Dorchester Primary School

Marking and Feedback Policy

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Introduction

Dorchester Primary School understands that tailored feedback, as close to the point of misconception as possible, is an essential aspect of the teaching & learning cycle. Wherever possible, we utilise opportunities to encourage deeper thinking. This, we believe, will enable learners to develop horizontal, diagonal and vertical threads in learning. We trust that in doing this, our pupils will know, understand and remember more over increasingly long periods of time.

We advocate 'live' marking, as close to the point of misconception as is possible. We want to promote confidence and a love of learning. In order to do this, we endeavour to pay close attention to learning, intervening and redirecting where appropriate- for the whole class, groups or individuals- to reroute learning and facilitate progress.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research endorses our belief that feedback should:

• follow high quality initial instruction using formative assessment strategies to set
  clear learning intentions.
• be appropriately timed by the teacher.
• focus on moving learning forward, targeting specific learning gaps.
• be applied in further learning opportunities to close the feedback loop.

We have carefully considered this research, alongside the DfE's expert group, who emphasise that any written marking, should be: **'meaningful, manageable and motivating.'**

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that **'the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.'**

Principles

Our policy on feedback has, at its core, a number of principles:

• The sole focus of feedback and written marking is to further children's learning
• Evidence of feedback and marking is incidental to the process. We do not provide additional evidence for external verification.
• Written comments should be accessible to pupils according to age and ability.
• Feedback delivered close to the point of misconception is most effective. As such, feedback delivered 'live' in lesson is preferable wherever practicable. On occasion, teachers may provide verbal guidance alongside written, worked examples to move learning forward. • Feedback is a part of Dorchester's wider assessment processes. It is used to inform teacher understanding of learning and therefore inform future teaching.
 • Pupil work is celebrated. At Dorchester, we want pupils to understand what they are doing well and reinforce positive learning behaviour.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF guidance to ensure that children are provided with timely and purposeful feedback that furthers their learning. In addition, it is our aim to ensure that teachers are able to gather useful assessment that enables them to adjust their teaching both within and across a sequence of lessons. This will ultimately impact on the quality and impact of any feedback provided to learners.

Processes

At Dorchester, teachers evaluate the work that children undertake in lessons and use information obtained from this to adjust teaching. Feedback is appropriately timed by teachers, in consideration of the task, pupil and class, to occur at one of three common stages in the learning process:

1. Immediate feedback – at the point of misconception / during 'live' teaching

2. Summary feedback – at the end of a lesson / task – usually given verbally to whole class or groups

3. Review feedback – away from the point of teaching. This many include the use of written feedback in the form or 'next steps', fluency tasks or pupil conferencing during designated feedback time. (timetabled daily during assembly)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. At Dorchester Primary School, these practices can observed as follows:

Type	What it looks like	Where you will see it
1. Immediate	- Teacher uses assessment opportunities during lesson to provide meaningful live feedback - Takes place in lessons with individuals, groups or classes - Makes use of visualizers and sharing common misconceptions to redirect learning - Often given verbally for immediate action - May involve ASA for further support or challenge - May include highlighting or annotations using codes created and agreed in class - May include sharing misconceptions for scrutiny or evaluation against the set learning objects and success criteria - May involve praise and celebration to immediately identify areas of success for positive reinforcement - May involve teacher guided or worked examples in books alongside pupil work	Professional discussion Pupil voice Learning walks Book looks
2. Summary	- Takes place at the end of the lesson or activity - Often involves whole groups or classes - Provides an opportunity for the evaluation of learning in the lesson - May take the form of self or peer assessment against the agreed success criteria - May guide a teachers' further use of review feedback focusing on areas of need - May be in the form of a learning conference with teacher or ASA for individual learners when needed	

3. Review	• Takes place away from the point of teaching • May involve age-appropriate written comments/annotations for pupils to read/respond to • May provide teachers with opportunities for assessment of understanding at a distance from teaching in the form of bespoke next steps for individual pupils • May be an opportunity to challenge individual pupils to extend thinking or consolidate understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • For some individuals next steps may be in relation to an individual misconception	

Teachers mark work using handwriting in line with agreed school policy. Children neatly and legibly edit their work. Children are discouraged from scribbling out mistakes, instead drawing a straight line through errors. When presentation falls below expectations, this is addressed through feedback and next steps.

All work will be acknowledged and / or celebrated in some form by class teachers. This may include a stamp, sticker or written comment.

In Foundation Stage & Key Stage 1, any written marking is used meaningfully for those pupils who are able to read and respond independently or for those who can be facilitated a learning conference. Marking codes are collaboratively developed by the teacher and pupils so as to be purposeful and relevant to the learning intentions and success criteria, and clearly understood and used by pupils. Where pupils are unable to read/understand such comments/codes, these are shared verbally with children at the next appropriate opportunity. Children are encouraged to be increasingly more aware of utilising success criteria and marking codes via opportunities to self / peer edit work.

In Key Stage 2, any written marking is used where **meaningful guidance** can be offered which has not been possible to provide during live teaching. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. Teachers will acknowledge/ celebrate all work produced by children. Pupils tell us that this affirmation is very important to learners as it provides encouragement and builds self-esteem.

Whole Class Analysis and Feedback
After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They then sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Teachers acknowledge each piece of work to show it has been checked and look for any parts of work that are worth sharing as good examples in future lessons. Teachers will use this assessment to inform the future teaching sequence. Teachers may choose to use group / individual conferencing to address misconceptions and move learning forward.

Child-led assessment, feedback and editing

Children will reflect on their own learning in a number of ways such as: in response to teacher comments or marking; as a result of self-assessing and reviewing work success criteria or through peer marking. Dialogue between children about learning is an important skill that we seek to develop throughout school. Therefore, it can be helpful for children to assess the work of others and provide carefully articulated verbal peer feedback. Children are trained in how to give effective feedback that is KIND, SPECIFIC and HELPFUL and relates to the success criteria and learning intentions.

For example:
'I like this part, but have you thought of…'
'What made you use this word/phrase/ adverbial phrase/simile/metaphor and not another one?'
'The best part is when you…'

'I think that next time you ought to think about…'
'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

'I agree because…'

'Although I understand ….. I disagree because…'

Subject Specific Marking
When marking work in a subject, such as science, teachers may concentrate on correction of Tier 3, subject specific, vocabulary. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a broad and balanced subject specific vocabulary.

Editing
At Dorchester, we encourage learners to be responsible for changing and improving their own work. If necessary, teachers may scaffold this process for identified learners, so that they are able to make appropriate and meaningful additions and revisions of their own work through written marking.

Following teacher modelling and the shared editing and improving of an example, pupils are encouraged to make specific revisions as prescribed by the teacher. For example, one task may require pupils to correct any incorrectly spelt common exception words. It may be appropriate for pupils to use classroom displays, dictionaries or classroom resources to scaffold this. The remit of these editing tasks will be appropriate to the age and ability of learners.

It is important to distinguish between slips and errors that show a lack of understanding. For slips, it is often enough to simply indicate where each slip occurs. In all instances, pupils are encouraged to correct. If errors demonstrate lack of understanding, the teacher may decide to take different courses of action. Making use of 'live' marking to scaffold learning at the point of misconception; Making use of worked examples or highlighting common misconceptions to the whole class or groups of pupils as appropriate; Using pupil conferencing to provide more bespoke support. This will be evidenced as 'next steps' or worked examples in pupil books.

Pupils may also mark their own work if this will facilitate an opportunity for teachers to make meaningful whole class assessments within a lesson. Next steps are used where appropriate and not automatically for each piece of marked work.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of marking codes. The core of this code is set out in Appendix A, however class teachers develop additional codes to support success criteria in collaboration with pupils during lessons. These flexible, responsive codes are age appropriate and displayed in classrooms for pupil and teacher reference.

This policy will be reviewed every two years by the Deputy Head teacher/ Assessment lead. At every review, the policy will be shared with all staff.

All teaching staff are expected to read and follow this policy. The Deputy Head and Assessment lead is responsible for ensuring that the policy is followed.
The Deputy Head teacher/Assessment lead will monitor the effectiveness and consistency of assessment practices across the school, through:

- Lesson visits
- Work scrutinies
- Joint planning meetings and phase meetings
- Pupil progress meetings
- Moderation meetings – LA, Trust and in-school

Links with other policies

This assessment policy is linked to:

- Curriculum policy

- Learning and Teaching Policy

- Early Years Foundation Stage policy and procedures

- Assessment Policy

References:

Collin, J. and Quigley, A., 2021. Teacher Feedback to Improve Pupil Learning. Guidance Report. *Education Endowment Foundation*.

National Centre for the Teaching of Mathematics, 2016. Marking and Evidence Guidance for Primary Mathematics Teaching

Independent Teacher Workload Review Group, 2016. Eliminating unnecessary workload around marking. *London: Department for Education*.

Reviewer: Deputy Head teacher

Appendix A – examples of marking codes

	Finger spaces
SP	spelling
	between the lines.
	On the line
GP	Guided practise
IP	Independent practise
S	Supported work.
SDI	same day intervention
NDI	next day intervention
   	Evidence of expected standard
W	A way forward.
F.S	full stop
CL	Capital letter
^	Missing word.
//	New paragraph.
√	Correct
.	incorrect
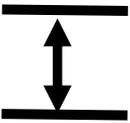
Appendix B EEF Guidance Summary

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

Principles			Methods		Implementation
1 Lay the foundations for effective feedback	**2** Deliver appropriately timed feedback that focuses on moving learning forward	**3** Plan for how pupils will receive and use feedback	**4** Carefully consider how to use purposeful, and time-efficient, written feedback	**5** Carefully consider how to use purposeful verbal feedback	**6** Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.	• There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *pupil*, and the collective understanding of the *class*.	• Careful thought should be given to how pupils *receive* feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.	• Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.	• Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.	• Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
• High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).	• Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.	• Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	• The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.	• However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.	• Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.
	• Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.		• Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.		

Appendix C Marking and feedback training examples

FS1

Communication and Language: Understands why questions

Scenario

Two children are playing with some soft toy monkeys, singing 5 little Monkeys jumping on the bed. They act out the rhyme making the toys jump and fall off a blanket.

Adult sitting nearby asks the question, 'Why did they call the doctor?'

One child answers, 'I was sick', another says 'the doctor say no' and another child says 'the monkey's sick'

1. How can the adult playfully model a good example of answering a 'why' question in this scenario?

2. How can the adult create further playful opportunities for the children to practice answering a why question?

FS1

PSE: Plays with one or more children, extending and elaborating play ideas

Scenario

Two children are playing in the home corner; one is at the table setting out plates and cutlery, the other is mixing food in a pan. The children interact with one another talking about how long the food is taking, what is being cooked, how it will taste etc. Another child is stood close by watching, she is holding a bowl and spoon pretending to stir something. She does not interact with the other two.

1. When would it be appropriate for an adult to address the barrier the lone child has in joining the play of others?

2. How could this be done?

3. What opportunity could be created to assess whether the feedback has an impact on the child's play?

FS1

PD: Uses large muscle movements to wave flags and streamers, paint and make marks

Scenario

Children are playing outside; it is a windy day. Flags and streamers have been placed outside to encourage large motor movement and exploration of the windy weather. Lots of children are interested in the flags and streamers, picking them up and running around with them. None of the children are moving the equipment in large bilateral movements, rather they are dragging them in the air behind them.

An adult has observed how the children are using the equipment.

1. How can the three principles be used to provide feedback and monitor whether the feedback has an impact on their physical development during play?

FS2

Reading: Is able to blend sounds into words with known correspondences

Scenario

In a reading group session 6 children are working with an adult to read a book matched to their phonetic ability. All children demonstrate confidence in pointing at each letter, left to right and saying the corresponding sound. Only one child is securely blending each word.

1. How can the adult assess what blending issue the other children are having?

2. When and how should the adult provide feedback on the identified issue?

3. How could the children be given an opportunity to use the feedback?

FS2

Writing: Writes recognisable letters most of which are correctly formed (ELG)

Scenario

During continuous provision there are some children sat at a table writing birthday cards for a character from a story. On the table there are two birthday cards which a teacher has written in and the story book is on the table too. Children are using a range of tools – coloured pencils, thin writing pencils and pens. Many of the children's letters are recognisable however most children have formed m, n and r incorrectly making it hard to read their work.

1. What would high quality instruction look and sound like for this goal?

2. When should the adult provide the feedback for maximum impact?

3. What playful opportunities could be developed for children close the feedback loop?

FS2

Maths: Counts objects, actions and sounds

Scenario

An adult has delivered a 20 minute carpet session demonstrating how we count a range of objects, actions and sounds. The adult explicitly modelled each step and asked children to take turns showing they understood through floor based, practical activities. The adult demonstrated inaccurate counting, drawing attention to when oral counting did not match her claps, jumps or objects being counted. Children were mostly able to recognise when the adult made this mistake and pointed it out.

In continuous provision there are lots of objects for counting and instruments and containers for sound making. The adults know to facilitate opportunities in play for children to demonstrate their ability to count objects, actions and sounds and are encouraging this by joining play, modelling, questioning and challenging children.

An adult outside observes a group game. Some boys are collecting sports equipment for a game. One child counts the hoops on the floor accurately to 4. His friend has brought some bean bags, he counts them out incorrectly onto the floor saying 7 but there are 5.

1. How can the adult use the three principles to effectively feedback and monitor the impact?

Year 1

Reading: Make simple predictions based on what has been read so far

Scenario

During a small group reading session the adult thinks aloud, 'I wonder what the fox will do next?'. Some children begin to call out their ideas, some say nothing. The ideas suggested range from sensible to implausible and unrelated to the actual text.

1. What strategy could the adult use to make it clear to the children what a good prediction sounds like?

2. What tool could the adult use to assess which children have a barrier or misconception when making a prediction?

Year 1

Writing: Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Scenario

The teacher wants the children to write short, simple sentences using the correct punctuation to match pictures from a story they are familiar with. Children have been exposed to explicit teaching on all of the punctuation marks previously.

1. How can the teacher use principle 1 to plan the input and task for this lesson?

Year 1

Maths: Find one more or one less than a given number

Scenario

During the carpet session, the teacher has explicitly modelled different sentence structures for one more and one less. Modelling has been carried out with concrete objects and on a number line. Children have practiced the sentence structures for the different representations and these have been written down in words on the board. Non examples have been explored based on the misconception of children saying one more instead of one less and vice versa. Children are sent to tablet o complete their worksheet and the teacher rotates around the room after a couple of minutes noticing that around 6 of the children are struggling to access the task and have not answered any questions.

1. How well has the teacher implemented principle 1? Is there anything which could have been done differently?

2. What should the teacher do now? (principle 2 and 3)

Year 2

Reading: Make inferences on the basis of what has been said and done

Scenario

It is storytime at the end of the day and the teacher is sharing a book for pleasure with the class. She naturally pauses to make remarks, thinking aloud as she reads. This includes comments such as 'I think she feels sad because…', 'I think they will come back because…'. Children join in with their own suggestions and the teacher notices 2 children who are very enthusiastic but repeatedly make suggestions that do not match with what characters have said or done.

1. How can the teacher use principle 2 to move learning forward for these children?

Year 2

Writing: Use some expanded noun phrases to describe and specify

Scenario

The teacher has planned and delivered the input for a lesson on using expanded noun phrases. She has shared good examples and non examples as well as generating success criteria with the children which are displayed on the flip chart. In the first 5 minutes of the independent activity the vast majority of the class are accurately and consistently combining an appropriate adjective with a noun to add description.

1. How well has the teacher implemented principle 1? Is there anything which could have been done differently?

2. What should the teacher do now? (principle 2 and 3)

Year 2

Maths: Show that addition of two numbers can be done in any order and subtraction cannot

Scenario

Children have been exploring number bonds and fact families in previous lessons. The teacher has identified a misconception in the last lesson with children re-ordering subtraction sentences, switching parts in the same way they do with addition (principle 1 – the task revealed the error). She wants to plan a lesson which clearly teaches that addition can be done in any order but subtraction cannot (principle 2 - delayed feedback to whole class as error was widespread.). She is adding another maths lesson into her sequence so she wants to be confident by the end of the lesson that it has had an impact on children's learning.

1. How can she use principle 1 to plan the lesson?

2. How can she use principle 3 to assess the impact?

Year 3

Reading: Comment on the choice of language the author uses to create mood and build tension

Scenario

The teacher has planned a lesson to explore the language choices of an author and has selected a passage of text from the beginning of the book which children have already read. The teacher models taking each sentence and building up a visual picture and discussing how it makes her feel as a reader and what questions it raises. Attention is drawn to specific words, success criteria are generated as the modelling progresses and a non-example is explored. A hinge question is used at the end of the input where children are given two new sentences to read and asked to choose from 4 different visuals which represent the mood. The visuals have been deliberately chosen based on some distracting words in the text. Most children choose correctly, a group of 5-6 do not.

1. What should the teacher do about the children who have not answered the hinge question correctly? (principle 2-3)

2. What activities could the teacher have planned to allow children to reveal their understanding of how language choice creates mood and tension? (Principle 2)

Year 3

Writing: Use fronted adverbials with the correct use of a comma

Scenario

The teacher wants the children to be able to write a setting description using a range of fronted adverbials correctly. The children are familiar with the book from which the setting description stimulus is taken and the teacher has prepared visuals to share with the children based on the book. They explore one of the pictures together and the teacher models writing sentences with different fronted adverbials. Children then take a picture to their table to attempt their own sentences. The teacher works with a group who she knows need support in constructing sentences. After 10 minutes she checks on the other groups. Success is very limited. Only 2 children have completed a range of sentences with different fronted adverbials punctuated correctly.

1. How well has the teacher implemented principle 1? Is there anything which could have been done differently?

2. What should the teacher do now? (principle 2 and 3)

Year 3

Maths: Solve problems, including missing number problems, using place value, number facts and more complex addition and subtraction

Scenario

During the input the teacher models reading a problem, commentating what she thinks is important and then drawing a bar model to represent. She explicitly draws attention to the parts and whole in the model and then models the written calculation method. Children are then given a different problem and asked to draw a bar model to represent the problem. The teacher rotates and notices around a third of children have labelled the bar model incorrectly. Feedback is given to whole class linking the bar model and its parts to addition and subtraction structures. The success criteria generated earlier in the session are adapted. Another problem is given and children are asked to represent. All children correctly draw and label the bar model to match the problem.

1. Which principles have been applied here?

Year 4

Reading: Identify and summarise the main ideas in a paragraph

Scenario

The teacher has planned a lesson for children to develop their ability to summarise a paragraph. She delivered the input and children have made a start on their activity. She notices that many of the children are identifying ideas but not the main ideas. The children have almost finished the activity and are about to get ready for the next lesson.

1. What elements of the principles have been applied so far?

2. On reflection, is there anything the teacher could have done differently?

3. How (and when) can the teacher deliver feedback to move the learning forward?

Year 4

Writing: Write sentences with more than one clause using a wider range of conjunctions

Scenario

The teacher has planned and delivered the input for a lesson on using a wide range of conjunctions. She has shared good examples and non examples as well as generating success criteria with the children which are displayed, with codes, on the flip chart. At the end of the input the teacher feels confident that the children have all of the knowledge needed to complete their activity. In the first 5 minutes of the independent activity the vast majority of the class are using many of the conjunctions incorrectly resulting in sentences which do not make sense.

1. How well has the teacher implemented principle 1? Is there anything which could have been done differently?

2. What should the teacher do now? (principle 2 and 3)

Year 4

Maths: Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why

Scenario

Children have been developing their written methods in previous lessons. The teacher has identified a misconception in the last lesson with children selecting the wrong operation (principle 1 – the task revealed the error). She wants to plan a lesson which clearly teaches when to add and when to subtract (principle 2 - delayed feedback to whole class as error was widespread.). She is adding another maths lesson into her sequence so she wants to be confident by the end of the lesson that it has had an impact on children's learning.

1. How can she use principle 1 to plan the lesson?

2. How can she use principle 3 to assess the impact?

Year 5

Reading: Can infer from details stated

Scenario

During a class discussion in a reading lesson the adult thinks aloud, 'I think she is excited because it says she 'whooped' when the machine made the hissing noise, she could be excited because she thinks her invention works'. Further on in the paragraph the adult pauses and wonders aloud, 'I wonder why she grimaced'. Some children begin to call out their ideas, some say nothing. The ideas suggested range from sensible to implausible and unrelated to the actual text.

1. What tools could the adult use to assess which children have a barrier or misconception when making an inference from details stated and what the barrier is?

2. What would the feedback need to look/sound like for it to move learning on?

Year 5

Writing: Use relative clauses beginning with who, which and that to add detail and describe

Scenario

The teacher has planned and delivered the input for a lesson on using relative clauses. She has shared good examples and non examples as well as generating success criteria with the children which are displayed, with codes, on the flip chart. At the end of the input the teacher feels confident that the children have all of the knowledge needed to complete their activity. In the first 5 minutes of the independent activity the vast majority of the class are constructing their clauses incorrectly resulting in sentences which do not make sense.

1. How well has the teacher implemented principle 1? Is there anything which could have been done differently?

2. What should the teacher do now? (principle 2 and 3)

Year 5

Maths: Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10, 000 and 100,000

Scenario

Children have been developing their place value knowledge in previous lessons. The teacher anticipates that many children will find this lesson difficult as it has been a long time since the objective was last taught and experience has shown that there are some common errors to be aware of when teaching rounding. She wants to plan a lesson which clearly exemplifies how to be successful at rounding and explores all of those common errors. She knows she will not be explicitly teaching this again this year so she wants to be confident by the end of the lesson that it has had an impact on children's learning and can then be embedded through retrieval in mental oral starters.

1. How can she use principle 1 to plan the lesson?

2. How can she use principle 3 to assess the impact?

Year 6

Reading: Can explain and discuss understanding of what I have read drawing on inference and justifying with evidence

Scenario

In a reading lesson children are answering questions on a fiction extract which is new to them today. Most children demonstrated confidence in fluently reading the text however it becomes apparent from their answers that they are not secure in their comprehension of what they have read.

1. When and how should the adult provide feedback on the identified issue?

2. How could the children be given an opportunity to use the feedback?

Year 6

Writing: Can ensure the consistent and correct tense throughout a piece of writing

Scenario

Children have completed a first draft of a narrative and the teacher now wants to develop their proof reading and editing skills. Today's lesson focuses on tense and the teacher shares a good example, explicitly modelling the successful use of tense and generating coded success criteria with the children as they work. They then explore a non-example and use the success criteria to proof read and edit it. The teacher displays a list of the common errors which they have corrected in the non example so children have a checklist to watch out for. Before embarking on their independent task children answer a hinge question – 4 sentences taken from children's work, only one has the correct and consistent tense. Children who answer correctly are asked to begin their editing independently and reminded of the SC and common errors check list. The 5 children who answer incorrectly are brought to a table to receive further feedback from the teacher.

1. How well has principle 1 been implemented? Could anything have been done differently?

2. What does the teacher need to do now to ensure that the small group of 5 make progress in their learning?

3. How will the learning of the rest of the class be monitored to ensure the feedback loop is closed for all children?

Year 6

Maths: Multiple and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

Scenario

An adult has delivered a 20 minute input demonstrating how we multiply and divide by 10, 100, 1000. The adult explicitly modelled each step and asked children to take turns showing they understood through mini tasks throughout the input. The adult demonstrated inaccurate methods, drawing attention to when an error had been made. Children were mostly able to recognise when the adult made this mistake and pointed it out.

In independent practice the teacher is rotating around the room looking for the common errors. Every time she sees a child who has made an error she points it out, explains the rules of multiplying and dividing by 10, 100, 1000 again and asks the child to correct it. The classroom is busy and there are lots of children who need explanations dur to errors. As a result the teacher rarely revisits the same child to monitor how they are progressing. By the end of the lesson the teacher wonders if her feedback has had an impact and if the class are ready to move on or if she needs to plan another lesson

1. How can the adult use principle 3 to effectively monitor the impact?