

# Feedback and Assessment Policy

## 2023-2026

This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Claire English/Allan Fishpool

Governors/Trustees: Anthony Senior

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact? No

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised? yes



# ASSESSMENT POLICY

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Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations including advice in the following publications:

[Primary Assessment in England](#) (DfE, September 2017)

[Assessment Principles](#) (DfE, April 2014)

[Eliminating unnecessary workload associated with data management](#) (Independent Teacher Workload Review Group, March 2016)

[Eliminating unnecessary workload around marking](#) (Independent Teacher Workload Review Group, March 2016)

[Making data work](#) (Teacher Workload Advisory Group, November 2018)

[Education inspection framework](#) (Ofsted, May 2019)

Assessment and Feedback are an integral part of the teaching & learning cycle, and we aim to maximise the effectiveness of its use in practice.



# ASSESSMENT POLICY

## Feedback Principles

- The focus of feedback is to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback will be clear and direct to further children's learning.
- Feedback empowers children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make at least good progress.

New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. **Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.**

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning. In addition teachers are able to gather feedback that enable them to adjust their teaching both within and across a sequence of lessons.

## Feedback Systems

### **Corrective Review**

Teachers use the 'Corrective Review' sheet (see appendix 1) **to check pupils' understanding** of the objectives during or soon after a lesson identifying: **misconceptions; work worth sharing; basic skills errors; children's understanding of the objective.** Where individual children have done particularly well or struggled, the teacher makes a note and use these to **respond and adapt subsequent teaching as necessary.** Corrective Review sheets are completed for English, Maths, Science and Foundation subjects to identify how learning can be moved forwards. Appendix 2 details subject specific guidance around feedback. Corrective Review books are altered half termly to reflect the focus or need of the half term whilst keeping the School Improvement Headlines at the forefront.

### **Environment**

The feedback code and face feedback posters are prominently displayed in every classroom. Staff should refer to these at the end of each session highlighting the purpose; they relate to understanding, not effort. (metacognition)

## Feedback in Practice

In order for feedback to have the highest impact on learners, we have investigated effective strategies. They can be categorised into:

1. **Immediate:** The feedback is given within the lesson, during the learning.
2. **Summary:** The feedback is given at the end of a session or unit, for example in a plenary
3. **Review:** The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.



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Below is a list of effective feedback strategies that are used. The list consists of best practice from across the UK. Teachers are trusted to use a range of these strategies and to match the strategy to the needs of the class or individual pupil.

	Strategies	Evidence
Immediate	<p><b>Progress sweep:</b> Teacher aims to 'check-in' with every child. Research shows that 7 children can be seen in 7 minutes.</p> <p><b>Dot marking:</b> Teacher draws a dot where they would like a child to revisit success criteria and improve or for incorrect answers in maths.</p> <p><b>Responsive teaching:</b> Verbal feedback throughout. Learning is moved on earlier or groups revisit.</p> <p><b>Active marking:</b> Comments, ticks and dots in books during the lesson.</p> <p><b>Reminder, scaffold, example:</b> Structure for effective verbal feedback.</p>	<p>Learning walks</p> <p>Lesson observations</p> <p>Books/ dots/ written feedback</p>
Summary	<p><b>Plenary:</b> Group/ class evaluation against success criteria</p> <p><b>Face Feedback:</b> Child draws a wiggly face next to the section of work they would like to discuss with teacher. They draw a face to if they understood the activity they have completed. This links significantly to the work on metacognition.</p> <p><b>Group assessment:</b> Children use post-its to give feedback to their peers as they walk around the classroom. Children decide which feedback to use to improve their work.</p> <p><b>Self-assessment:</b> Children use success criteria to reflect on and improve their work</p> <p><b>Peer marking:</b> The criteria for peer marking is kind, specific and helpful</p>	<p>Learning walks</p> <p>Lesson observations</p> <p>Books – gallery critique, green box marking</p> <p>Intervention timetables/ observations</p>
Review	<p><b>Corrective Review:</b> Notes are made on work to share, common misconceptions ways to move learning forwards the next day based on understanding from that lesson.</p> <p><b>Pre-teaching:</b> A small group or individual access some learning prior to the lesson to ensure they can access new concepts.</p> <p><b>Corrective teaching:</b> A small group or individual have an additional session after the lesson where they need additional support to achieve the learning intention.</p> <p><b>Whole class or group editing sessions:</b> Focus on editing and improving work. Teachers model this to share good examples and identify common misconceptions</p> <p><b>Face Feedback:</b> Teacher draws a wiggly face with a bracket next to the section they would like the child to review. They draw a face to show if the child understood the activity they have completed.</p> <p><b>Flap marking:</b> Children redraft a section of work on a flap of paper, over the original draft</p> <p><b>Set Your Stall Out:</b> All staff lay out books on a table outside their classroom (either a given focus or random as requested) SLT, Governors, Team Leaders or Subject Leaders evaluate and feedback to teachers strengths and points for improvement to move the learning forwards for these children.</p> <p><b>Team Meetings:</b> All teachers take corrective review books to team meetings. Evaluate effectiveness of teaching and learning. Feedback on progress and next steps. Primarily focused on 'at risk' children mainly but all groups moderated throughout the year.</p>	<p>Corrective reviews</p> <p>Annotated planning</p> <p>Planning and feedback files</p> <p>Books where workwatch has been implemented</p>



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## Diagnostic Assessment

Diagnostic assessment plays a critical part in developing an accurate understanding of childrens' prior knowledge in relation to the topic being taught. We can not make assumptions about the starting points. Diagnostic Assessment should allow you to quickly assess the current knowledge and understanding of your group and inform next steps. This will ensure better learning outcomes. It could be used at the beginning of a new topic/lesson to gauge prior knowledge or at the end to assess learning that has taken place. See Appendix 7 for diagnostic assessment strategies

## Summative Assessment Principles

- Meaningful tracking of pupils towards end of key stage expectations
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Are reliable and free from bias.

Within these principles, our aim is to make use of the recommendations outlined by the DfE and research commissioned by the DfE, alongside expectations outlined in the Education inspection framework (May 2019) to: identify if learners are developing detailed knowledge and skills across the curriculum, remembering content they have been taught in the long term; identify cohort and school strengths and priorities.

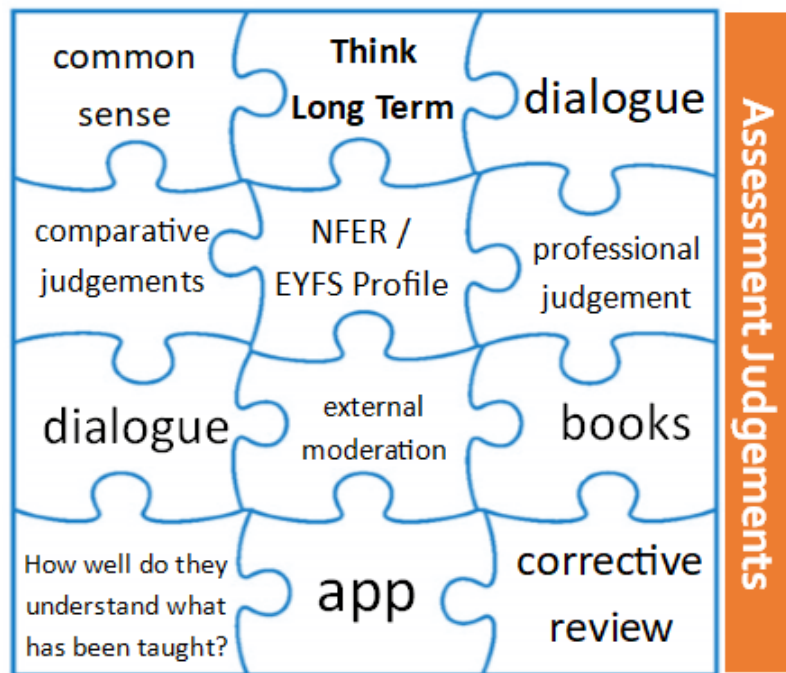
## Statutory Assessments

- Reception –EYFS profile
- Year 1 (and 2) - Phonics Check
- Year 2 – end of Key Stage 1 Assessments
- Year 4 Times Table Check
- Years 2 and 6 - end of Key Stage 2 assessments

## Making Summative Assessment Judgments

As a school we have identified objectives, in line with our whole school intent alongside statutory assessment expectations, for the core and foundation subjects which teachers assess against at the end of each academic year. Summative judgements give teachers valuable information about pupils' overall performance at a specific point in their learning. Moderation of judgement happen throughout each half term and is recorded in the back of CR books. These are monitored by SLT and support is given by subject leaders if necessary. When making summative judgements to inform termly data captures teachers consider the following:

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## Assessment Systems Foundation Stage

### **Learning Journals**

Learning Journals record ongoing observations based on the child in action, both in self-chosen and adult led activities. Photographs, observations and physical evidence of or from the child are added to the book to provide an informed view of the child to support assessments.

### **Corrective Review in the Early Years**

Staff use corrective review books (Appendix 1) to make observation, note misconceptions, children's interests and key learning moments. Subsequent provision in both indoors and outside is planned alongside specific targeted interventions with key staff to embed learning and move learning forwards.

### **EYFS Profile**

In line with the whole school approach, we have identified objectives from development matters in line with our whole school intent which we assess the children against on entry, mid-year and exit. This feeds into the completion of the EYFS profile judgements at the end of Foundation Stage 2 and allowing teachers to track and monitor groups, objectives and individuals learning progress and attainment.

## Assessment Systems KS1 and KS2

- Ongoing assessment against the agreed National Curriculum / Development matters objectives by the class teacher which are recorded on the SPS assessment App for core and foundation subjects.
- NFER/NTS Tests (Y1 – Spring and Summer only , Y2 Autumn – Autumn and Spring, Y3-5 termly)
- Previous SATs Tests (Y2 – Spring, Y6 termly)
- Previous Phonics screenings (Y1 – Autumn, Spring, Y2 resits – Autumn and Spring)
- Regular pupils' work scrutiny



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## Evidence Me Assessment App

- Every class teacher has an iPad with access to Evidence Me for the whole school.
- Throughout the year teachers judge the children against the objectives, identifying whether the objective has been achieved with independence.
- Over time, the assessment app demonstrates how many times the learning objective has been achieved to demonstrate whether the learning is below (developing), working towards (securing), at (secure) or greater depth.
- Data entered in the assessment app is summarised into a table that demonstrates each child's learning journey. (see Appendix 5)
- Evidence is taken from a variety of sources e.g. books, discussion, observations, practical work, CR books, tests etc.
- At the end of each term year group analyses are saved.

## Data Capture

All of the above feed into 'Data Capture' weeks, which take place three times a year. In this week, summative assessments judgements in reading, writing and maths against the agreed age appropriate National Curriculum objectives will be inputted into SIMs. (see appendix 6) Foundation subject judgements will be entered into SIMS in the summer term only. These are used to inform reports to parents and allow subject leaders an overview of their subject. However, Evidence Me compiles daily assessments of foundation independent understanding of the objectives taught.

## Reporting to Parents

- open evenings termly
- termly progress reports
- end of year written reports – summer term
- outcomes of statutory assessments – summer term
- learning journals are readily available for parents to access and contribute to at any time

### **Appendices:**

1. Corrective Review
2. Subject specific feedback
3. Evidence Me Assessment App
4. Assessment judgement vocabulary definitions
5. Assessment App analysis
6. SIMS data input

# ASSESSMENT POLICY

## Appendix 1

Date:— Assesses:—	
<b>English Focus</b>	
Work to Praise and Share	Basic Skills Errors / misconceptions
SO WHAT?	
😊	
😐	
☹️	
Presentation	
<b>Reading Focus</b>	
WCR, AR, Shared Reading	
Work to Praise and Share	Basic Skills Errors / misconceptions
SO WHAT?	
😊	
😐	
☹️	
Presentation	

<b>Maths Focus</b>		
Work to Praise and Share	Basic Skills Errors / misconceptions	
SO WHAT?		
😊		
😐		
☹️		
Presentation		
Subject	Skill / Knowledge	Notes
NOTES		PP

<b>C &amp; L</b>	
Work to Praise and Share	Basic Skills Errors / misconceptions
SO WHAT?	
😊	
😐	
☹️	
Presentation	
<b>PSED</b>	
Work to Praise and Share	Basic Skills Errors / misconceptions
SO WHAT?	
😊	
😐	
☹️	
Presentation	

<b>MH</b>	
Work to Praise and Share	Basic Skills Errors / misconceptions
SO WHAT?	
😊	
😐	
☹️	
Notes	

Corrective Review Sheets will be used when looking at completed work. The children's books are sorted into 3 groups:

I know. You know.



I think I know but I need more practise. You know but need a little more practise.



I am learning how to do this, but I don't yet understand it. You are learning to do this, but you don't yet understand it (we need to work on it together).



Once books are grouped the Corrective Review sheet can be completed. The purpose of these sheets is to inform next day and future teaching. Teachers will use initials of children and make notes on:

- Individuals who need something specific
- Groups who have misconceptions
- Whole class teaching points

**MOST IMPORTANTLY ... 'SO WHAT?'** What is going to happen tomorrow as a result of today? This can be noted on the back of the sheet or on planning sheets.





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## Appendix 2

### Feedback in English

The focus for feedback in English is on editing. Most writing lessons will be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching about to help them identify and address their own weaknesses. Teachers will be looking at the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mistakes as well as referring to the audience, purpose and the actual content when completing Corrective Review sheets.

The teacher will share extracts from pupils' work, at first showing good examples of work. For example, within the proof-reading section, the teacher might showcase some handwriting where ascenders and descenders are correct, then ask pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. **When addressing weaknesses or misconceptions, the teacher will write a model text with common mistakes in rather than using a child's work.** For example, they may write a section of text with poor punctuation and reteach the class the various punctuation rules. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right.

Within the editing section of the lesson. For example, the teacher might show different examples of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less successful example (written by the teacher). The children would then suggest together how this might be improved. Then in their pairs or individually they read their work, and suggest improvements, alterations and refinements which the author of the piece then adds in Purple Polishing Pen so improvements are clear. This increased focus on editing will mean that children will be able to focus on quality over quantity. There will be fewer separate pieces of work in books, but the skills will be developed and progress will be clear.

### Feedback in maths

Often, answers will be available for children to access and self-assess against their own learning. That way, if a child has misunderstood something, they can reflect on where they have made a mistake. Another benefit is that with instant feedback available, after solving their first few calculations or problems correctly, they may be able to move onto a higher level challenge. (Tricky, Trickier. Trickiest)

Checking and correcting involves thinking deeply about the learning. When you think deeply about something, it is much more likely to be stored in your long term memory, available to be recalled at will. As an alternative to providing the answers, teachers should sometimes model ways of checking and then expect children to do the same, in effect '**proof reading**' maths. So, for example, children might repeat a calculation in a Purple Polishing

Pen and check they've got the same answer. For addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking. Teachers should model how children can use the inverse operation to go and check they get back to where they started.

### Feedback in Science and the Foundation subjects

Feedback will primarily relate to the subject objective although English and maths misconceptions will also be addressed to reinforce prior learning.

## Appendix 3

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App by Year group and subject

## Evidence Me Assessment Objectives

Errington Primary School

English > Writing > Composition and Effect- including language features and text organisation > Year 5									
01-Sep-21 - 31-Jul-22									
I can identify the purpose and audience for the writing, selecting the appropriate form eg. Writing informally, 1st person diary.	4	4	4	4	4	4	3	3	3
I can assess the effectiveness of their own and others' writing by identifying elements from the Grammarsaurus Text Checklist Overview.	1	7	7	7	7	5	7	6	1
I can describe settings and characters using a range of descriptive techniques including expanded noun phrases, similes, metaphor, personification etc.	2	5	4	4	4	4	5	4	2
I can use figurative, expressive and emotive language to create mood, atmosphere and dramatic effect including expanded noun phrases, similes, metaphor, personification etc.	2	3	3	3	2	3	2	1	1
I can include dialogue to convey character and advance the action eg. Include emotions, actions and characters thoughts in dialogue.	2	2	1	1	1	1	1	1	1
I can use rhetorical questions and short exclamation sentences for impact.	1	2	2	2	1	3	1	1	1
I can structure writing in clear paragraphs.	1	3	3	3	3	3	2	3	2
I build cohesion within and across paragraphs by using conjunctions, adverbials and pronouns to avoid repetition.	1	3	3	2	3	3	2	1	2
I can use organisational and presentational devices to structure and guide the reader in a range of different non-fiction text eg. Bullet points, headings, subheadings in non-chronological text. (to indicate at least 3 different non-fiction text types)-type 1.	1	1	1	1	1	1	1	1	1
I can use organisational and presentational devices to structure and guide the reader in a range of different non-fiction text eg. Bullet points, headings, subheadings in non-chronological text. (to indicate at least 3 different non-fiction text types)-type 2.	1	1	1	1	1	1	1	1	1

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## Appendix 4

### KS1 & KS2

	Definition	Cognitive Challenge	Indicative teaching style	Types of success criteria	Nature of progress	Support	Typically pupils will	Blooms
<b>Greater Depth</b>	Naturally using and applying.	Complex and <b>abstract</b> with independent and original learning.	Listening and encouraging independent learning.	Uses initiative and self-manages.	Can independently adapt to any situation.	Self-support	Display consummate comprehension and understanding. Make connections beyond the scope of the problem or question.  Demonstrate finesse, prowess and deftness showing evaluation and self-reflection skills in a wide variety of	Evaluating and creating
<b>Secure (Age Related Expectations)</b>	Confidently using and applying.	Cognitive demands are complex and <b>abstract</b> . Involves problems with multi-steps and more than one possible answer.	Coaching. Probing questions.	Child generated.	Deepening. Extending.	Low	Apply skills to solve problems, explain concepts, hypothesise, investigate, design, create, prove, edit.  Link together and explain several ideas around a related topic.	Applying and analysing
<b>Securing</b>	Correctly using and applying.	Higher level of cognitive demand. Involves mental processing beyond recall and will rely on <b>pictorial</b> representations. Requires some degree	Reminding. Guiding.	Remember to include.  Access/choose own resources.	Applying. Practising.	Medium	Explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise/sequence, make observations, estimate, compare.	Remembering and understanding
<b>Developing</b>	Basic awareness.	Low level of cognitive demand. Involves following instructions and working with <b>concrete</b> representations.	Modelling. Explaining.	Steps to success.  Resources given.	Acquiring. Refining.	High	Name, describe, follow instructions or methods, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Remembering

# ASSESSMENT POLICY

## EYFS

	Support	Indicative teaching style	Types of success criteria	Nature of progress	Typically pupils will	Blooms
<b>Exceeding</b>	<b>Self support</b>	Listening and encouraging independent learning.	Uses initiative and self-manages.	Can independently adapt to any situation.  Reflective.	<b>Creating</b> – this is the ultimate higher order thinking skill, because it allows children to interpret and apply all of the others. Children use all of their knowledge to design, build, make and create new and unique learning experiences. This isn't just about being good at the 'Creative Table' or 'Workshop'. It is creative thinking so applies to all areas of provision and learning.  <b>Evaluating</b> – can children talk about/explain their thinking? Can they talk to you about what they think will happen before they do something and equally explain why they think something happened in the way that it did? Can we get our children to hypothesise about what they are thinking and doing?	Evaluating and creating
<b>Secure (Age Related Expectations)</b>	<b>Low</b>	Coaching. Probing questions.	Child generated.	Deepening. Extending.  Open ended practise.	<b>Analysing</b> – this is where the higher order thinking really begins to kick in! We want to encourage the children to think about what they know and to apply that knowledge to new and different situations. They can begin to compare and contrast their learning experiences looking for similarities and differences that will help them to make links in their learning.  <b>Applying</b> – now that they understand the process we want children to be able to apply what they know either to fulfil their own interests or curiosities or to solve a problem. If we just teach 'activities' to children then we don't enable them to separate the process (the important bit) from the outcome. This then severely hinders their ability to apply the process and skills we are teaching them, because they constantly link them to the activity!	Applying and analysing
<b>Securing</b>	<b>Medium</b>	Reminding. Guiding. Modelling	Remember to include.  Access/choose own resources.	Applying. Practising.  Adult Models.	<b>Understanding</b> – once a child can remember how to do something, we want them to understand why they have done it. This is why it is so important that Early Years education is process led NOT outcome driven. When we plan for children we need to think about the skills they are going to learn and the experiences that they are going to have not the fact that every child has 'got to make one' and that they all look the same! Developing understanding involves a lot of talk and discussion but also practise, trial and error and an appreciation of cause and effect.	Remembering and understanding
<b>Developing</b>	<b>High</b>	Modelling. Explaining. Demonstrating.	Steps to success.  Resources given.	Acquiring. Refining.  Adult Tuning in	<b>Remembering</b> – when we are first teaching new skills or giving children new experiences we want them to remember what they have done to enable them to do it again. Remembering involves lots of showing, telling, copying, reminding and repeating	Remembering

# ASSESSMENT POLICY

## Appendix 5

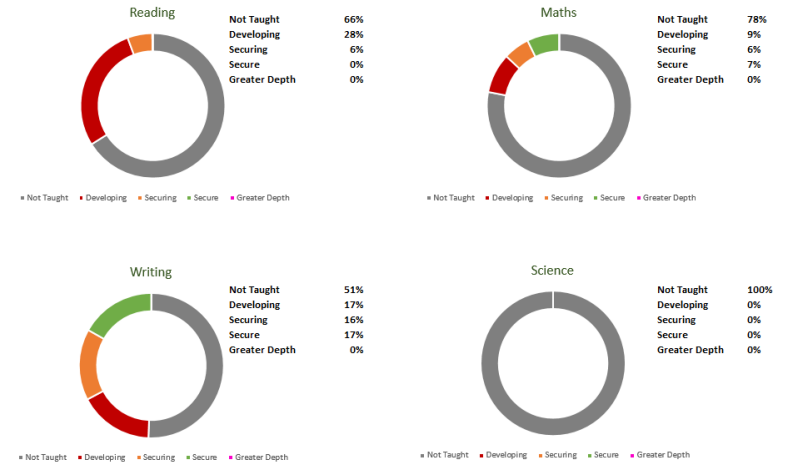
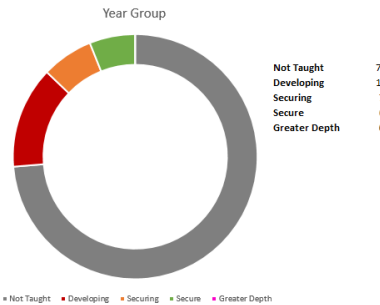


### Skelton Primary School Assessment

Refresh Data

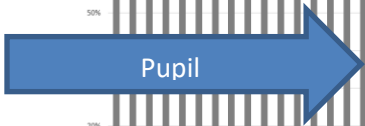
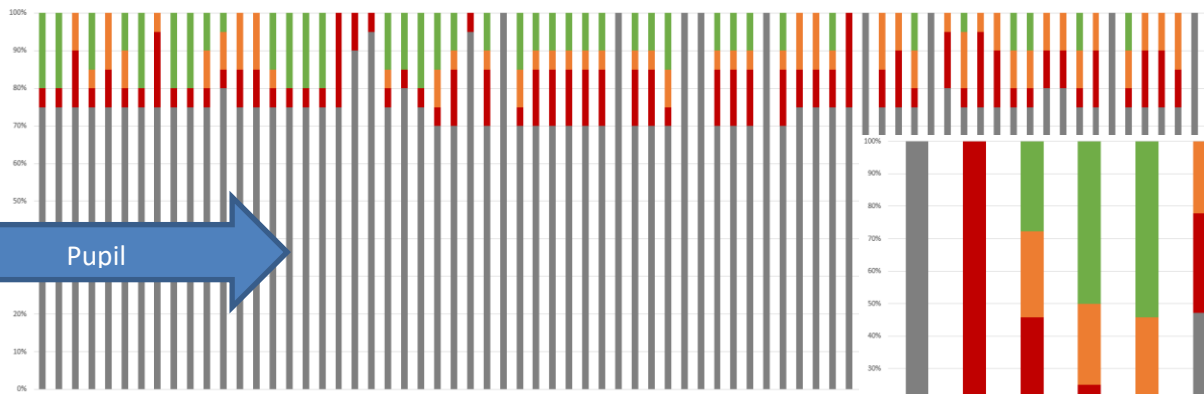


Overall

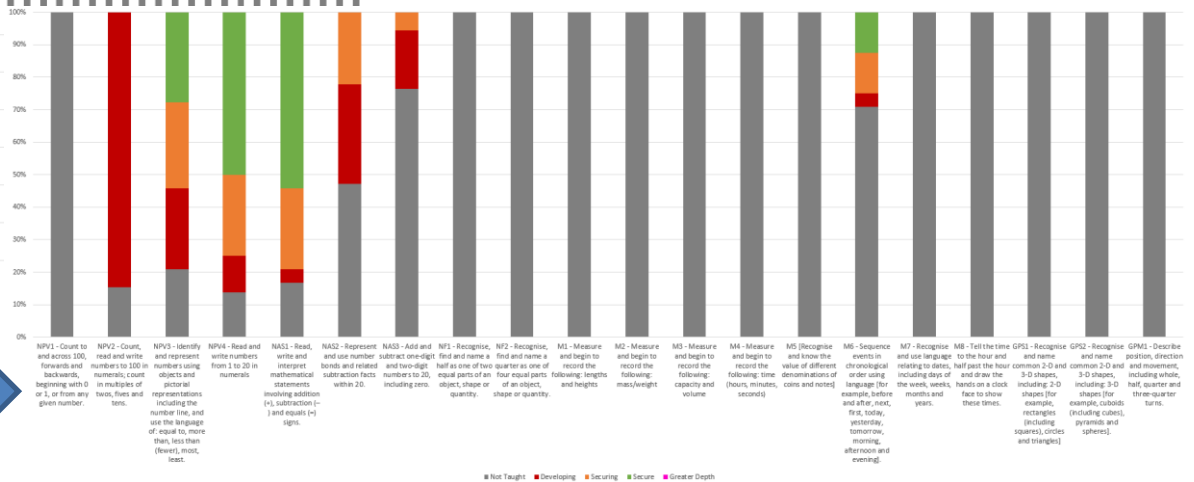


Maths

Not Taught Developing Securing Secure Greater Depth



Pupil



Not Taught Developing Securing Secure Greater Depth

June 7, 2022

# ASSESSMENT POLICY

## Appendix 6

Year group	Entry	Mid	Exit		Statutory
FS1	N2-	N2=	N2+		
FS2	NA – see statutory R-	R=	R+		Baseline Assessment EYFS Profile on Exit expected (R+) Emerging
Year group	Autumn	Spring	Summer		Statutory
Y1	Reading, Writing, Maths 1-	Reading, Writing, Maths 1=	Reading, Writing, Maths 1+ / 1M Science and Foundation subjects At, Above, Below		Phonics result
Y2	Reading, Writing, Maths 2-	Reading, Writing, Maths 2=	Reading, Writing, Maths 2+ / 2M Science and Foundation subjects At, Above, Below		WTS (2-/2=) EXS (2+) GDS (2M) HNM (SCI)
Y3	Reading, Writing, Maths 3-	Reading, Writing, Maths 3=	Reading, Writing, Maths 3+ / 3M Science and Foundation subjects At, Above, Below		
Y4	Reading, Writing, Maths 4-	Reading, Writing, Maths 4=	Reading, Writing, Maths 4+ / 4M Science and Foundation subjects At, Above, Below		Times Tables Check result
Y5	Reading, Writing, Maths 5-	Reading, Writing, Maths 5=	Reading, Writing, Maths 5+ / 5M Science and Foundation subjects At, Above, Below		
Y6	Reading, Writing, Maths 6-	Reading, Writing, Maths 6=	Foundation subjects At, Above, Below	SATs tests results	



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## Diagnostic assessment

<p>Give them something they know and see if they can link it to other aspects of learning.</p>	<p>Snowball—prior knowledge check. Add something on the list that isn't already there alongside your name.</p>	<p>Use of Teams Quiz to elicit prior knowledge or taught knowledge.</p>
<p>Children write true on one side of their whiteboard and false on the other. Read out statements and they flip the board to show if they agree or disagree.</p>	<p>Draw what you know. Why have you drawn that? Partner talk. Get them to verbalise.</p>	<p>Lucky dip bag. Children to read definition and identify the name, or visa-versa.</p>
<p>Assessing language through starters. Eg. If stars could talk, what would they say?</p>	<p>Red herrings or missing elements. Can children spot the error?</p>	<p>Carefully planned questions asked before teaching to identify starting points.</p>

<p>Number the corners of your classroom with potential answers. Ask children questions and they stand in appropriate corner.</p>	<p>Interview classmates on what they already know. Share with teacher.</p>	<p>Observe—put some clues up around the room about what children are going to be learning about. Observe how they behave/the conversations they have.</p>
<p>Ask children to fill in the blanks using what they already know.</p>	<p>Exit cards—ask the children to complete at the end of the lesson. Use to inform planning the next day.</p>	<p>60 second scribe—'Write as many...'</p>
<p>Using music/media to assess prior knowledge. Eg. 'cha cha slide' to assess position and direction prior knowledge.</p>	<p>Conscience alley—children share their knowledge about topic as you move through conscience alley.</p>	<p>Initial check of knowledge you want to impart no marking - used to inform which knowledge needs to be the focus</p>

## Teaching Strategies

- Think-pair-share
- Initiate, model, enable
- Stand back and watch/listen
- 2 truths and a lie
- Make intentional mistakes
- Comic strips
- Mind maps
- Sentence Lego
- Entrance and exit tickets
- Station rotation
- Stop and go (red and green cards)
- Clustering
- Each one-Teach one
- Hot seating
- Bingo

## ASSESSMENT POLICY

Date of Approval/Revision	December 2023
Review interval (years)	3 yearly
Responsible Officer	CEO
Approval/review body (ies)	Local Governing Body
Date of next review	December 2026
Public File location	Errington website