



Assessment and Marking Policy

2025-26

'know more,
remember more,
do more'

'Learning can be defined as an
alteration in long-term memory.
If nothing has altered in long-
term memory, nothing has been
learned'

'If you can explain
it in your own
words, you have
learnt it'

Reviewed: September 2025

Next Planned Review: September 2026

The purpose of this policy is to:

- create a consistent approach for marking and feedback across our school
- help staff, pupils and parents/carers to know what to expect regarding marking and feedback
- ensure that marking and feedback adds value and justifies the time and effort spent on it by staff
- outline roles and responsibilities regarding completing, monitoring and responding to marking and feedback
- take into consideration suggestions and guidelines from the Department for Education and other professional bodies
- describe the support in place for staff to ensure they understand the expectations regarding marking and feedback and feel supported to meet these
- clarify the school's approach to specific aspects of marking and feedback

Newdale Primary School is committed to embedding *assessment for learning* at the heart of teaching and pupil achievement.

We have a responsibility to provide learning experiences that... give every child the opportunity to succeed.

Assessment for learning provides the basic, essential elements of good or better teaching that allow maximum impact upon learning. This policy should be referred to in conjunction with the marking, curriculum, teaching and learning policies.

Definitions of marking and feedback

It is important to have a clear understanding of what marking and feedback are.

Marking is the routine activity of reading, checking and correcting a pupil's work. In some cases, the work will be given a grade or score.

Feedback offers more detailed advice and guidance to pupils to help them in developing their knowledge, skills and understanding.

Effective feedback should be:

- clear and specific (e.g. rather than just saying 'good', effective feedback explains why it is good);
- understandable and worded in a way that the pupil can comprehend
- positive and encouraging, even when suggestions for improvement are being made
- comparative (e.g. explaining what the pupil is doing now compared to what they have done before)
- constructive by making it clear to pupils how to improve further in the future

Feedback can take the form of spoken and written responses, peer marking and self-assessments. Pupils need to be given time to process and reflect on feedback as well as opportunities to act upon this.

At Newdale Primary School we have created our own assessment systems, which closely mirror the Department for Education systems for measuring the progress that the children make by the end of their time at our school.

At Newdale, children learn by **connecting** new knowledge with existing knowledge. They develop fluency (**substantive knowledge**) and apply their knowledge as skills (**disciplinary knowledge**). Content is broken down into **components** and **sequenced** in a **logical progression**. Teachers assess children across the curriculum based on whether they **know more, remember more and can do more**.

Assessment in the foundation subjects is also a high focus for us at Newdale. We assess pupils' skills across the curriculum so that we can ensure that our children have the best possible foundations to build on.

Aims of assessment at Newdale

- To maximise pupil achievement.
- To ensure quality-first teaching focuses on children's individual needs.
- To provide an appropriate curriculum for all children.
- To ensure that pupil progress and attainment is tracked effectively.
- To ensure swift and effective identification of learning interventions where needed.

Effective assessment for learning will involve:

- Sharing learning objectives – so children know clearly what they are learning in a language suitable to their age and stage.
- Identifying success criteria - which will make the children effective, independent learners.
- Questioning - to identify children's understanding and address misconceptions.
- Observation – monitoring children's learning and progress.
- Discussion – in a variety of individual, paired or group situations.
- Oral feedback – informing the children throughout the lesson of their progress and feedback on future learning.
- Marking and feedback - please refer to the Marking section below.
- Peer assessment – children assessing the work of their peers.
- Self-assessment – children assessing their own work.
- Target setting – clear personalised targets for every child.
- Objective sheets – whole year overviews showing the essential knowledge for each child per year, fixed at the back of core books.
- Tracking - effective monitoring of children's progress to help with the allocation of staff and resources.
- Pupil Progress meetings – class teachers will meet regularly with the appropriate SMT member to discuss the progress of each child in their class/target group.

We use a range of Assessment Types

- **Retrieval practice** – allowing children to demonstrate how much they know and understand.
- **Formative** – informing the planning process of the next steps to learning.
- **Summative** – measuring pupil performance and achievements at a particular stage.
- **Nationally standardised summative assessment** – measuring pupil attainment and progress against own targets, national targets, and their peers.
- **Evaluative** – making judgements about the effectiveness of learning and teaching – this is an ongoing process.

1. Retrieval practice

The main purpose of retrieval practice at Newdale

The aspiration for our pupils is that they become increasingly aware of the importance of revisiting their learning and can identify the concepts which have been delivered, along with a deep knowledge of what has been taught.

For pupils: retrieval practice supports our pupils with developing a deeper understanding of their knowledge in each subject so they can analyse content and make links between concepts.

How do we do this at Newdale?

Embedded throughout sequences of work, retrieval practice is used to identify how much of what has been taught has been retained in pupil's long-term memory. The resources that we use are designed to support with this and are intended to be used as a low stake learning strategy, not a test! This allows our pupils to reflect on their areas of strength and identify the gaps in their knowledge where additional practice would be beneficial.

Some of the ways which we allow pupils to demonstrate what they know and have retained are listed below:

| | | |
|----------------------|---------------------|------------------------|
| ➤ Brain dumps | ➤ Cops and robbers | ➤ Think, pair, share |
| ➤ Revision clocks | ➤ Roll and retrieve | ➤ Two things |
| ➤ Retrieval cards | ➤ Plenary grid | ➤ Retrieval relay race |
| ➤ Retrieval pyramids | ➤ Mark my quiz | ➤ Flash backs |
| ➤ Memory maps | | |

Please refer to the guidance at the end of this document for an outline of all the activities listed above. This is not an exhaustive list and as more tools become available, they will be added.

For parents and Governors: retrieval practice is a highly effective way for parents to engage in the learning that their child is undertaking. It requires no in depth or technical / specialist knowledge to identify what has been remembered.

How do we do this at Newdale?

At Newdale, we have written to parents to give them tips and strategies how to ask their children what they have been learning in school. We also have a dedicated page on our school website to support parents in how to talk with their children about their learning. We also invite pupils to speak to Governors at different points in the school year about what they have retained from what has been taught.

For teachers and teaching assistants: to enable our staff to effectively understand what has been retained by the pupils, we focus on research from cognitive science; this is the understanding of the mind and how it works to solve everyday tasks.

How do we do this at Newdale?

Cognitive science and retrieval practice has a high emphasis in our planning. Subject leaders are supported in the techniques which are relevant to their subjects and all staff have received training as to how and why these techniques are beneficial. Our assessment lead continually keeps abreast of the current research, for example using The Education Endowment Foundation reports, and shares relevant information as appropriate.

2. Formative assessment

Formative assessment is the powerful, everyday tool that our teachers use to make professional judgements on progress and attainment. It can take several forms:

- Marking of pupil work in books.
- Carrying out observations of pupils at work / practical activities.
- Targeted questioning as part of a lesson.
- Content tests in maths.
- Chance to Shine independent writes.
- Short topic/ theme quizzes.
- Self-assessment using Steps to success sheets.
- Checking pupil work for progress and advances in attainment.

The main purposes of day-to-day in-school formative assessment for pupils: In school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

How do we do this at Newdale?

At Newdale, we mark each piece of work using yellow highlighters to show what the pupils have done well in their work. The green highlighter is used to ask the pupil to 'convince' you that they have embedded their learning from each lesson. With the pupils in Key Stage One and below, the use of oral feedback is vital in their understanding. All children can then use the Step to Success charts or the knowledge organisers in their books to gain a wider understanding of how their learning in that lesson fits into their learning across the whole year.

For parents and Governors: In school formative assessment provides parents with a broad picture of where the children's strengths and weaknesses lie and what they need to do to improve.

How do we do this at Newdale?

At Newdale, we report to parents at parents' evenings in the Autumn and Spring terms. We also formally report to parents in an end of year report at the end of each academic year. We also informally inform parents via telephone calls, face-to-face meetings and via the home / school communication book.

For teachers and teaching assistants: This is an integral part of teaching and learning. It allows them to identify where pupils are struggling, when they have consolidated learning and when they are ready to progress.

How do we do this at Newdale?

At Newdale, we follow the attainment of the pupils and track progress carefully. This allows teachers to plan high quality lessons and respond rapidly to the needs of their pupils.

The principals of in-school formative assessment¹

When using formative assessment, our teachers consider the following:

- a) What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
- b) How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to improve?
- c) How will I ensure pupils understand the purpose of this assessment and can apply it their own learning?
- d) How will I ensure my approaches to assessment are inclusive of all abilities?
- e) How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
- f) What follow up action should I take to plug gaps in knowledge and understanding or support progression where learning is secure?
- g) Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

3. Summative assessment

Summative assessment is used at Newdale to bring all the professional, formative judgements of a term / year together. This can take the following forms:

- End of unit quizzes
- End of term assessments
- End of topic / unit assessments
- NFER tests for non-SAT year groups
- Past SAT papers for Year 2 and Year 6
- Answering of enquiry questions in some foundation subjects

The primary purposes of day-to-day in-school summative assessment for pupils: In school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

How do we do this at Newdale?

At Newdale, we complete summative tests at the end of each term. We report the results back to the pupils, highlighting what they did well and what they needed to do to improve.

For parents and Governors: In school summative assessments can be reported to parents to inform them about achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

How do we do this at Newdale?

At Newdale, we report end of year summative assessment to parents via end of year reports. Where appropriate, teachers may report assessment outcomes to parents at end of term intervals.

For teachers: In school summative assessments enables teachers to evaluate both pupils learning at the end of an instructional unit / period and the impact of their own teaching. Both purposes help teachers to plan for subsequent teaching and learning.

How do we do this at Newdale?

At Newdale, we analyse the results from end of term tests to identify what teachers need to plan for in the next units of work. End of year results are passed up to the receiving teachers, so they can plan to address misconceptions and deepen learning.

The principals of in-school summative assessment²

When using summative assessment, our teachers consider the following:

- a) Who will use the information provided by this assessment?
- b) Will it give them the information they need for their purposes?
- c) How will it be used to support broader progress, attainments and outcomes for pupils?
- d) How should the assessment outcomes be reported to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?
- e) How should the assessment outcomes be communicated to parents and Governors to ensure that they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
- f) How should the assessment outcomes be recorded to allow the school and Governors to monitor and demonstrate progress, attainment and wider outcomes?

4. Nationally standardised summative assessment

Nationally standardised summative assessment currently takes place in identified year groups in school:

- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, Punctuation, and Spelling) at the end of Key Stage 2 in Year 6.
- Pupils' knowledge of times table facts is tested in Year 4.
- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, Punctuation, and Spelling) at the end of Key Stage 1 – Year 2. These became optional in academic year 2023-34 but will still be produced by the STA and used in school to check attainment.
- Phonics screening test in Year 1, which assesses pupils' phonetic knowledge.
- Children are also assessed against age expected standards at the end of the Early Years – Reception, which is termed 'Good Level of Development – GLD'.

The primary purposes of nationally standardised summative assessment for pupils, parents and Governors: Nationally standardised summative assessment provided information on how pupils are performing in comparison to pupils nationally. It also provides parents with information on how the school is performing in comparison to schools nationally. This allows parents to hold schools to account.

How do we do this at Newdale?

At Newdale, we report the results to parents in the end of year reports in Years 2 and 6. The phonics test is also reported at the end of Year 1. Cohort results are also published on our website and on our data dashboard.

Role of Governors and Staff

Assessment for learning is collaborative and involves all stakeholders of the school.

- **Governors** oversee the policy and ensure that assessment for learning drives learning and teaching within the school. They scrutinise pupil achievement and hold our leaders to account for ensuring every pupil achieves at least in line with other pupils within school and nationally.
- **The Senior Leadership Team** drive improvement and have a vision that the school will collectively apply assessment for learning so there is maximum impact of children's learning and achievement.
- **Phase Leaders and Subject Co-ordinators** monitor standards of achievement and progress within the subjects/areas or year groups they lead and drive improvement.
- **Teachers** apply assessment for learning fully within their teaching to maximise learning and teaching opportunities.
- **Teaching Assistants** use assessment for learning techniques to help teachers and children make judgements on the learning and identify the next stages for learning
- **Parents/Carers** are made fully aware of their children's targets and development and are offered support by the school to ensure their children are achieving in line with their age and ability.
- **Children** have responsibility for their own learning and clearly know what they need to do to make good progress and achieve their targets.

Inclusion Statement: (PPG /SEND/EAL/G&T)

We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 into our curriculum planning and teaching.

Suitable and challenging learning opportunities are planned and delivered for all pupils with the aim of maximising achievement for everyone.

Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of pupils based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium grant) and pupils who are newly arrived and/or speak English as an additional language. Please see EAL policy for how assessment of newly arrived and/or speak English as an additional language is carried out.

We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum offered, the quality of education provided and the achievement of all individuals and groups of pupils.

Individual Pupil Target Setting and Adaptive Teaching

We set the target that 85% of each cohort needs to reach Age Related Expectations by the end of the year. These are challenging targets, designed to ensure pupils are Secondary Ready by the end of Year 6.

To show progress, the target for each pupil is that they make expected progress, from their start point, each academic year. More than expected progress is where pupils make more progress than that observed by their peers.

In addition, targets for every pupil at the beginning of the academic year and reviewed by class teachers and SMT at the end of each half term.

These are set using a range of criteria:

- National end of year expectations for each year group.
- An expectation of better-than-expected progress for every pupil each year, based on their age and ability.
- The need to set challenging targets and accelerate progress for pupils who have not previously met end of year expectations for their age/ability.
- Analysis of performance information and areas of improvement from Analyse School Performance.
- Expected progress from EYFS to the end of KS1.
- Expected progress from KS1 SATs to KS2 SATs.

The targets are based on the highest expected outcome for every child based on their previous achievement.

End of year targets form the basis of monitoring pupil progress throughout the year and are the primary measure by which the impact of quality first teaching and interventions are judged.

Newdale Model of Assessment (Assessment, recording and reporting post National Curriculum Levels)

Teachers' Use of the Newdale Model of Assessment: Teachers use the National curriculum to plan lessons which allow the pupils to achieve the curriculum statements for their current year and therefore be fully prepared for the next stage in their education. They will use a best fit statement-based system, which has a point basis to it to describe the level that each individual pupil is working at.

Teachers use the assessment moderation materials created for each year in Maths and Writing, to assess if the pupil is working at, above or below age related expectations. These are known as 'working towards the expected standard (WTS)', 'working at the expected standard (EXS)' and 'working at the greater depth standard (GDS)'. In the Early Years, staff will use at expected standard for Good Level of Development (GLD) expectations. We have designed a bespoke tracking system which identifies pupils who are working below and above these expectations, with this information being used to inform next steps.

In writing, pupils will be assessed via independent opportunities to write. This will take the form of *Chance to Shine* pieces of work, but evidence may also be taken from other curriculum areas or other pieces of independent writing. In Maths, pre and post assessments will inform teacher judgements across individual units of work, leading to moderation of pupils work

across the term. Moderation materials have been produced to allow teachers to assess if pupils are working within the expectations for their year group³.

The use of Standardised tests at Newdale

The NFER Standardised tests allow teacher assessment to be benchmarked. Standardised tests enable pupil performance to benchmark against the national average and compare them with other pupils⁴. From the standardised tests, we can extract standardised scores, age-standardised scores and age-related expectations.

Standardised scores compare a pupil's performance to that of a nationally representative sample of pupils from the relevant year group, who will have all taken the same test at the same time of year⁵. Pupils will be assigned an age-related code according to the standardised scores they achieve on the tests. A sample guide to this may be⁶ as follows:

| Below 70 | 70-84 | 85-94 | 95-104 | 105-114 | 115-129 | Above 129 |
|--------------------|---------------|-------------|---------|--------------|---------------|--------------------|
| Well below average | Below average | Low average | Average | High average | Above average | Well above average |

Newdale agreed interpretation of NFER scores

| Newdale agreed interpretation of NFER scores | | | | |
|--|---------------------------------------|----------------------------------|---|-----------------------------------|
| Below 80 | 81-99 | 100 – 105 | 106 – 110 | 110+ |
| Working below Age Related Standards | Working towards Age Related Standards | Working at Age Related Standards | Working towards Greater Depth Standards | Working at Greater Depth standard |

NFER assert that it is important that teachers use professional judgement when interpreting test outcomes. This is the reason that a band of marks is used to judge the 'average' attainment of the pupils. Here at Newdale, we recognise the importance of teacher assessment, and it is for this reason that the NFER tests make up only one part of the pupil assessments.

'By utilising standardised tests and applying their own professional judgements when interpreting the results, teachers can build a profile of attainment and progress for their pupils and be confident in their conclusions and next steps. Standardised tests should form just one part of a school's approach to assessment, with on-going formative assessment informing teaching throughout the year'⁷.

Teachers record pupil progress against the assessment model using O-Track, an online assessment tracking system. This helps teachers to analyse performance information, showing which groups are making expected progress and reaching Age-Related expectations. To enable

⁴ Liz Twist *Interpreting the outcomes of standardised tests*, Headteacher Magazine 2018

⁵ Liz Twist *Interpreting the outcomes of standardised tests*, Headteacher Magazine 2018

⁶ Taken from Liz Twist *Interpreting the outcomes of standardised tests*, Headteacher Magazine 2018

⁷ Liz Twist *Interpreting the outcomes of standardised tests*, Headteacher Magazine 2018

accurate Assessment for Learning, teachers enter question level data into the NFER reporting tools at the end of each half term. This enables teachers to plan lessons to address any gaps or misconceptions in learning.

Please refer to marking policy and book non-negotiables, listed at the end of this document.

Parents' Use of the Newdale Model of Assessment outcomes of standardised testing.

Parents will use model outcomes in partnership with their children and teachers. Teachers will share attainment and progress with parents, both in a formal and informal capacity. They can track their children's progress and targets using the parents evening sheets. These aid them in both supporting their child effectively and holding the school to account for the progress their child is making.

Senior Leaders' Use of Newdale Model of Assessment and outcomes of standardised testing.

Senior leaders ensure that the Newdale model of assessment is being applied consistently across school for all pupils. They moderate teacher assessment and ensure planning meets the needs of all pupils. They analyse performance information for pupils and groups of pupils and plan intervention where required. The performance information gathered is used to report to parents, governors and Ofsted on the effectiveness of the education being provided by Newdale.

How do we assess foundation subjects?

- Throughout each unit, **retrieval strategies** are used to access children's prior and current knowledge of each subject.
- End of unit **retrieval quizzes** are used to assess whether children have learnt the subject-specific knowledge for that unit of work. The knowledge-based questions have been devised from the **National Curriculum**.
- **Rosenshein's principles of instructions** and **Kagan strategies** are used to **transfer key knowledge** to the **long-term memory** and to capture children's knowledge and understanding of their **learning**.
- *'If children can explain it in their own words, then they have learnt it'*. Teachers provide lots of opportunities for children to talk about their learning and to **address misconceptions (pupil voice)**.
- With the support of **knowledge organisers** and **topics on a page documents**, which are devised using age-appropriate objectives from the National Curriculum and contain key knowledge for each unit, teachers incorporate all the assessment strategies stated above to make their final judgements for each unit. To reduce **unnecessary workload** for teachers, teachers are given additional PPA time in the last week of each half term to carry out teacher assessments.

How we use data?

Assessment is **ongoing** across our curriculum. Assessment is used to **check children's understanding** and to **inform teaching**. To support subject leads with **drawing conclusions** and **action planning**, we formally capture foundation data biannually, which is then reported in the foundation subject SAD report.

Foundation subject attainment is monitored by subject leads and senior leaders following a rigorous approach of analysing the data, identifying trends in vulnerable groups and ensuring actions are taken, such as increasing enrichment opportunities like class trips, to support more children with being able to... **know more, remember more and able to do more.**

Reporting Assessment Information to Stakeholders

Governors scrutinise the effectiveness of the education provided through the various committees. Amongst other methods, these committees scrutinise school performance information and hold Senior Leaders to account for the achievement of pupils and groups within the school in comparison to National Expectations.

Senior leaders report whole school performance information analysis to Governors **at least 3** times per year at the end of the Autumn Term, Spring Term and Summer Term.

Governors also analyse published and validated performance information such as ASP (Analyse School Performance) and data dashboard in order to ascertain the school's strengths, areas for development and actions to address these.

Assessment points throughout the Year

There are three formally recorded and analysed assessment points throughout the academic year (7 in EYFS Reception):

- On Entry (EYFS only) baseline tests.
- Autumn Term 2 – end of term summative assessments from NFER and teacher assessment data from formative assessment throughout the term.
- Spring Term 2 – end of term summative assessments from NFER and teacher assessment data from formative assessment throughout the term
- Summer Term 2 – end of term summative assessments from NFER and teacher assessment data from formative assessment throughout the term.

Pupils are assessed in maths, reading, writing, grammar, punctuation and spelling.

Observation, Assessment and Planning in the Early Years

The planning within the EYFS follows the government document 'Development Matters' in the Early Years Foundation Stage and 'Birth to Five'. The main objectives have been taken from each document to create a bespoke document for our setting.

These plans are used by all EYFS practitioners as a guide for weekly planning. Some of the weekly planning is based on the ideas and the assessed needs of the children, building on their achievements and interests.

Regular assessments of children's learning are made; this information is used to ensure that future planning reflects identified needs and next steps are followed. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's learning journey books in Reception or files

stored electronically in individual files on the observation platform 'Evidence ME' in both Reception and Nursery.

On entry to Nursery and Reception we complete a baseline assessment to ensure we get an accurate picture of each child. On entry to EYFS, children are assessed against the development matters and Birth to Five statements through a variety of observations and adult directed activities. The assessment is carried out by the class teacher/key person during the first 3 weeks of starting school and is entered into O track. Children who attend Newdale Nursery have their assessments passed on to the receiving YR teachers. Children in Reception carry out the National Reception Baseline Assessments as a formal assessment method. We use a development record to record a child's development across the EYFS, identifying whether the child is working at the expected level of development for their age. This is updated termly and discussed in pupil progress meetings with senior management. Data is analysed to look for patterns and trends.

At the end of the EYFS (Reception year) we surmise whether children are emerging, expected or exceeding level. Children at expected level have reached a good level of development (GLD). The results are reported to the Local Authority. In this final term of the EYFS, a written summary is given to parents, reporting their child's progress. This information informs the School Development Plan. Information is also shared with the children's Year 1 teachers to help ensure a smooth transition into the National Curriculum.

Observation, Assessment and Planning in Years 1-6

All newly arrived pupils should be teacher assessed using school procedures by the end of their **SECOND WEEK** at school. This is their class/set teacher's responsibility.

Teachers should build an accurate ability picture by assessing the pupil in the following areas:

- **Reading** using previous Standardised Assessment Tests
- **Phonics** using the Read, Write, Inc. programme to assess what stage the child is working within. Formal testing points are approximately each half term or sooner as directed by the phonics leader.
- **Writing** is assessed through everyday writing outcomes and independent writing using Newdale model materials.
- **Maths** is assessed via everyday mathematics outcomes using Newdale model materials.
- **Science** is assessed via everyday outcomes using the school's own Science Targets booklets and Rising Stars assessment tests.

If a child has come from another UK school, the child may have a 'CTF' file electronically transferred to the school. The performance information administrator / office manager must ensure this file and any physical records relating to the child (including assessment information) are received by the school. The performance information administrator is also responsible for uploading this information into O track, assigning any known vulnerabilities where appropriate.

Newly Arrived Pupils without prior KS1 performance information should have end of KS2 targets set for them by the end of the ½ term in which they arrive. This is the responsibility of the Phase Leader for that year group.

Pupil Tracking and Performance information analysis

In the penultimate week of each half term, teachers enter assessment data for children they teach. These assessments are moderated by Phase Leaders at Phase Meetings, to ensure consistency and support the professional development of staff.

The Headteacher, Assistant Headteachers and Phase Leaders analyse the performance information for the year groups they lead. This is done at the end of each half term.

Performance information analysis methods may differ depending on the year group, time of year and areas of concern identified. However, all analyses should include the following:

- Achievement by year group
- Achievement by gender
- Achievement by ethnic group/ language
- Achievement of pupils with disabilities and/or special educational needs (carried out by SENDCo)
- Achievement of disadvantaged pupils who are eligible for the Pupil Premium

All analyses are compared against national expectations to identify which pupils are not achieving in line with expectations.

The purpose of the analysis is to plan effective intervention where required and to assess the impact of teaching and interventions which are currently in place.

Marking policy

Newdale Primary School believe the following:

- marking is an essential part of the assessment process. It enables teachers to assess whether children have achieved their learning objectives and informs future planning.
- marking of pupils' work in all subjects should be regarded as a regular means of communication with pupils about their individual progress.
- this communication needs to be in a form understood by the individual pupil.
- the feedback should be developmental and therefore inform the next step in a pupil's learning.

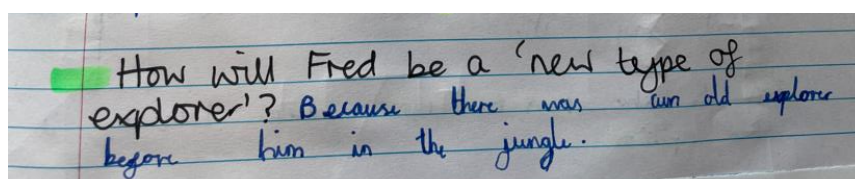
Purposes of marking

- to motivate pupils' future effort by praising current achievements.
- to assist pupils by setting clear targets for development. These may relate to learning objectives and/or targets.
- to provide the teacher with feedback on how well pupils have understood their work and enable them to plan the next stage of teaching and learning.
- to enable the teacher to make judgements about pupil attainment.

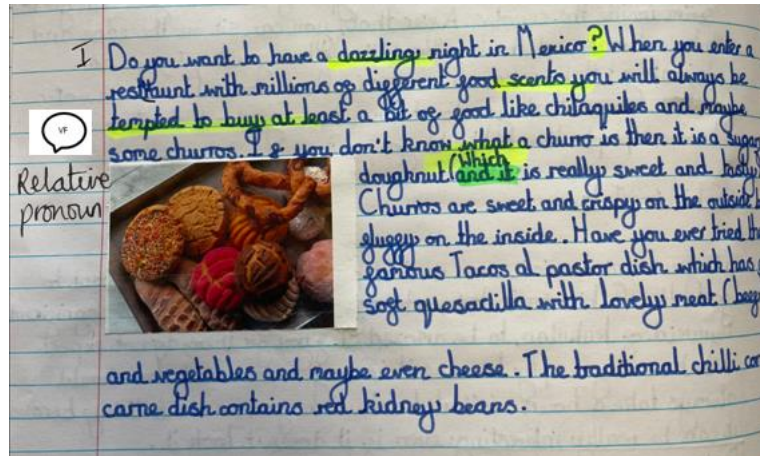
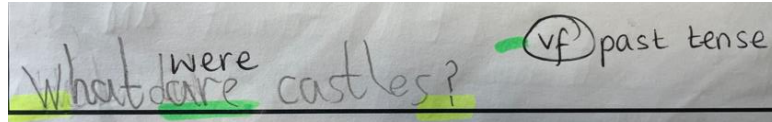
Guidelines for marking

Responses to children's work take the form of oral and written feedback. An emphasis is placed on the teacher feeding back to groups/classes throughout the lesson through spotlight marking. This supplements individual feedback and marking. Work is collected in regularly and returned, marked for the next time the child meets that piece of work. It is marked in line with agreed guidelines as follows:

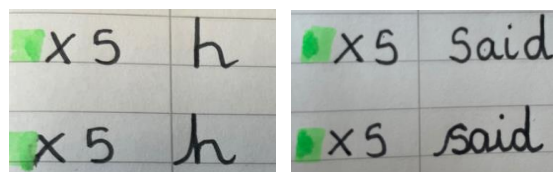
1. Staff should ensure pupils' work is presented to a high standard and that children are following our handwriting policy.
2. Work will be marked in black ink. Staff should use the school's handwriting font - cursive script in KS2 and RWI script in Reception/KS1 and ensure their spelling and grammar are accurate.
3. Responses should wherever possible be constructive, acknowledging what has been achieved using the yellow highlighter to mark against the success criteria.
4. Developmental marking to be used as and when appropriate. As mentioned, yellow highlighter will be used to pick the features that have been included according to the success criteria, with green highlighter used to pick out an area for the pupil to respond to and improve. This may take the form of a 'Show me' (largely provided by support staff), 'Convince me' (written by Teaching Staff) or an opportunity to edit and improve.



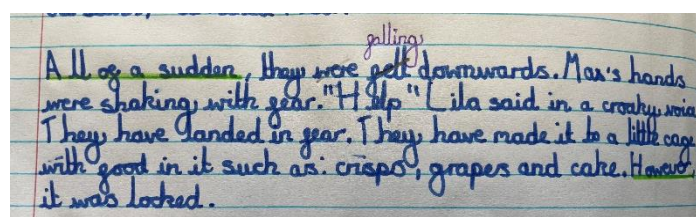
- Children should be given the opportunity to answer their wishes, and this should then be marked. In the Early Years and at the start of Key Stage One, the inclusion and recording of pupil voice will feature heavily in the way in which responses are addressed.
- Verbal feedback will be given to pupils during the lesson, and where this takes place, be indicated using the corresponding symbol from the policy.



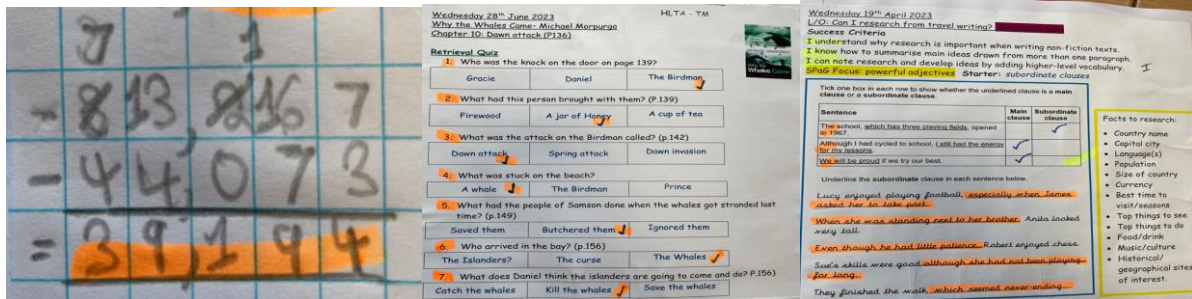
- Correcting every mistake can be disheartening, so marking will relate to, and focus on, the learning objective / success criteria (rather than being a detailed written comment on all work). Pupils will be aware of the objective, as it will have been shared and explained at the beginning of the lesson. It will also be in their book at the top of the piece of work.
- Handwriting green wishes should be based on the correction of incorrect letter formation or joins. If the child is precursive, then this should be modelled to them as their wish. If the child is writing using cursive, the adult should use cursive script. This applies to spelling too:



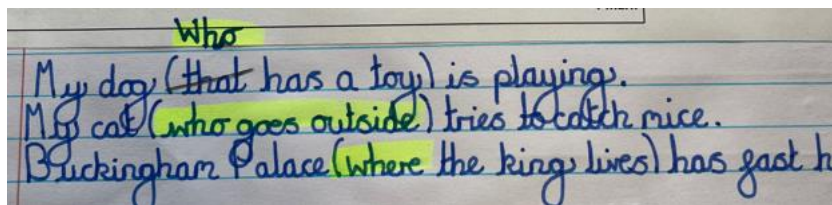
- Teachers may decide that it would be more beneficial, on occasions, for the children to mark their work, for example, a spelling test or as part of self and peer marking. This should be done using a pencil.
- Purple editing pens are used for children to edit and improve their work. Teachers need to ensure that expectations are still high when using these pens.



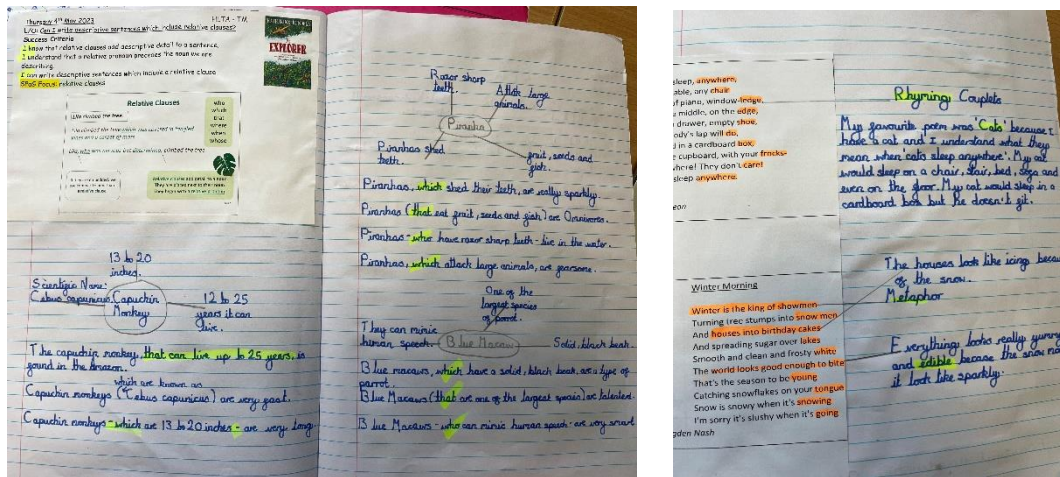
11. In upper phase, pupils use of orange highlighters for self-assessment in maths, literacy guided reading (and for self-marking assessments) will be monitored to ensure the usage is correct. Please note that this should only be for arithmetic-type questions, rather than reasoning and problem solving as well as retrieval-based questions in guided reading and low-stake SPaG starters in literacy.



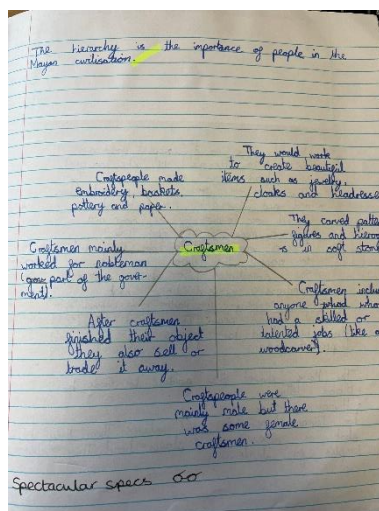
Mistakes in pen should be crossed out using a pencil and a ruler:



Children should use a pencil and a ruler to draw lines:



All staff must ensure that they have the same high expectations in all subjects across the curriculum e.g. in History books:

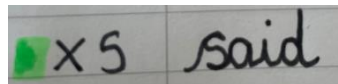


The marking of spellings across all books

Incorrect spellings will be underlined with the correct spelling noted over the top: we will do this when we want to make a spelling clear but are not asking the child to correct it themselves. This may be relevant where a child has had a go at a new word which class teachers want to praise them for. In this case, staff will still highlight in yellow, but as per the marking guidance, underline the word and write the correct spelling over the top.

Green highlighting should be for children who need to independently correct their work:

1. If a child is making repeated mistakes (or should know a word), it is clearer to the child that they need to correct the word if it is highlighted in green. The expectation should then be that the child does this independently at the bottom of the page.
2. For a lower ability (or much younger) child, it is clearer to also highlight in green, so they can instantly see there is something to improve, but then bring this down to the bottom of the page for them, correcting the word yourself and asking them to practise x5 (or whatever you feel is necessary).



A couple of extra points:

- At teacher discretion, 'sp' can be written in the margin for the child to locate and correct incorrect spellings themselves.
- A green spelling wish should be in addition to marking against success criteria, not instead of.
- A maximum of five spelling corrections only using green highlighting – and we try to balance with yellow wherever possible!

Marking of Chance to Shine Books

- Steps to Success marking grids should be used for every piece of independent writing (see Y1 examples below)
- Yellow highlighter should be used to identify evidence of statements from the Steps to Success grids.
- Inaccuracies in spelling and grammar do not need to be identified or corrected in independent pieces of writing.
- If target setting, these should be devised from independent writes using the Steps to Success.

The image displays three examples of student writing in 'Chance to Shine' books. The first example shows a 'WANTED' poster for 'Grit-hor Lu-Ko' with a drawing of a robber. The second example shows a 'Working of the Expected Standard for Year 1' grid with yellow highlights. The third example shows a story about a girl named 'Meredith' with a drawing of a girl and a 'Working of the Expected Standard for Year 1' grid with yellow highlights.

Responsibilities

It is the responsibility of the Curriculum Co-ordinator and SMT:

- to monitor the consistent use of this policy across the school.

It is the responsibility of all classroom teachers:

- to ensure that all classwork is marked regularly according to the Marking Policy.
- to encourage children to revise their work using pointers given in marking, when appropriate.
- to keep a record of attainment against key teaching objectives in accordance with the Assessment Policy.
- to explain the marking and assessment grading system to the pupils.
- to ensure that assessment information informs further curriculum planning.

Book non- negotiables for staff and pupils

Our Aims: to celebrate children's best work and learning; to learn transferable life skills of how to present their work; to raise children's self-esteem and pride in their work to encourage further improvements and creativity.

Who is it for? Ultimately for the child; The audience: stakeholders and visitors; Raise the school expectations and profile; build partnerships within the community; Record and evidence of children's learning and progress over time

Why present well? Respect for the child's own work; pride; learn skills; self-esteem; high expectations; evidence of progress and learning; modelled high expectations; children engaged in their learning: improved behaviour, motivation, purpose and able to share their work with confidence; children understand that their work needs to be neat and clear so that it can be read by others.

When? Children should always present their work well although have an understanding that skills such as jotting, note taking and drafts require less time spent on accuracy in presentation but should still be legible.

Presentation will develop as it is modelled to the children and they are supported in their presentation.

What does it look like in books?

- Whole school uniform front covers with details in this order:
Name of child
Subject, year of book, number of book in sequence
Year group, class teacher
- Learning objective written as a question starting 'Can I...' e.g. [L/O: Can I describe characters using adjectives?](#) Please refer to the sample success criteria document for subject specific information

- Dates, titles and subheadings underlined in pencil (regardless of whether child writes in pen or pencil). Note: these are mostly printed.
- Drawings and diagrams to be in pencil.
- Pencil only for maths books.
- Success criteria sheets to be stuck in and assessment of S/C clearly marked for all subjects.
- Success Criteria follows a scaffolded model:
 - I KNOW** - what knowledge do I already have? (substantive / prior knowledge)
 - I UNDERSTAND** - what has my teacher explained to me? (substantive / shared working)
 - I CAN** - use the new knowledge independently / with confidence (disciplinary / application). *Please note that WALT/WILF is not part of our teaching and learning policy.*
- WSCT/ WSTA / I (*With Support Class Teacher / With Support Teaching Assistant / Independent*) to be clearly indicated to show support for each work. HLTAs have their own stamps.
- Neat handwriting from staff and pupils, with clearly defined ascenders and descenders.
- Rulers must be used to draw lines and children trained in Year 1 to do this.
- If dates are being written, short dates to be used in Numeracy and Science, long date in Literacy.
- Correct use of margins, lines and pages (orientation, next line/page) to space work.
- Paragraphs or sections of writing should be defined by a missed line in KS1 and by an indent once pupils are in KS2.
- Numbers written within squares in maths books.
- All worked marked by adults in black ink. See marking policy for symbols etc.
- Any mistakes to be crossed out using one neat line using a ruler.
- Tabbing to show progression needs to be evident in maths and literacy books. Literacy books show progress tabs at the end of the unit of work referencing the Chance to Shine book; maths books tab assessments or progress in arithmetic showing progress.





Teachers model how to present work.

- Teachers use photos of class activities or group work in books where appropriate, with an evaluation of the learning from the child whose book it is in. This may take the form of a *show / convince me* question to evaluate learning at an individual level.
- Children use a sharp pencil or pen (if it has been awarded to them for neat handwriting).

Class teachers are responsible for ordering resources in adequate time for theme weeks. The non-negotiables are used during moderation.

Marking Symbols

Work will be marked by teachers in black ink.

| | |
|--|--|
| WSCT / WSST | With support class teacher / student or supply |
| WSHLTA | With support HLTA (HLTAs have their own stamps) |
| WSTA | With support TA |
| I | Independent working |
| P | Prompted (child has been prompted by an adult) |
| Psb | Paired Study buddy work |
|  | Verbal feedback |
|  | Insert a finger space between words |
| CL | Capital letter/s needed (Can be written in the margin for the pupil to locate independently) |
|  | Full stop needed (can be written in the margin for the pupil to locate) |
|  OR ? | Underline in wavy black or green line where a sentence doesn't make sense OR write ? in the margin for the pupil to locate the error independently (KS2 / where appropriate) |
| ^ | Insert word here |
| // | Start of a new paragraph needed |
| _____ OR <i>sp</i> | Underline incorrect spelling (Correct spelling written on top) OR write <i>sp</i> in the margin for the pupil to locate the error independently |
| ● | Incorrect answer in maths |

Greater emphasis in KS2 on pupils proof-reading and locating errors independently, therefore marking in the margin is more relevant.

Appendix A Newdale model of assessment attainment statements

The proposed model is a linear model, where pupils track a continual line throughout their journey through each of the Key Stages at Newdale.⁸

Pre-assessment

| | |
|---|---|
| Significantly below Expected standard BLW - 3 point value | <ul style="list-style-type: none"> • Unable to access the curriculum for their own year group or for the year group below. • Always requires additional classroom support to access tasks and activities • Often has significant SEND barriers to their learning. • Routinely undertakes tasks and activities which are significantly different to their peers' |
|---|---|

- A child who **achieved significantly below GLD** at the end of **EYFS** or achieved **working below the standard of the interim pre-key stage standards national expectations or P Scales** at the end of **Year 2 (BLW)** would all convert into a summer end judgement of **Working Significantly Below Expected Standard** in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Working Significantly Below Expected Standard** in each curriculum area would be **awarded the Working Significantly Below Expected Standard at the end of the year.**

| | |
|---|---|
| Below Expected Standard PKF at Yr 2 - 2 point value | <ul style="list-style-type: none"> • Is able to access the access the curriculum for their own year group or for the year group below with support and scaffolded learning. • May have SEND barriers which impact on learning. • May complete tasks and activities which have been modified or are different to those being carried out by the rest of the class. • Struggles to grasp new concepts without the need for significant scaffolding and support from adults. • Struggles to embed, use and apply concepts taught. |
|---|---|

- A child who **achieved below GLD** at the end of **EYFS** or achieved **working at Pre Key Stage Foundation** at the end of **Year 2 (PKF⁹)** would all convert into a Summer end judgement of **Below Expected Standard** in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Below Expected Standard** in each curriculum area would be **awarded the Below Expected Standard at the end of the year.**

| | |
|--|--|
| Working towards Expected Standard WTS at Yr2 - 1 point value | <ul style="list-style-type: none"> • Is able to access the access the curriculum for their own year group or for the year group below with regular support and scaffolded learning. • Does not grasp new concepts quickly and may require lots of consolidation. • Needs support to embed, use and apply concepts taught. |
|--|--|

- A child who **achieved below GLD** at the end of **EYFS** but only by a small margin or achieved **working towards national expectations** at the end of **Year 2 (WTS – Working toward Standard¹⁰)** would all convert into a Summer end judgement of **Working Towards Expected Standard** in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Working Towards Expected Standard** in each curriculum area would be **awarded the Working Towards Expected Standard at the end of the year.**

⁸ See progress guidance sheet (snipped for each band above).

⁹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611788/Key_stage_1_reportin_g_teacher_assessment_data.pdf

| | |
|---|--|
| Working at Expected Standard 0 point value | <ul style="list-style-type: none"> • Meets many of the expectations for the expectations set out in the National Curriculum for their year group. • May make errors in work, but is usually able to improve their work following support and feedback from adults or peers. • Has some gaps in learning from the previous year group. • Is usually successful in grasping and embedding concepts taught. • Can apply skills and understanding mostly independently, with varying levels of success. |
|---|--|

- A child who **achieved GLD** at the end of **EYFS** or achieved **national expectations** at the end of **Year 2** would all convert into a Summer end judgement of Expected Standard in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Expected Standard** in each curriculum area will be **awarded the Expected Standard at the end of the year.**

| | |
|--|---|
| Working at Greater Depth Standard 1 point value | <ul style="list-style-type: none"> • Meets the majority of the expectations for the expectations set out in the National Curriculum for their year group. • Can usually grasp new concepts and is able to embed them with speed and independence. • Is able to attempt learning that goes beyond that expected at Expected Standard with some success. • Able to apply skills and understanding, which is age appropriate, to a wider range of contexts. • Can frequently explain and justify their ideas. • Can evaluate their work, using this feedback to make improvements. |
|--|---|

- A child who achieved **exceeding GLD** at the end of **EYFS** or achieved **Greater Depth expectations** at the end of Year 2 would all convert into a summer end judgement of Greater Depth Standard in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Greater Depth Standard** in each curriculum area would be **awarded the Greater Depth Standard at the end of the year.**

| | |
|--|--|
| Working beyond Greater Depth Standard 2 point value | <ul style="list-style-type: none"> • Is clearly exceeding the expectations set out in the National Curriculum for their year group. • Grasps new concepts, embeds and applies them with speed and independence. • Can attempt independent learning to concepts that are beyond what would be expected for Greater Depth Standard for their year group. • Is able to apply skills and understanding, that is beyond age appropriate for their year group, to a wider range of contexts with frequent success. • Can frequently and clearly explain and justify their ideas. • Can evaluate their work and the work of others, using this feedback to make improvements. |
|--|--|

- A child who achieved **significantly exceeding GLD** at the end of **EYFS** or achieved **significantly Greater Depth expectations** at the end of Year 2 would all convert into a summer end judgement of **Working beyond Greater Depth Standard** in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Working beyond Greater Depth Standard** in each curriculum area would be **awarded the Working beyond Greater Depth Standard at the end of the year**

Teachers use the subject specific guidance issued to them, standardised tests and interim tests and the Teacher Assessment guidance to make an informed decision as to where the children sit on the attainment scale.

| | |
|---|---|
| Significantly below Expected standard BLW - 3 point value | <ul style="list-style-type: none"> • Unable to access the curriculum for their own year group or for the year group below. • Always requires additional classroom support to access tasks and activities • Often has significant SEND barriers to their learning. • Routinely undertakes tasks and activities which are significantly different to their peers' |
| Below Expected Standard | <ul style="list-style-type: none"> • Is able to access the access the curriculum for their own year group or for the year group below with support and scaffolded learning. • May have SEND barriers which impact on learning. |

| | |
|---|--|
| <p>PKF at Yr 2</p> <p>- 2 point value</p> | <ul style="list-style-type: none"> • May complete tasks and activities which have been modified or are different to those being carried out by the rest of the class. • Struggles to grasp new concepts without the need for significant scaffolding and support from adults. • Struggles to embed, use and apply concepts taught. |
| <p>Working towards Expected Standard</p> <p>WTS at Yr2</p> <p>- 1 point value</p> | <ul style="list-style-type: none"> • Is able to access the curriculum for their own year group or for the year group below with regular support and scaffolded learning. • Does not grasp new concepts quickly and may require lots of consolidation. • Needs support to embed, use and apply concepts taught. |
| <p>Working at Expected Standard</p> <p>0 point value</p> | <ul style="list-style-type: none"> • Meets many of the expectations for the expectations set out in the National Curriculum for their year group. • May make errors in work, but is usually able to improve their work following support and feedback from adults or peers. • Has some gaps in learning from the previous year group. • Is usually successful in grasping and embedding concepts taught. • Can apply skills and understanding mostly independently, with varying levels of success. |
| <p>Working at Greater Depth Standard</p> <p>1 point value</p> | <ul style="list-style-type: none"> • Meets the majority of the expectations for the expectations set out in the National Curriculum for their year group. • Can usually grasp new concepts and is able to embed them with speed and independence. • Is able to attempt learning that goes beyond that expected at Expected Standard with some success. • Able to apply skills and understanding, which is age appropriate, to a wider range of contexts. • Can frequently explain and justify their ideas. • Can evaluate their work, using this feedback to make improvements. |
| <p>Working beyond Greater Depth Standard</p> <p>2 point value</p> | <ul style="list-style-type: none"> • Is clearly exceeding the expectations set out in the National Curriculum for their year group. • Grasps new concepts, embeds and applies them with speed and independence. • Can attempt independent learning to concepts that are beyond what would be expected for Greater Depth Standard for their year group. • Is able to apply skills and understanding, that is beyond age appropriate for their year group, to a wider range of contexts with frequent success. • Can frequently and clearly explain and justify their ideas. • Can evaluate their work and the work of others, using this feedback to make improvements. |

Appendix Helpful strategies for knowing more and remembering more

These strategies are designed to be used across subjects and topics.

Key terms

Retrieval practice: No stakes learning opportunity that increases student performance beyond formative and summative assessment

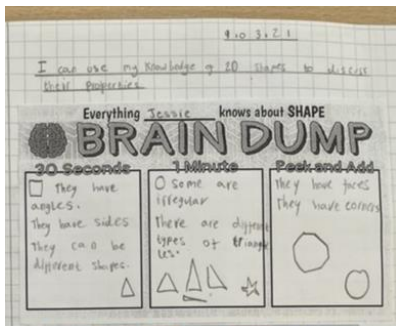
Spaced practice: Boost learning by spreading lessons and retrieval opportunities out over time so that learning is not crammed in all at once. By returning to content every so often, pupils knowledge has had time to be refreshed. The process of engaging of retrieval practice multiple times.

Interleaving: Boost learning by mixing up closely related topics and encourages discrimination e.g. learning in Maths increases when all four calculation operations are mixed up, rather than being learnt in isolation.

Spiralling: Deciding where a big topic is taught and how the idea is returned to and taught at a deeper level.

Examples of retrieval practice

Brain dumps



Write down everything that you can remember.

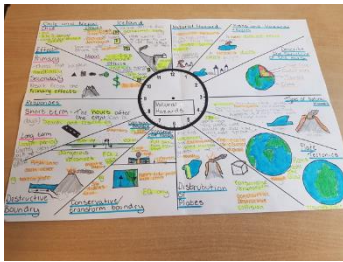
- Pause lesson
- Ask pupils to write down everything they remember about a certain topic
- Continue on with lesson

Keep them as low stakes assessment; don't use them as a formal assessment tool.

Think, pair, share: complete following a Brain dump

- Think stage = writing in the brain dump
- Pair = turn to your partner, get put in pairs
- Share = ask pupils....
 - Is there anything in common that we wrote down?
 - Is there anything that neither of us remembered but now we know?
 - Did any of us write down misinformation?
 - Why do you think you remembered what you did?

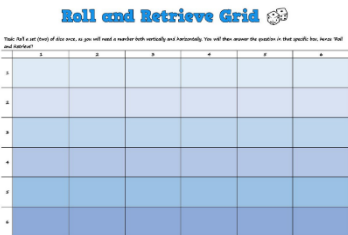
Revision clocks



A template to provide 12 mini brain dumps where pupils get 5 minutes to write as much as they can from memory about a specific topic.

If you use two colour pens, you can see any additional notes that they have added after the initial completion.

Roll and retrieve



A 6 x 6 grid with questions in the box. Roll dice twice to get the box number and then answer the question.

Weekly quizzes = low stakes activity. Keep questions to a maximum of 5.

Two things: At any point in a lesson, stop and have the pupils write two things connected to a topic and then move on. Examples include:

- What two things did you learn today?
- What are two things you learnt last lesson? Last week? Last unit?
- What are the two most exciting things you have learnt in these lessons?
- What are two things you would like to know more about?
- What are two examples from your own life you relate to today's lesson?

Retrieval cards: Pupils record the tier 3 terminology for the definitions given

| | |
|---|---|
| = A number divisible by itself and 1 | = A product |
| = The product of a number multiplied by itself | = Word used to describe the number which is used to divide |

Complete the table in stages:

- 1) Pupils to think about what they know and star / smiley face it. Put a ? In the boxes for the ones which they don't know.
- 2) Answer all the starred / smiley face ones.
- 3) Use books or talk partners to answer the ones that you don't know.
- 4) Check all are correct.

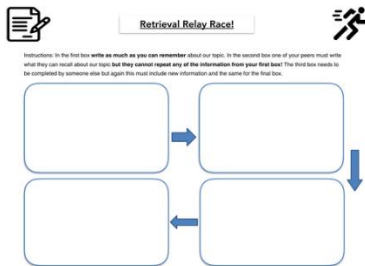
Plenary grid

Plenary learning grid. Roll the dice twice and answer the question about today's lesson. You can have more than one attempt!

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|---|---|---|--|--|
| 1 | Explain what you learnt in the lesson today. | How does this topic link to another subject? | What would you do differently next time? | What is your favourite part of the lesson? | Can you list three key words from today's lesson? | How do you know you have progressed? |
| 2 | What question(s) do you still have? | Why do you think we are learning about this topic? | What do you think about the lesson today? | What would you like to know more about? | Did you achieve any targets today? | How do you feel about the end of the lesson? |
| 3 | What skills have you developed this lesson? | When do you think today's lesson will help you? | How did you learn today? | What do you feel confident about? | What do you think you have learnt from the lesson? | Has anything inspired you today? |
| 4 | Describe the lesson using three adjectives. | Rank up the lesson as a... | How could today's lesson be improved? | What was the most interesting part of the lesson? | What is the most interesting part of the lesson? | What was your contribution to the lesson? |
| 5 | Is there anything you didn't understand in the lesson today? | How do you feel about today's lesson? | Did you work better than you think you can? | What has really stuck with you today? | Did you try your best today? | When did you feel most confident in the lesson? |
| 6 | What do you need to practice more? | Can you have anything before the lesson has helped you today? | How did the lesson help you today? | What was the most challenging part of the lesson for you? | How do you feel about the end of the lesson? | What has been your greatest success today in the lesson? |

Roll a dice twice and using the numbers, answer the question in the box.

Retrieval relay race



Pupils write as much as they can in the first box about the topic. Then they ask a peer but cannot repeat any information. Same for the third and fourth boxes.

Elaborate and expand

Retrieval Practice: Elaborate & extend...

| | |
|------------------|--|
| Insert key fact. | Student elaboration from own knowledge/recall. |
| Insert key fact. | Student elaboration from own knowledge/recall. |
| Insert key fact. | Student elaboration from own knowledge/recall. |

Insert a key fact and ask pupils to elaborate upon this.

Retrieval grid

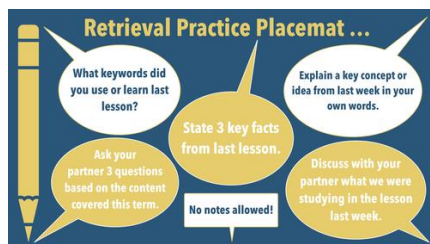
| | | |
|---|---|---|
| Insert question from further back | Insert question based on content from last week | Insert question based on content from two weeks ago |
| Insert question based on content from two weeks ago | Insert question from further back | Insert question based on content from last week |
| Insert question based on content from last lesson | Insert question based on content from two weeks ago | Insert question from further back |
| Insert question from further back | Insert question based on content from last week | Insert question based on content from last lesson |

One Point - Last lesson Two Points - Last week Three Points - Two weeks ago Four Points - Further back

White boxes are questions from the lesson previous and score 1 point

Coloured boxes are questions from lessons/ units before and are worth 2 points

Retrieval practice placemat



Have these accessible for pupils when you stop a lesson or they complete tasks

A to Z = Provide pupils with an A to Z sheet upon which they find key words and themes in the topic starting with the letters A to Z.

Throw back Thursday / Flashback Friday: 10 questions based on the lesson content from that week or earlier.

| | |
|-------------------------|-----------|
| Tell me what you learnt | |
| Last lesson | Last week |
| Last term | Last year |

Retrieval starters

Cops and Robbers

Cops & robbers

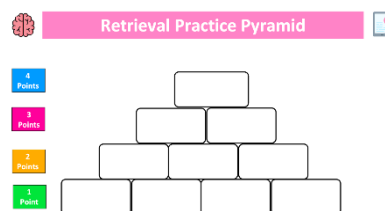
| | |
|--|---|
| <p>Your ideas & own knowledge...</p> | <p>Ideas & information you have "stolen" from your peers...</p> |
|--|---|

Pupils write what they know in the first box and then steal ideas from their peers to complete the second box.

Key word spotlight



Retrieval pyramid



Power tickets: a tool to develop and incorporate retrieval, spacing, interleaving and feedback. What did we talk about.....

| | | | | | |
|-------------|-------|-----------|-----------|------------|-----------|
| | Today | Yesterday | Last week | Last month | Last term |
| First fact | | | | | |
| Second Fact | | | | | |
| Third fact | | | | | |

Mark my quiz: Provide a quiz with a mix of correct and incorrect answers already populated. Pupils to mark and explain what is incorrect and why

Example of interleaving for pupils

In a calculation lesson, you may present the work in the following order

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|------------|---------------|--------------------------|--------------------------|--------------------------|
| Week 1 | addition + | addition + | addition + | subtraction - | subtraction - |
| Week 2 | addition + | subtraction - | addition and subtraction | addition and subtraction | addition and subtraction |

Consider presenting your week differently to avoid a plug and chug mentality. Plug and chug is the informal term given to the way students work without thinking about which strategy they need to use in each question. The technical term for this is 'blocked practice'.

The week 2 model means pupils can no longer plug and chug as they have to choose and retrieve the appropriate strategy to solve the problems.