li>• Is the grouping flexible and are the children encouraged to work with a range of their peers?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |