

Blue Gate Fields Junior School

Feedback including Marking Policy

Policy details:

Date of policy: July 2019
Last updated: July 2022, July 2023
Date of next review: July 2024

Person (s) responsible for implementation and monitoring:

Sian Acreman (Head Teacher)

Signature (Chair of governors)

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Signature (Head teacher)

A handwritten signature in black ink, appearing to read "S E Acreman".

Date:

Feedback policy – verbal and written

At Blue Gate Fields Junior School, we know that feedback is powerful, but variable in its impact on learning. Feedback must be part of a formative learning culture which fits the stage of learning: surface, deep or transfer. We use feedback to close the gap between current and desired learning and understand that immediate in-lesson feedback is more effective than post-lesson feedback. Our pupils want feedback that is ‘just in time’, ‘just for me’ and ‘about my work’.

The Education Endowment Foundation provides a clear rationale for feedback that focuses on feedback on the task not ego, student self-efficacy, normalising of error, challenge, trust, motivation and student voice, with research showing that these approaches have the greatest impact on improvement.

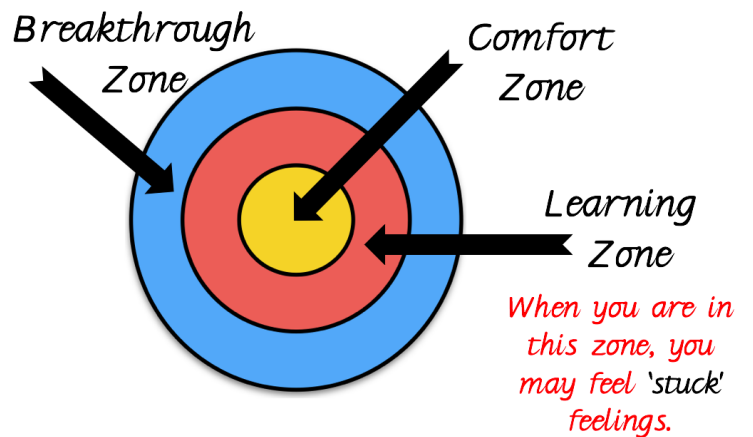
Key Principles

- The child is at the centre of the learning
- Prior learning is the starting point for feedback
- Effective feedback occurs when it is received and acted upon
- Feedback is most powerful when it is from the pupil to the teacher so that teaching and learning become synchronised
- Feedback is meaningful
- The children interpret and understand our feedback; it is empowering
- The feedback is fair, trustworthy, kind and helpful. It is specific, not general, hurried or impatient.
- Feedback is integral to the shaping of lessons and the planning for future learning; it informs assessments that produce consequences for both the pupils and the teachers which are dependent on the inferences that are made
- Feedback avoids escalation of misconceptions
- It is based on good communication between learners and teachers

Growth Mindset

We have established a growth mindset thinking culture in the school over a period of years and believe that this approach to tackling challenging learning promotes high self-efficacy and trusting relationships between pupils and teachers; this means that feedback is more likely to be effectively used for ways forward and improvement. We promote the attitude that mistakes are a normal, useful part of the learning process; we are constantly striving to create a culture where children believe in their own ability to act on advice and improve their learning outcomes.

The Target board is a visual model of learning that supports pupils to articulate their emotional responses to learning. It is used to understand the process of learning and to appreciate that learning is often a struggle.



The Learning Toolkit gives children the language to talk about 'having a go', 'being determined', 'being curious' and 'looking for strategies'. Pupils refer to the Learning Pit (James Nottingham) to create a visual appreciation of the processes involved in learning. Growth mindset promotion supports pupil self-efficacy so that feedback can be received optimistically.

What does feedback look like?

- Dialogue – everyone talking about their learning and how to improve
- Learning being continually evaluated and adapted
- Children being questioned, observed and listened to
- Children being clear about where they are with their learning, where they need to get to and how to close the gap
- Children understanding how to be a learner
- Modelling, coaching, self- regulation and cooperative improvement (peer editing)
- Avoiding an overly systematised approach to feedback and marking which can cause unnecessary workload

Talk

At Blue Gate Fields Junior School talk is taught explicitly. Randomly paired partner work encourages interaction with many learning partners, who can offer a variety of perspectives. Talk forms the basis of feedback from teacher to pupil, pupil to teacher and pupil to pupil.

Verbal feedback

Verbal feedback is high quality questioning, modelling and exemplification which is ongoing as the learning progresses. Verbal feedback will be given and received individually, in small groups, or as a whole class. It will happen in lessons, but also out of lessons in 'Surgeries' and intervention groups. Children need to be able to apply the feedback immediately. We do not require verbal feedback to be acknowledged in pupil books; the evidence of the impact verbal feedback should be seen in outcomes and application in future work.

Written feedback

Teachers use their professional judgement, within a school culture of trust, to determine how much written feedback is given; it may look different depending on factors such as group size, the ability levels of the pupils and the subject being taught. We understand that written marking can consume much time out of lessons and therefore attention has been paid to unnecessary workloads. We agree that when thinking about feedback and marking, if it is not useful for the pupils, or for the teacher, then we would question its purpose. Written feedback is often used to prompt secretarial corrections and spelling errors, although such errors should be marked cautiously in order to avoid a loss of focus on the main learning intention. If written feedback is given, it should be understandable to the pupil to ensure that they have full comprehension of its meaning. Time to read and respond (in green pen) must be given. If comments are not read by the child, then there is no purpose to the feedback, unless the comments are intended for an adult who would find them useful. Next steps comments are often not useful as they should form the next focus of teaching. Our focus is on the impact of the feedback.

Child-led feedback

Processes for child-led feedback must be explicitly taught and integral to the learning process.

Self-marking

Completed within lessons, self-marking provides children with immediate feedback enabling them to self-correct work, check methodology, seek advice or support and make improvements. Self-marking can be particularly effective in mathematics lessons. For self-review to be effective, pupil should check their work against success criteria, worked examples, or teacher modelling to reflect on progress and take control of learning. When working in this way, children tackle a limited number of problems, getting feedback quickly to encourage them to move on rapidly if they are able to, or to alert the teacher if further teaching is needed. Instant feedback can encourage less confident pupils to move onto more challenging problems. Pupils can also work to compare answers and where answers do not agree, challenge each other and try to find out where the errors have occurred. A form of over-learning, this method of feedback encourages deep thinking, checking and proof-reading – it helps to store learning in the long-term memory, available to be recalled at will.

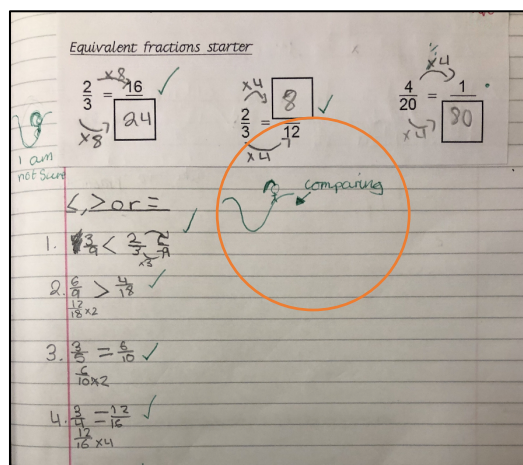
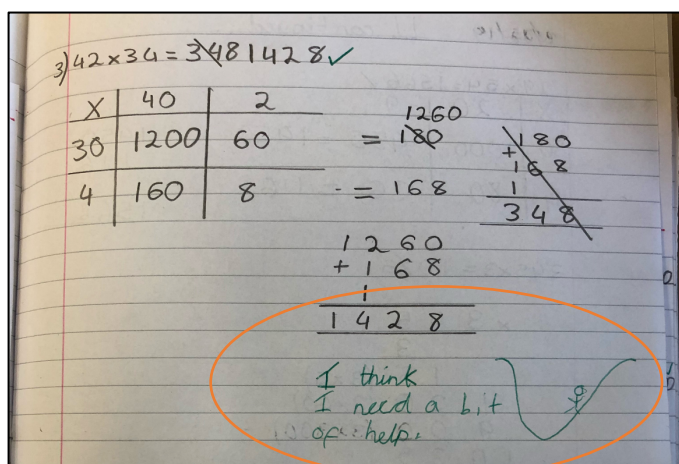
Peer feedback

With a different audience, children consider their work in more detail and with the reflective support of another. Talk to support conversation should be taught explicitly and modelled. Exposure to the work of others can inspire improvement, help to identify gaps and encourage collaboration in mistake spotting and correction. When children offer peer feedback, they place their own book on top of a partner's – the child themselves is the only writer to edit their own work.

Subject specific feedback

Mathematics

- Feedback will be verbal for immediate impact; written marking should be immediate where possible
- Whiteboard work will offer opportunities for quick feedback and lesson modification
- Memory and recall strategies (True or False? Odd one out, Spot the Mistake etc.)
- 'Have a go' opportunities
- 'Show me'
- Shared modelling
- Reasoning talk
- Exploration and enjoyment of misconceptions
- Using concrete resources to model understanding
- 'Marking' fictitious work to internalise methods
- 'Surgeries' for pre-teaching, or follow up support
- Quick Maths in the whole class setting for recall and memory
- Mini-Learning Pit drawings give useful feedback as learning progresses and help children to understand learning as a long term goal over a series of lessons that can involve struggle.



Books may show less written work using these teaching and learning strategies. Mistakes will be acknowledged using a small red dot and will inform next step teaching.

English

- Feedback will be verbal for immediate impact
- Whiteboard support quick recall, practise, composition and rehearsal
- Pupil partner work for discussion and rehearsal
- Notebooks are used to compose, edit and play with language
- Writing will be marked by pupils using an impact evaluation grid with 'have I used' criteria which are determined using a teacher-led to co-constructed continuum
- Pupils will use highlighter to identify successes; teachers use the grid to make assessments
- Written marking is more likely to take the form of evaluative teacher comments that talk about the impact on the reader, although these comments can also be verbal if conferencing has taken place
- The writing process at Blue Gate Fields Junior School has been exemplified to identify feedback opportunities:

The Writing Process at Blue Gate Fields Junior School

Teacher led – co-constructed continuum ↓	The process	Planning	Feedback opportunities and strategies		Resources
			teacher	pupil + peer	
	<i>Text analysis of 'what makes a good/bad one'</i>	<ul style="list-style-type: none"> • vocabulary structures • language features formality 	<ul style="list-style-type: none"> • responsive teaching • 1:1 support • continuous whole class feedback • my turn-your turn • focus groups • lesson structure: mini plenaries 	<ul style="list-style-type: none"> • self-regulation (self-assessment) • self-efficacy (children's ability to receive the feedback and confidence/belief that they are able to improve as a result) • peer editing • talk partners • Growth mindset strategies 	<ul style="list-style-type: none"> • self-regulation (self-assessment) • self-efficacy (children's ability to receive the feedback and confidence/belief that they are able to improve as a result) • peer editing • talk partners • Growth mindset strategies
<i>The Learning Journey</i>	<ul style="list-style-type: none"> • learning + impact: to create a display poster 	Teacher makes judgements about prior learning.			Classroom display
<i>Learning intentions, success criteria and impact are planned</i>	<ul style="list-style-type: none"> • lesson planning • Nicholas Roberts methods • CLPE approaches 				Texts and other related texts Tower Hamlets Writing Toolkit Descriptosaurus Thesaurus
<i>Explicit teaching</i>	responsive teaching	<ul style="list-style-type: none"> • responsive teaching • 1:1 support • continuous whole class feedback • my turn-your turn • focus groups • lesson structure: mini plenaries 	<ul style="list-style-type: none"> • self-regulation (self-assessment) • self-efficacy (children's ability to receive the feedback and confidence/belief that they are able to improve as a result) • peer editing • talk partners • Growth mindset strategies 	<ul style="list-style-type: none"> • self-regulation (self-assessment) • self-efficacy (children's ability to receive the feedback and confidence/belief that they are able to improve as a result) • peer editing • talk partners • Growth mindset strategies 	Working walls Sentence strips Visualiser Growth mindset strategies
<i>Drafting processes</i>	responsive teaching	<ul style="list-style-type: none"> • responsive teaching • 1:1 support • continuous whole class feedback • my turn-your turn • focus groups • lesson structure: mini plenaries 	<ul style="list-style-type: none"> • self-regulation (self-assessment) • self-efficacy (children's ability to receive the feedback and confidence/belief that they are able to improve) • peer editing • talk partners • Growth mindset strategies 	<ul style="list-style-type: none"> • self-regulation (self-assessment) • self-efficacy (children's ability to receive the feedback and confidence/belief that they are able to improve) • peer editing • talk partners • Growth mindset strategies 	whiteboards + notebooks + lined paper visualiser red pen (used with professional judgement and preference) Growth mindset strategies
<i>Publishing</i>	Assessments to inform future teaching and learning cycles	Teacher feedback			Red pen (used with professional judgement and preference)
<i>Evaluation</i>	Create an evaluation proforma to evidence success (linked to The Learning Journey)	Teacher uses the pupil completed evaluation proforma to make assessments. Does the pupil evaluation of success match the teacher's judgements?	<ul style="list-style-type: none"> • Self-regulation with highlighter to show evidence of impact and identification of potential areas for improvement: evidence proforma • Peer evaluation of completed writing 		evaluation proforma

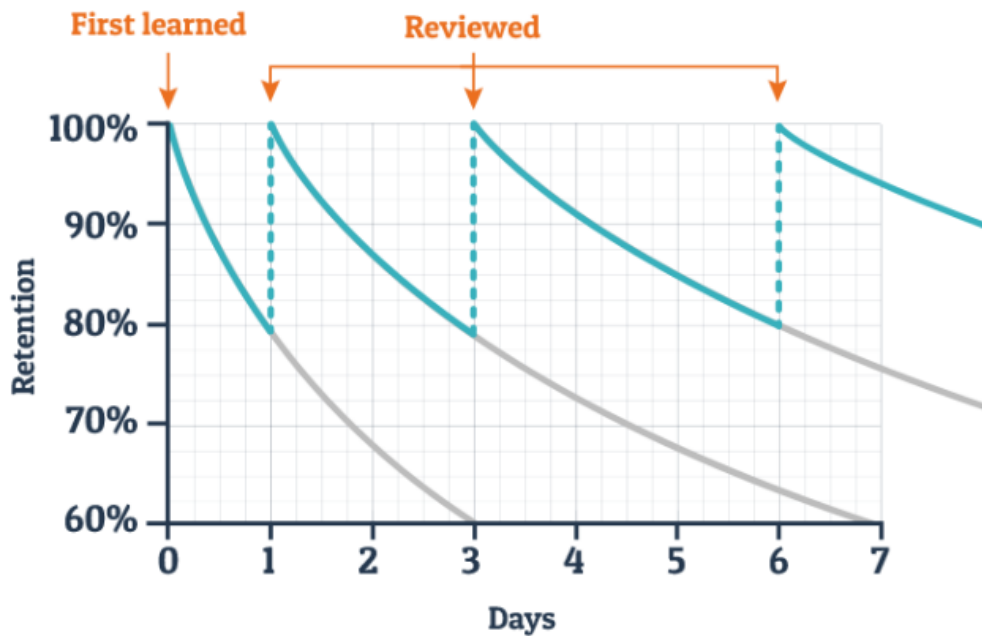
For cross-curricular writing the process is different as the pupils are completing a piece of writing based on prior learning. It is a more condensed process.

Humanities, Science and Religious Education

- Lessons will begin with recall and memory strategies (talk partners, quizzes, true and false games, visual prompts)
- Visualiser stops are used to address misconceptions and teach in a responsive way
- Where outcomes are cross-curricular writing, an evaluation grid is used for pupil to show evidence of subject specific understanding, plus a literacy or numeracy outcome
- Green pen peer feedback conclusions are modelled by the teacher

Memory and recall for feedback from pupils

New learning is fragile and usually forgotten unless steps are taken to revisit and refresh learning. Teachers are wary of assuming that children have securely learnt material based on evidence drawn from close to the point of teaching it. Teachers need to get feedback at some distance from the original teaching input when assessing if learning is secure.



Strategies for revisiting learning include low stakes quizzing, a test, game or talk around 'Knowing-doing gaps'. Teachers use Thinking Routines such as 'See, Think, Wonder' (I can see, I think that..., I wonder why...?), Mind maps and KWHL grids (What do I know? What do I want to know? How will I know that I have learnt?). Silent Conversations (Chalk talk) can elicit feedback from those pupils who are reluctant to share thoughts publically.

In lesson Feedback

Throughout lessons, teachers will be 'on the move', asking questions, spotting errors and finding solutions. Using 'my go, your go' strategies on whiteboards, teachers will model and quickly receive feedback. Pupils will work with partners, often randomly chosen, to talk and offer verbal feedback to the teacher and other pupils. Teachers will allow time for the cognitive struggle, referring to the Target Board and Learning Pit to avoid pupil anxiety. As pupils grapple with learning, time given without teacher intervention is used to encourage strategy finding (climbing out of the Pit) and independent checking. At deeper stages of learning, feedback from peers can be used to evaluate.

Learning Stages and Feedback	
Surface	Re-teaching corrective Pointing out steps Using success criteria backtracking
Deep	Suggesting strategies Extending Encouraging linking
Transfer	Encouraging error detection Self-regulation Skill transfer to a different context

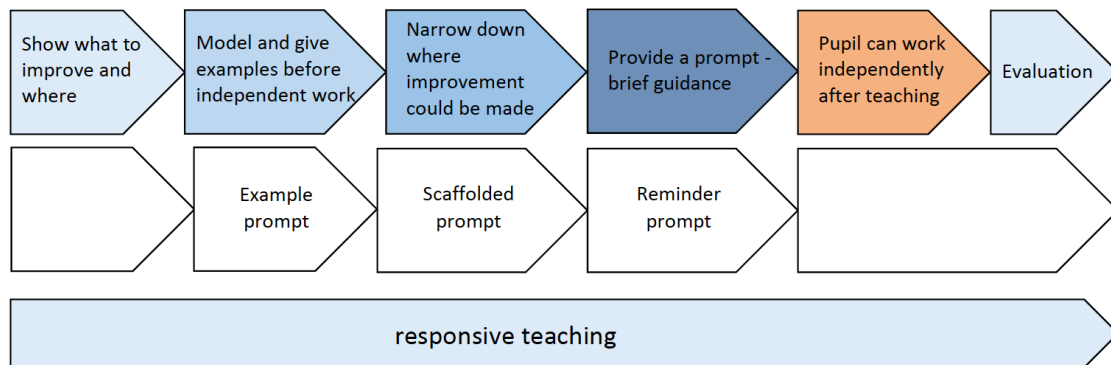
Teachers offer feedback in the moment for maximum impact. Using Shirley Clarke

Improvement Prompts (adapted for verbal feedback), teachers can structure their feedback messages by providing example, scaffold or reminder prompts. These prompts can also be used for written feedback. When providing feedback, teacher will start with the assumption that children can work independently given prior input and only increase the amount of intervention if the pupil cannot move on without it.

Improvement prompts

Range of prompts	Reminder prompt	Scaffolded prompt	Example prompt
Justify	Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: <ul style="list-style-type: none"> It was dismal because I was bored all the time. I found it dismal having only my granddad to talk to.
Show not Tell	Show how you think this made him feel.	How might his behaviour express his emotions? What verb choices could you make to be precise with your meaning?	How do you show how he felt? <ul style="list-style-type: none"> 'It's not fair,' he groaned, tapping his foot hard on the ground. Avoiding any eye contact, he huffed and shuffled away.
Add something	Use more adverbs and adjectives here.	Let's use some adverbs to describe how they fought. Fill in the words: Jason tried _____ to distract him, but the dragon _____ly lunged forward.	Improve the fight by using one of these or your own: <ul style="list-style-type: none"> The dragon's tail lashed viciously, cutting Jason's flesh. Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.
Change something	Think of a better word than bad.	What kind of monster was he? Change bad for a word which makes him sound scarier. Write it in the box.	Try one of these or your own instead of bad: <ul style="list-style-type: none"> Ferocious, terrifying, evil
Tell us more	Could you describe James?	What type of boy is James? Kind, shy, excitable, loud, naughty? Try to help us know him. James was a	Describe James' character. Perhaps: <ul style="list-style-type: none"> James was a kind, likeable boy with a great sense of humour. For instance, James was often excitable and noisy but would be quiet and serious when he was working.
What happens next?	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: <ul style="list-style-type: none"> 'I love you' said the merman. The mermaid took his hand and they swam away. The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.

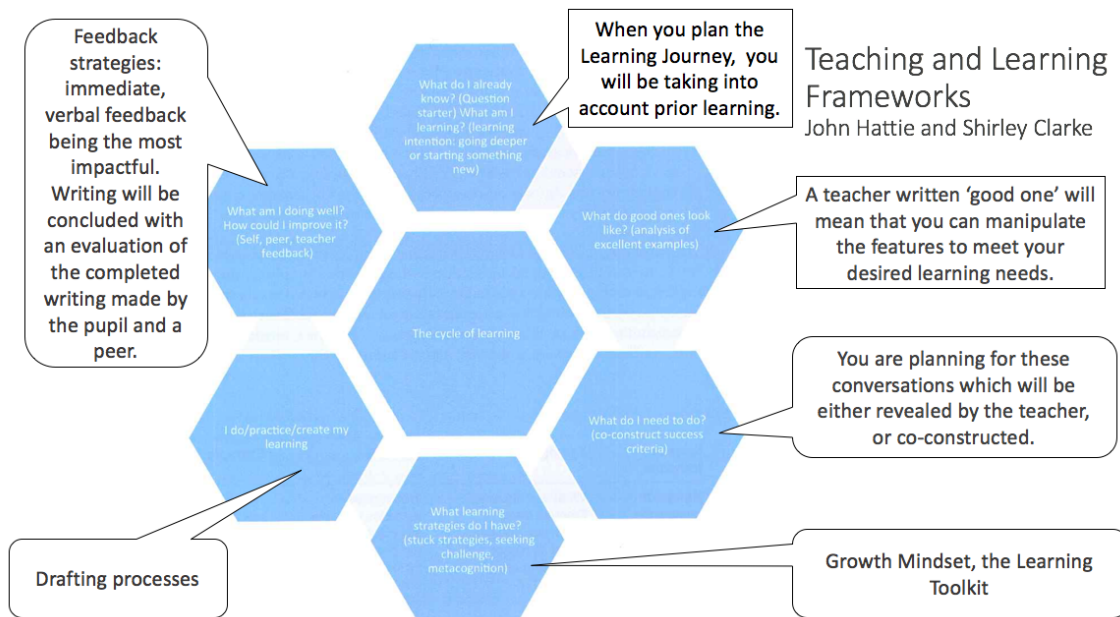
Blue Gate Fields Junior School Feedback for Improvement Continuum



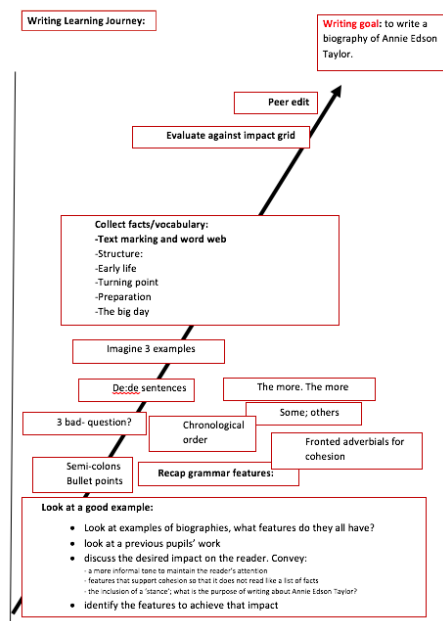
Refer to the Shirley Clarke Improvement Prompt exemplar sheet

Lesson structure, teaching and learning

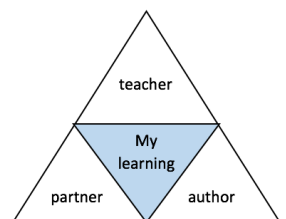
Learning intentions are specific and challenging; lessons are planned with low task complexity and high ceiling outcome possibilities. Deliberate practise and structured methods for repetitive recall of understanding, with clear goals support pupils to make links. Small step learning with mini-plenaries and learning stops create many opportunities for feedback that progresses learning. These teaching and learning moments identify success, improvements and provide specific suggestions; we use responsive teaching methods.



Classroom environment for feedback



Classrooms at Blue Gate Fields Junior School predominantly show learning process rather than final outcomes. Working walls display work in progress and support independence in accessing learning. The Learning Journey in writing, for example, allow pupils to self-regulate with reference to learning objectives and outcome possibilities. Through visual reminders, pupils understand that feedback on learning comes from the teacher, peers or their own evaluations. The feedback process puts the pupils in charge by modelling how to improve. Classrooms use visualisers to model and discuss improvements; these learning moments are often pupil lead. Learning Pit posters (James Nottingham) support pupil understanding



of feedback as support as learning progresses. To support pupil understanding of feedback (and a culture shift away from red pen marking), a Feedback Triangle shows how pupils find out how information about their learning is communicated. In subjects such as science or history, 'author' could be replaced with 'me, the scientist', or 'me, the historian'.

Praise as Feedback


'Praise can undermine resilience, as it sends message that it is the student rather than his or her involvement and persistence in learning that determines success.'
Hattie and Clarke (2018)


Praise at Blue Gate Fields Junior School acknowledges effort that results in effective outcomes or progress. Praise for the use of effective strategies for learning encourages growth mindset learners who embrace challenge and understand that mistakes are part of the learning process.

Extrinsic rewards are not given so that pupils focus on their learning needs rather than final outcomes. This results in motivated pupils who welcome challenge and do not avoid tasks that they perceive to be 'difficult'. Feedback is about the quality of work, compared with previous achievements, with advice on how to improve; it avoids comparisons with other pupils. Within this culture, written feedback that expresses praise is not necessary, although this is left to teacher preference.

Monitoring of impact and effectiveness

- All work in books will be initialled as acknowledgment and as a record of who taught the lesson.
- Evidence of impact will be recognised through outcomes of learning in books, discussions, practical outcomes and ability to reason
- Teachers will need to be conscious of the fact that in larger groups some pupils may miss out on individual feedback. They will need to consider structures or systems to ensure that feedback is given equitably.
- Lesson observations will note successes in giving and receiving feedback using 'A continuum for best practice teaching and learning'


<i>Blue Gate Fields Junior School</i> A continuum for best practice teaching and learning					
 CULTURE FOR LEARNING AND GROWTH MINDSET	CULTURE FOR LEARNING	<ul style="list-style-type: none"> • Pupils do not enjoy the lesson and are not on task. • Pupils are disengaged and persistent low-level disruption takes place. • Group work and /or pair work is unproductive. • Some pupils may show a lack of respect for – or direct challenge to – adults or other pupils. • Teacher response to the above is inadequate or inappropriate. • Classroom culture shows little understanding of the dangers of 'the single story' and there is no evidence of teacher understanding of the concept of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop) – there is little sense of a desire to promote belonging and a strong sense of identity 	<ul style="list-style-type: none"> • Pupils are attentive but sometimes passive. • They understand what is expected when asked to work alone or in a group and only need gentle prompting. • Classroom culture shows some understanding of the dangers of 'the single story' and a promotion of the concept of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop) – there is some evidence of a desire to promote a sense of belonging and identity 	<ul style="list-style-type: none"> • Pupils tackle tasks enthusiastically, regularly checking they are doing the right thing. • They persist when they make mistakes and understand that feedback is a useful tool to further learning. • Pupils respond well to feedback from teachers and peers. • Pupils show resilience. • Pupils are encouraged to think creatively and widely • Classroom culture shows understanding of the dangers of 'the single story' and a promotion of the concept of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop) – there is a shared sense of belonging and a promotion of identity 	<ul style="list-style-type: none"> • Pupils are engrossed in the lesson and want to achieve well. • Relationships at all levels are excellent; trust and mutual respect is evident. • Pupils respond well to feedback from teachers and peers. • Teacher has created an environment where pupils' self-efficacy is evident. • Pupils think creatively and widely • Classroom culture shows a deep understanding of the dangers of 'the single story' and a promotion of the concept of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop) – there is an active desire to share a sense of belonging and development of identity
	CLASSROOM ORGANISATION	<ul style="list-style-type: none"> • Classroom organisation and access to resources impedes the flow of the lesson. • Room is untidy • Displays do not model Jarman style • Displays are not useful for the current learning • Teachers do not control inappropriate movement around the room • The use of carpet and seating space is used inappropriately • No organisation of talk partners 	<ul style="list-style-type: none"> • The classroom is tidy and organised. • Resources are accessible and pupils are engaged by the environment. • Displays model Jarman style • Displays are useful for the current learning • Teachers control inappropriate movement around the room • The use of carpet and seating space is used appropriately • Talk partners are organised 	<ul style="list-style-type: none"> • Teacher has created an environment conducive to learning • Displays model the Jarman style, including hand written labels • Talk partners are assigned randomly and are changed regularly 	<ul style="list-style-type: none"> • The physical arrangements made in the classroom fully support excellent learning
	TALK AND VOCABULARY	<ul style="list-style-type: none"> • The ABC talk model is not displayed, or used • Talk is limited 	<ul style="list-style-type: none"> • Pupils listen to one another • Pupils build on one another's ideas • Pupils use the Think, Pair, Share model for talk • Pupils are encouraged to use critical thinking skills (challenging their own ideas, being imaginative, working together and listening, responding and accepting others' views) 	<ul style="list-style-type: none"> • Teachers explicitly teach talk using progressive language structures which are displayed in all classrooms. • Classroom discussion is structured around an ABC model that invites children to agree, build or challenge. This moves the emphasis away from 'teacher talk' and towards a more pupil-directed discussion model. • Talk underpins all written work. Pupils articulate thinking verbally, in order to expand and develop learning. • Social talk is of a high quality and supports collaborative learning, self-expression and confidence • Pupils share opinions, discuss and are ready to explore issues • Pupils demonstrate critical thinking skills (challenging their own ideas, being imaginative, working together and listening, responding and accepting others' views) 	<ul style="list-style-type: none"> • Pupil understanding of language structures is evident in their talk and happens naturally • Classroom discussion is structured around an ABC model that invites children to agree, build or challenge. This talk is organic, and pupil rather than teacher led. • Talk underpins all written work. Pupils articulate thinking verbally, in order to expand and develop complex ideas. • Social talk is of a high quality and supports collaborative learning, self-expression and confidence • Pupils share opinions, discuss, negotiate and construct arguments; they are ready to explore issues • Pupils demonstrate confidence and skill in critical thinking (challenging their own ideas, being imaginative, working together and listening, responding and accepting others' views)

RESPONSIVE TEACHING		PLANNING <ul style="list-style-type: none"> Planning takes no account of pupils' prior or current levels of learning and understanding. Activities / tasks may not be appropriately matched to learning objectives. No use is made of Attainment Profiles to inform planning 	<ul style="list-style-type: none"> Planning is informed by information from assessment regarding pupil's prior and current levels of learning and understanding and these links are communicated to the children Activities / tasks are matched to learning intentions. Lesson planning considers the Memory Links Lesson planning is informed by Attainment Profiles, but fails to effectively support the needs of identified individuals or groups. Lessons are planned and structured to elicit feedback from pupils and to provide opportunities to give feedback, for example, employing the use of mini-plenaries. 	<ul style="list-style-type: none"> Lessons are planned as part of a learning sequence and are informed by regular and accurate assessment of pupils' prior and current levels of learning and understanding. Children are encouraged to recall previous learning to support their ability to make learning links. Activities / tasks are matched to learning intentions and provide pupils with opportunities to apply and deeply consolidate their learning. Lesson planning considers the Memory Links and makes these explicit Lesson planning is informed by Attainment Profiles and effectively support the needs of identified individuals or groups Lessons show that feedback from pupils is used to adapt teaching to meet current needs within the lesson Teacher has planned in opportunities for pupils to recall knowledge. 	<ul style="list-style-type: none"> Teachers plan very effective sequences of lessons, informed by regular, accurate on-going assessment. Lesson planning builds on pupils' prior learning and understanding and address identified gaps in their knowledge and understanding. Children are encouraged to recall previous learning to support their ability to make learning links. Teachers plan in opportunities for pupils to recall and practice prior knowledge. Lessons are planned with an understanding of cognitive load theory Tasks provide opportunities to apply and deeply consolidate knowledge and understanding. Lessons show that feedback from pupils is used to adapt teaching to meet current needs. This happens immediately, in the moment, so that it has impact on pupil understanding.
	SUBJECT KNOWLEDGE	<ul style="list-style-type: none"> Subject knowledge is patchy and challenge is insufficient. 	<ul style="list-style-type: none"> Teaching is accurate, based on satisfactory subject knowledge which the teacher is developing. Teacher employs some strategies that promote effective memory and recall 	<ul style="list-style-type: none"> Teacher has strong subject knowledge which enthruses and challenges most pupils and contributes to their good progress. Teacher employs a variety of strategies that promote effective memory and recall 	<ul style="list-style-type: none"> All pupils are inspired and challenged by the consistently applied excellent subject knowledge of the teacher. Teacher is able to employ strategies that promote effective memory and recall that support pupils to make connections in their learning
	MODELLING	<ul style="list-style-type: none"> Direct teaching is dominated by teacher talk. No use, or inappropriate, use of interactive strategies. No responsive questioning. Inappropriate use of resources / models / images used to support learning. Teacher handwriting is unclear Pupils are unclear what to do during activities. Teacher has no focus during pupil activities. Insufficient time is given for children to work independently or in groups. Limited or no use of specific vocabulary. Language used to explain, instruct and model is unclear; it hinders learning. 	<ul style="list-style-type: none"> Direct teaching involves appropriate interactive strategies to engage pupils in the lesson. Use is made of resources / models / images to support learning during direct teaching and activities. Teacher handwriting is clear; an attempt to write with the Jarman style is evident Pupils know what to do and have sufficient time to complete tasks. Teacher uses some responsive teaching strategies to begin to assess the impact of the modelling on the pupils Teacher uses limited modeling of specific vocabulary. Language used to explain, instruct and model is lacking clarity. 	<ul style="list-style-type: none"> Teaching is stimulating with a range of strategies used to engage pupils. Questions are planned to provide challenge and extend thinking. Teachers respond effectively to feedback and use it to move learning forward. Good and imaginative use is made of resources to enhance learning. Resources are provided to enhance learning of groups of students. Modeling, combined with responsive teaching supports pupils to understand the learning and enables them to approach tasks independently. Language used to explain, instruct and model is clear, simple, straightforward and well-paced. Teacher handwriting is clear; the Jarman style is evident 	<ul style="list-style-type: none"> A wide range of interactive and imaginative teaching and learning strategies are used, including a range of differentiated questions. Resources provided promote highly effective independent learning by all students and are used to enthuse, engage and enrich learning. Teacher modeling allows pupils to understand the task and take independent responsibility to make good and better progress. High level of teaching continues within independent group activities. The pupils make independent use of learning strategies provided during modelling to make decisions about how they learn or tackle the task. Language used to explain, instruct and model is clear, simple and straightforward; it supports learning and enables pupils to make excellent progress within the lesson. Teacher handwriting is clear; the Jarman style provides an excellent model for the pupils

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	USE OF ADULTS	<ul style="list-style-type: none"> Additional adults not used effectively. Targeted pupils are over-reliant on additional adults and are totally demanding of their attention throughout the lesson. 	<ul style="list-style-type: none"> Deployment of other adults is planned, but may need more direction. Targeted pupils respond well to support provided but are not over-reliant on additional adults. 	<ul style="list-style-type: none"> Pupils make good progress because additional adults' support is clearly defined and well-focused and makes a significant contribution to the quality of learning. Other adults are confident to adapt planning during the lesson to meet the needs of specific pupils. Good assessment procedures inform the deployment of other adults to meet the needs of all pupils. 	<ul style="list-style-type: none"> Additional adults are used to maximum effect at every stage of the lesson. Other adults are acutely aware of their children's capabilities and of their prior learning and understanding and know what the next steps are. Dialogue between teachers, other adults and pupils is consistently of a very high quality.
	RESPONSIVE TEACHING AND FEEDBACK FOR ALL PUPILS	<ul style="list-style-type: none"> Needs of particular groups, including SEN, G&T, and EAL are not met No response to pupils' individual needs is evident. Planning is implemented inflexibly without regard to pupils' understanding of the task, prior learning and learning responses. Pupils are unclear about how well they are doing. Pupils do not respond to feedback due to lack of understanding/motivation. Poor responses to verbal questioning. Pupils are not given enough opportunity to engage in high quality talk with talk partners or during class discussion. Feedback does not occur within the lesson. Feedback given in the lesson is not meaningful and does not further the learning Feedback is generalised, or hurried Feedback escalates misconceptions Praise is used to compliment the pupil rather than the persistence shown in learning 	<ul style="list-style-type: none"> The most able pupils, SEN and EAL pupils are working within their capability Teachers set clear goals for the lesson, which stem from the MTPs Teachers monitor pupil's work and responses during lessons. They check for and pick up general misconceptions, but may lack confidence in adjusting their plans accordingly to support learning. Teachers show an awareness of pupils needs, but may not communicate clearly what pupils need to do to improve. Pupils answer verbal questioning. Pupils are given the opportunity to discuss their learning with talk partners and contribute to meaningful class discussion. Feedback is within the lesson and mostly timely; it is fair, trustworthy, kind and helpful Feedback is meaningful and interpreted by the pupil to further the learning Feedback avoids the escalation of misconceptions 	<ul style="list-style-type: none"> Teacher responds to the needs of all groups and check for understanding, adjusting provision to show a good understanding of pupil's learning needs and development. Teachers set clear goals for the lesson and communicate them clearly; the plans stem from the MTPs Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations; they check for understanding to improve learning. Pupils know their current abilities and what they need to do to improve They are not afraid to make mistakes or get verbal answers wrong Pupils are given the opportunity to discuss their learning with talk partners and contribute to meaningful class discussion. Teachers provide appropriate sentence stems for pupils based on the progressions in language structure. Feedback is within the lesson and timely; it supports pupil self-efficacy, normalises error, challenges and motivates Feedback is used to shape the lesson Praise for the use of effective strategies for learning encourages growth mindset learners who embrace challenge and understand that mistakes are part of the learning process. 	<ul style="list-style-type: none"> Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene, having significant impact on the quality of learning. Pupils fully understand the nature of any assessment and act on feedback given to improve High quality talk flows throughout the lesson. Feedback is within the lesson and timely; it supports pupil self-efficacy, normalises error, challenges and motivates – it is acted upon so that teaching and learning are synchronized Feedback is integral to the shaping of lessons and the planning for future learning; it informs assessments that produce consequences for both the pupils and the teachers which are dependent on the inferences that are made Praise is used for the use of effective strategies for learning which encourages growth mindset learners who embrace challenge and understand that mistakes are part of the learning process.

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 MEMORY AND RECALL	<ul style="list-style-type: none"> The learning is obscured by inappropriate activity that confuses and prevents pupils from focusing on and understanding the main learning intention of the lesson. Distractions such as music, digressions and displays overwhelm pupils' working memory Written modeling, IWB slides and visual resources are organised and presented in a way that overwhelms pupils' working memories. The learning is not broken into small steps and pupils are not given opportunities to practice at each stage. The teacher is not aware of the need to provide opportunities to recall and rehearse learning. No links are made to previous learning 	<ul style="list-style-type: none"> Appropriate activities are chosen so that pupils are able to focus on and understand the main learning intention of the lesson. Teachers are beginning to take into consideration the limits of pupils' working memories, and use some strategies to prevent pupils' working memories from becoming overwhelmed. The learning is broken into small steps and pupils are given opportunities to practice at each stage. Teachers provide opportunities for pupils to recall previous learning. Memory links are made explicit in the Learning Intention 	<ul style="list-style-type: none"> Teachers take into consideration the limits of pupils' working memories, and use a range of strategies to prevent pupils from becoming overwhelmed. Learning is presented in many different contexts so pupils are aware of its many applications (perceptual variation). Opportunities for recall practice are planned for within the lesson. The practice is presented as low stakes, and pupils are provided with instant feedback on their accuracy. Teacher links the importance of memory with learning attitude to reassure pupils that forgetting and struggling are part of the learning process. Over time pupils will demonstrate fluency as their ability to recall becomes increasingly automatic. Teachers are aware of when to remove crutches (e.g. instant access to times table squares, displays) at an appropriate stage for pupils, in order to encourage pupils to understand the importance of strengthening their ability to recall learning. Teachers highlight the memory links Teachers encourage pattern seeking Teachers draw an analogy for connection making from the concrete to the abstract 	<ul style="list-style-type: none"> Teachers use a wide range of effective strategies to support pupils' working memories. Teachers present the learning in different contexts (perceptual variation) so that pupils have a deep understanding of the concepts being taught, and can apply them in new situations. Pupils demonstrate a resilient learning attitude and persist when they struggle. They understand that forgetting is a part of learning, and that practicing their ability to recall is a strategy to help them learn. Teacher highlights the memory links and pupils explicitly draw on them for memory recall Teacher encourages pattern seeking within the subject area, and perhaps across subject areas Teachers show understanding of the unifying concepts in the subject being taught. Teachers draw an analogy for connection making from the concrete to the abstract 	
	4 DUAL CODING	<ul style="list-style-type: none"> A completed diagram is presented to pupils without modeling of how to 'read' the visual, or discussion of the ideas contained within. Visuals used in the lesson are overcomplicated, dense and difficult to understand, increasing pupils' cognitive load. 	<ul style="list-style-type: none"> Teachers match the learning to a visual representation. Teachers model how to read or how to construct the visual. Pupils are invited to see structures, notice patterns and identify connections. Teachers may use 'recount and recall' to support pupils to retain information and recall it at a later date. Visuals used in the lesson are simply designed and clear. Teachers begin to capture ideas shared by pupils during discussion to show development thinking. 	<ul style="list-style-type: none"> Teachers match the learning with an appropriate visual representation so that complex ideas are made explicit to pupils. The visual is used as a framework for discussion: teachers model and explain how to organise information into the visual or how to read and understand a completed model. Teachers act as graphic facilitators: ideas are invited, displayed and organised by the facilitator. Teachers may use 'recount and recall' to support pupils to retain information and recall it at a later date. Teachers encourage pattern seeking In designing visuals (including those on presentation slides or built on a flipchart), teachers understand the effectiveness of restraint and simplicity in design. 	<ul style="list-style-type: none"> Teachers match the learning with an appropriate visual representation so that complex ideas are made explicit to pupils. They are able to use visual representation to make their expert schema visible. The visual is used as a framework for discussion: teachers model and explain how to organise information into the visual or how to read and understand a completed model. Discussion is enhanced as a result. Teachers act as graphic facilitators: ideas are invited, displayed and organised by the facilitator, reflecting back the development of the thinking and knowledge co-constructed by teachers and pupils. If the strategy of 'recount and recall' is used, teachers effectively harness the power of drawing, tracing and retelling to help pupils retain information and recall it at a later date. Pupils are able to use the visual representation to hold onto concepts, see structures, notice patterns and identify connections. In designing visuals (including those on presentation slides or built on a flipchart), teachers understand the effectiveness of restraint and simplicity in design, paying attention to their pen craft and applying the principles of cut, chunk, align and restrain.
PROGRESSION	PROGRESSION	<ul style="list-style-type: none"> Few pupils achieve outcomes and expectations and there is negligible progress The pace of learning is poor Lesson ends abruptly The lesson is rigidly three part with no adjustment to the needs of the pupils 	<ul style="list-style-type: none"> Pupils achieve outcomes expected of them and make progress that is broadly in line with their capabilities The pace of work is adequate to the learning needs of the pupils The lesson follows an inflexible pathway through the intended learning 	<ul style="list-style-type: none"> Pupils achieve expectations and apply knowledge in new contexts or consolidate the use of knowledge so that good progress is made at a good pace The teacher follows the planned learning journey, yet is flexible enough to allow for subtleties in pupil need, and is able to make necessary changes in the moment The pace within the lesson is variable, according to the learning needs of the pupils 	<ul style="list-style-type: none"> Pupils achieve expectations and apply knowledge in new contexts, or consolidate the use of knowledge, so that learning is deepened over time. It is recognised that pupils will achieve and exceed high expectations and make exceptional progress at an appropriate pace due to the strategies utilised by the teacher. The lesson delivery shows a keen awareness of the flow within and between lessons – it follows the planned for journey, with recognition that the curriculum is that of a progression model
	5 QUALITY OF MATERIALS/RESOURCES	QUALITY OF MATERIALS/RESOURCES	<ul style="list-style-type: none"> Displays do not support the current learning Vocabulary is not displayed Language structures are not displayed Texts are poorly chosen and not matched to the learning needs of the children Visual resources do not originate from recognised sources (museums, galleries, The Noun Project, for example) Images chosen offer scant information There is an over reliance on worksheets/ power points Resources used distract from the learning intention Resources used do not show understanding of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop) 	<ul style="list-style-type: none"> Teachers show thought in selecting resources which are meaningful Texts and images are appropriate to the learning intention Text and images offer accurate information Images are of a good quality Displays support current learning Vocabulary is displayed Language structures are displayed The resources used lack the capacity to promote thinking Resources used show some understanding of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop) 	<ul style="list-style-type: none"> The meaningfully chosen, accurate resources encourage thinking over task completion Questioning is used as a resource to promote thinking and creativity Talk clarifies understanding of resources Images are of a high quality, often taken from a recognised source of scholarship, or expertise such as a museum or gallery The resources draw on real-world source material prepared by experts The pedagogy behind the chosen materials is thoughtful Resources used promote cognitive demand Displays support current learning and are referred to Vocabulary is displayed and used accurately by the teacher and the children Language structures are displayed and used by the teacher and the children Resources used show an understanding of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop)

Appendices:

Question Stems for self-regulation

Ask children who are getting started with a piece of work:

How are you going to tackle this?

What information do you have? What do you need to find out or do?

What strategies do you have?

What method could you use?

What equipment do you need?

What questions will you need to ask?

How will you record what you are doing?

Make positive interventions to check progress while children are working, by asking?

Can you explain what you have done so far? What else is there to do?

Why did you decide to do it this way?
Can you think of another way of doing this?
Could there be a quicker way of doing this?
What do you mean by...?
What do you notice when...?
Are you seeing a pattern, or a rule?
Have you thought of all of the possibilities? How can you be sure?

Ask children who are stuck:

Can you describe the problem in your own words?
Can you talk me through what you have done so far?
What did you do last time? What is different this time?
Is there something you already know that might help?
What about putting things in order?
Why not make a guess and check if it works?
Have you compared your work with anyone else's?

Ask:

How did you get your answer?
Can you explain your answer?
If you had started with...rather than...?
Is your answer reasonable?
How did you check it?
What have you learnt?
Would you do it differently?
Did you use any new words today? What do they mean? How do you spell them?
What are the key points or ideas that you need to remember for the next lesson?

Prompts to help children assess others' work

- I like this work because...
- This work is successful because...
- The biggest strength of this work is...
- Another strength is...
- You have thought of a good way of doing...
- Your ideas to...is...
- You might like to...
- I might have done...differently.
- You might like to ...next time.
- You could explain...in more detail.
- You could take another look at...