It is through classroom assessment that attitudes, skills, knowledge and thinking are fostered, nurtured and accelerated [21]

Before we can assess and feedback on the learning of Highfield children, we first need to understand the learning process and how important assessment and feedback are to it; "Teachers need what might be called a mental model of the learner: knowledge of children's cognitive, emotional, and motivational make-up."[25] Learning generally refers to the acquisition of skills and knowledge, the process of studying something and committing it to memory. Memory is the cognitive process that encodes, stores, and retrieves prior learnings as well as past experiences[26]. We therefore need an understanding of how learning and memory are therefore closely connected concepts.

Memory is the residue of thought [27]

To explain how we learn, the EEF[13] identified three key cognitive systems:

- **The attention system** selects the most relevant information: we must therefore limit external distractions & noise, draw attention to key learning and be mindful that the 'attention system's capacity is limited'[13]. The information we do successfully attend to is then passed to our working memory.
- **Working memory** processes the information: Processing information requires a conscious effort—hard thinking as we often call it at Highfield! It's the thinking that is crucial to have a chance of successfully being encoded into long-term memory. But it has very limited capacity.
- **Long-term memory** stores the information: it stores knowledge and has unlimited capacity. 'Learning is a permanent change in long-term memory caused by thinking which happens over time'[1]. Without secure prior knowledge, learners struggle to be able to place incoming knowledge and form connections in long term memory.[13]

Primary age children are what experts in educational psychology term 'novices' [13&14] because they are often trying to build knowledge from scratch and their main barrier to understanding 'is when new knowledge doesn't have sufficient grounding in students' existing knowledge'.[28] As a result, their 'working memory can get taxed more readily'[13]. That is why it is essential that high quality instruction is given in the first instance, so that Highfield children are able to build a base of secure knowledge upon which to progress. Instructional teaching must be highly responsive, 'harnessing a range of formative assessment and instructional techniques to engage all students, ensuring they are all actively thinking about the meaning of the material, using existing knowledge as a platform for new knowledge'.[15] Some of these assessment strategies are detailed later in this policy. The feedback from our pupils then informs our teachers of the next steps in learning so that input and practice can be adapted accordingly to best meet the children's needs. Further to this, our teachers are also mindful that **learning is invisible**.[13] McCrea[16] states that learning happens over time, i.e. not from a single *performance*, such as appearing busy or completing set work. Therefore we as teachers must allow the time for learning to take place before trying to assess it.

Highfield Assessment, Feedback and Marking Policy 2023-24

Why Assessment, Feedback and Marking?

Assessment is an integral part of the teaching and learning process. It therefore is not considered in isolation and permeates every stage of the process. We want to achieve the best possible outcomes for Highfield children and research on formative assessment has shown that it is perhaps one of the most important interventions for promoting high-performance ever studied.[20] Furthermore, formative assessment has been attributed to promoting 'the goals of lifelong learning, including higher levels of student achievement, greater equity of student outcomes, and improved learning to learn skills.[20] Academic research has cited the gains in achievement to be quite considerable, in fact, 'among the largest ever reported for educational interventions'.[21] If implemented correctly, 'A focus on formative assessment/assessment for learning can generate as much as eight extra months of learning per year' and 'is around 20 times as cost-effective as class size reduction.[16] This is further supported by studies from the Education Endowment Foundation[23 & 24] and was noted by Wiliam[16] to be an area of academic research that is consistent. Accurate assessment provides the child and the teacher with key information about their learning. Effective feedback which utilizes this information then helps the learner understand how to move forward.

Highfield staff are committed to continually improving our practice through research-informed professional development. In the school year 2022-23, we introduced and promoted pedagogical strategies outlined in this policy to support inclusive teaching and learning in maths, as a part of the school improvement plan. The feedback from staff and pupils was overwhelmingly positive. Because the teaching strategies were based upon sound principles and not restricted to the teaching of maths, they naturally began to influence teaching and learning in other subject areas.

Good initial instruction will reduce the work that feedback needs to do. [12]

Before assessing the learning and giving feedback to our children, we first recognise the importance of high quality instruction in the classroom. Remember, our learners are 'novices' and may have little or no prior knowledge when learning a topic for the first time. 'Feedback can only build on something; it is of little use when there is no initial learning or surface information'[10]. We therefore invest in the professional development of our staff and their use of different pedagogical strategies and techniques to provide high quality instruction. Examples of teaching strategies include: isolating a skill, modelling worked examples, scaffolding, concept/non-concept. 'I do, we do, you do' is another example of a structured pedagogy teaching model also used to gradually hand over responsibility of a given task to our children. It does so through modelling, demonstration, prompt and practice. It is a step-by-step approach which gives our children time to respond to instruction and provides our teachers with valuable formative assessment opportunities. Furthermore, we endeavour to give our pupils the opportunity to see, feel, touch, experience, witness and read about the ideas they will be learning about and develop concrete foundations on which to build new knowledge or add to existing understanding through our wider curriculum. The Highfield Wider Curriculum statement details how we do this and supports the principles in this policy.

Assessment

Different forms of assessment serve different purposes. There are two main forms of assessment:

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In-school **Summative Assessment** provides information on a child's achievements over time. These assessments allow teachers and Senior Leaders to monitor the performance and progress of pupils over time. They help to monitor pupil cohorts / vulnerable groups, and identify where interventions may be required to ensure pupils make progress. At Highfield, whole school summative assessments are carried out bi-annually: once at the end of the Autumn Term and then again in the Summer Term. The results of these assessments are used alongside teacher assessment data to monitor the attainment and progress of each child and the provision in place. In addition to this, a pupil progress meeting is held in the Spring Term with each class teacher. Nationally Standardised **Summative Assessment** provides information on how pupils are performing in comparison to pupils nationally. This helps teachers and senior leaders, Governors and OFSTED to understand national expectations and to benchmark our school performance against other schools locally and nationally.

Formative assessment is the day-to-day ongoing assessment, sometimes referred to as assessment for learning. This forms a detailed picture of children's knowledge and understanding against specific learning outcomes. Most simply, it means providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward.[12] Many researchers highlight this form of assessment, delivered well consistently, as the most impactful form of assessment upon pupil learning. But Wiliam (2009) goes further, stating that:

'It is the shortest cycles of formative assessment – minute-to-minute and day-by-day – that have the greatest impact on student achievement. In other words, if the student leaves the classroom before the teachers have used the information about their students' achievements to adjust their teaching, the teachers are already playing catch-up. If the teachers have not made the adjustments by the time the students arrive the next day, it is probably too late. This 'short cycle' formative assessment is powerful because it increases student engagement and it improves the classroom practice of teachers by making it more responsive to the students' needs'. [16]

Engagement is key as our children need to be thinking if the learning is to be committed to memory, after all, 'Memory is as thinking does'[29]. It is formative assessment strategies which elicit the children's thinking in the moment and allow for high-impact adjustments to be made. In addition these strategies are much more efficient than marking when considered against the 'opportunity cost' of written marking after the event. Opportunity cost meaning "Is this the best use of our time?" and "If we are doing this, what are we not doing?" Formative assessment is a priority on the school improvement plan for 2023-24 and time and resources are directed toward the professional development of our staff. We want to maximise this strategy for improving the learning of our children.

Where learners are in their learning. where they are going. how to get there.

Formative Assessment Strategies and Opportunities

Here are examples of formative assessment strategies Highfield teachers might use:

Sharing the Learning Objective. It is important learners are given the opportunity to share understanding of the learning objective at the start of every lesson as highlighted by the EEF[12] and Wiliam[16]. 'Clarifying, sharing and understanding learning intentions provides the starting point.' because the teacher 'has to be clear about what one wants the students to be able to do'.[16] Possible methods of doing this as outlined by the EEF[12] are:

- Strengths and weaknesses discussion: share with pupils anonymised examples of other children's work
- Model work: share excellent examples of previous pupils' work; discuss with the class what makes this work high quality
- 'What not to write': discuss with the class a list of 'what not to write'.
- Design questions: closely guided by the teacher, children design a question (and accompanying answer) for a topic they are learning.

There are valuable opportunities for discussion and enhancing oracy skills to explain prior knowledge and understanding here. Tasks can include entry tickets and use feedback from exit tickets as a guide. It is not a lecture, but an interactive process, peer learning can also be very powerful as children check understanding between each other. Writing/copying down a learning objective can be completed without being thought about, but sharing the learning challenge not only provides valuable feedback to the teacher, but stimulates thinking and gives ownership to the learners.

However, as Chillimamp (2023)[19] points out, the core questions shouldn't be asked or answered at the outset of the lesson but answered through the information delivered in the lesson. 'Teachers should still teach so that students truly understand the material with the core question acting to effectively summarise that understanding. But if you TEACH the core questions and use them as the starting point and rote learn them, students won't build any understanding at all (as they'll rightly see them as disconnected facts).[19]

Retrieval Practice. A potent tool in the realm of education, particularly recognized for its efficacy in enhancing long-term retention of information[30]. It is an opportunity provided by our teachers for the pupil to actively recall previous learning from their long-term memory which strengthens the memory as a result. It can take the form of low-stakes quizzes, targeted questioning and peer discussions.

Cold Calling. Championed by Sherrington[31] as the number one strategy for inclusive classrooms, it helps avoid the answering being dominated by the same children with their hands-up, a poor proxy for learning. Instead, through careful questioning, thinking time, encouragement, teacher response and support, the teacher can elicit learner understanding and develop every child's voice. It promotes engagement and accountability, but just as importantly, it develops a spirit of inclusivity, trust, support and builds confidence. Cold calling helps build a warm, inclusive culture where every voice matters. If a child cannot answer, the teacher can ask what they do know and build from there. There is no fear of failure or an incorrect answer - children are praised for effort. Jones[17] uses the SHAPE principle to encourage children to develop their answers, the characteristics of which we encourage at Highfield:

Sentences – no single word answers, encourage elaboration or language and ideas
Hand away from mouth – be confident
Articulate – encourage clarity, expression
Project – a loud, clear voice
Eye contact –important; it engages the audience and improves understanding

These principles are consistent with and support those in our School Development Plan (2): Oracy.

See Appendix 1 for further tips and ideas.

Think, Pair & Share. This technique promotes participation and engagement through independent thinking, responsive classroom discussion and collaboration. The oracy opportunities provided to our

pupils help confidence with public speaking and discussion techniques. These also allow the teacher to assess understanding and feedback on the next steps in learning. Jones (2021)[17] advocates making the 'think' element the most important part which can include other techniques, such as whiteboard use, timed thinking and opportunities for change and improvement. Sharing can also give children the opportunity to learn from peers and the teacher an opportunity to assess through cold calling or whiteboards being held up etc.

See Appendix 2 for further tips and ideas.

Statements to Elicit Evidence of Learning. Questioning is an effective method of promoting thinking. But unlike questions which can be answered, statements can provoke a wide range of answers and indeed further questions stimulating a greater depth of discussion. 'Statements can check for understanding, elicit evidence of learning, or promote opportunities for discussion and peer collaboration. To respond to a statement, a student will be required to use their subject knowledge and understanding.'[32] Statements can also be used in conjunction with other techniques, such as Cold Calling, Think, Pair & Share, Exit/Entry Tickets or whiteboard use. They are an excellent retrieval prompt, requiring children to 'retrieve knowledge from their long-term memory and apply that knowledge to their response.'[32] As Jones (2021)[17] explains, they need to be concise in order not to overload working memory but optimize working memory.

See Appendix 3 for further tips and ideas.

Checking for Understanding. E.g.: Mini Whiteboards. In the opinion of McCrea (2019)[1], 'the single most powerful implement' teachers have available as they are 'the most effective way to gain real-time feedback' from pupils. McCrea believes this because they 'make students think, provide us with feedback from all the students and seem to make the students more comfortable with taking risks and making mistakes'. At Highfield staff invest time exploring best practice for use of whiteboards, their versatility and how they contribute to classroom culture of learning without fear of failure but keeping expectations and engagement high.

Exit and Entrance Tickets. Exit tickets can be used at the end of a lesson as an indicator of performance (remembering that learning takes place over time). Therefore, they can also be used at a later date to as an indicator of learning, once we have allowed time to pass. Our teachers can use them to assess memory retention over time and plan for future learning. Information is forgotten over time if the memory is not strengthened through retrieval practice and this is one means of both strengthening the memory and gaining feedback on retention. Exit tickets can also be recycled as entrance tickets for the start of future lessons. Entry tickets are used at the start of a lesson as an opportunity for retrieval practice. Entry tickets also come under other, more engaging names at Highfield, such as 'strive for five', 'flashback four' and 'think for three'. Exit tickets can be recycled to form end of block assessments, ensuring consistency and efficiency.

The questioning used in tickets are generated from the learning that has taken place. Chillimamp (2023)[19], highlights how the big questions are not the starting point for teaching, but a means of assessment which makes them ideal for exit and entrance tickets.

See Appendix 4 for examples, further tips and ideas.

Further formative and assessment strategies from Jones (2021)[17] are given in Appendices 5 and 6: Retrieval Challenge Grids and Vocabulary Focus.

Feedback

Our first priority is that conditions for making feedback accessible to pupils are in place and that feedback invites a response. Highfield adheres to the following principles of effective feedback:

- Feedback should cause thinking by the student - Wiliam, D (2011). [2]
- The major purpose of feedback should be to improve the student, not the work. [3]
- Feedback should be more work for the student than for the teacher. [2]
- Feedback that moves the learning forward emphasizes that the major purpose of feedback is to provide the learner with guidance on what to do next, rather than telling him or her about what was deficient in the last piece of work. [16]
- Be specific, accurate and clear. [12]
- Time is set aside to enable pupils to consider and respond to marking. [4]

Translating our principles of effective feedback into successful and sustained classroom practices can be guided by research models such as that suggested by Hattie and Timperley[10]. Their model suggests effective feedback answers three key questions:

- "Where am I going?" (feed-up: understanding the learning challenge and steps to success)
- "How am I going?" (feed-back: how is the Highfield learner progressing towards the learning challenge)
- "Where to next?" (feed-forward: what does the Highfield learner need to do to make even better progress?).

If feedback answers these questions in whatever form it is given to the learner, then the learner will have a clear understanding of how they can improve. The feedback itself must be specific to the learning intention and be tailored so that the children can understand and act upon it. Time must also be given for the feedback to be actioned. The method of our feedback can take a variety of forms:

- Verbal. This can be immediate or following learning but should still be pedagogically rich and accessible. It should be specific to the pupil and targeting the learning intentions. It can also be in the form of a question to stimulate further thinking.

- 'Verbal feedback using a visualiser. Pupils may find verbal feedback to be too abstract and separate from the task. By offering feedback whilst showing previously completed or currently ongoing work via a visualiser, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions'[12]

- 'Action points. Pupils may find it challenging to process detailed verbal feedback. As such, encouraging pupils to write down (or record in a recording device) and summarise the actions or goals resulting from a detailed verbal conversation may overcome the often transitory nature of verbal feedback (mitigating 'I forgot what you said, Miss!')'[12]

- Modelling. Spotlight an example to highlight or edit so the children can compare. This can include addressing misconceptions.

- Class whiteboard for quick fixes, e.g. tricky spellings.

- Written marking (see below).

- Mini-plenaries.

    o   Opportunities for self-reflection and explanation. This allows the pupil to engage in some meta-cognition, in other words, learning about their learning.

All methods of feedback are an opportunity for increased participation and oracy and are an integral part of teaching and learning at Highfield. It can be given in the moment (immediate), as a summary (at the end of the lesson/task), or following a review of the lesson. Feedback should be within these time parameters, otherwise the impact of the feedback is lost and cited by some educators as even harmful.

Written Marking

Keep it simple and keep it razor sharp.[4]

Academic literature into the impact of marking varies significantly. For example, Brown and Hattie (2012)[8] found 'Marking has twice the average effect of all other schooling effects' whereas Kluger and DeNisis (1996)[9] observed '38% of feedback through marking resulted in negative effects' and even went onto state that 'Students often learn less when teachers provide written feedback than they do when the teacher writes nothing.' Embling (2022) [6] agrees believing marking to be 'highly inefficient of teacher time' and has therefore led many educators to question the 'opportunity cost' of written marking.

We follow the guidance of the DfE workload review report (2016) which states that 'all marking should be meaningful, manageable and motivating',[33] guidance which supports our principles of feedback. Therefore, we 'allow for teachers to exercise their evidence-informed professional judgement on elements such as timing and method (written or verbal).[12] They are in the best position to judge what is appropriate, with what is most impactful upon the learning of the child the sole driver.

The EEF[12] has produced guidance as to what effective and time-efficient feedback might look like:

- Live marking: teacher marking or it may be modelled to the whole class collectively using tools such as a visualiser. Teachers should still ensure that the feedback given is thoughtful and purposeful and that pupils are provided with opportunities to use it.

- Coded marking. The teacher adds codes in the margin where these elements are present—or lacking—and may then prompt to make specific corrections or redraft using the codes as prompts.

- Written comments: Ensure they include useful information and that pupils are then given ample opportunity to use and act on the feedback.

- Turning marking into detective work, allowing the pupils to self-mark with a prompt or verbal guidance.

The class teacher will keep written marking 'razor sharp' by only focusing on what they feel the child needs to get better at.

Objectives

There is no expectation for the date and objective to be handwritten every day. If it is hand written, perhaps for handwriting or spelling practice, it should be underlined with a pencil. A digital date for maths, science and foundation subjects is acceptable. A worded date should be used for all English lessons.

It should be written as follows:

22/11/2023 or Wednesday 22nd November 2023

LO: I Can…..

This date and title will be stuck/written into books, discussed and shared with the class so that our pupils have a clear idea of where we would like them to go.

Marking Expectations

There is no expectation for each piece of work in pupils' books to be marked in depth. However, there should be an acknowledgement that each book has been looked at by the class teacher. This can be acknowledged by a tick or through employment of the school marking codes:

Key Stage One & Two Marking Codes:

^	There is something missing.
O	A CAPITAL LETTER, or piece of PUNCTUATION is missing or incorrect. Also used for digits that are reversed.
/	A FINGER SPACE is needed.
Jhon	An incorrect spelling. Note: in KS1 and LKS2, there may be a line under what part of the spelling is incorrect or a _____? if the word is indecipherable.
〰〰〰	A grammar error, for example, an incorrect verb tense.
M 〰〰〰	Needs to be re-worded as word order is incorrect or the meaning is unclear.
⌇ ?	This requires re-wording as there is a lack of meaning- to be used for a longer piece of text.
//	A new paragraph is needed.
///	A new line is needed, for example for speech.
Ⓡ	A resource or scaffold has been used as support.
ⓅⓂ	Peer Marked
Ⓓ	Discussed as a class- for example, in a piece of reading comprehension.
•	Incorrect answer- pupil could re-visit and correct.
Ⓢ	Completed with support from an adult.

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Early Years Foundation Stage Marking Codes:

I	Independent
WS	With Support
FS	Fully Supported
SLL	Support with Looking for Letters
SHS	Support with Hearing Sounds
SLD/T	Support with Looking for Digraphs and Trigraphs
^	Something missing
O	Capital letter either missing or incorrectly used
/	Finger space needed
~~	Incorrect tense
.	Full stop
_____	Check- tricky words

- Teacher marking is in black pen.
- Where pupils have marked their own work, this will be in green pen, so there is no need to write a code such as CA for Class Assessed- the presence of green pen says the pupils have self-marked.
- Independence is assumed unless marked otherwise. Therefore independent work does not need to be indicated.
- 'Use its' and micro-editing are also used in English to feedback
- Written targets can be used where the teacher deems necessary- particularly for writing- so that it can be shown in a book that feedback has been taken on board and reacted to by pupils.
- Learning Objectives are used. They should relate to the National Curriculum and reflect the knowledge and/or skills to be taught in the lesson. They should be shared and discussed with pupils as outlined earlier. A possible exception to this might be in a reading lesson where there are questions from a range of reading domains, for which the objective could be:

    "I Can Use A Range Of Reading Comprehension Strategies."

- Indicating absences in lessons or leaving a lesson for music tuition or an event should be indicated in books.
- Teachers have ownership of how they would like to give praise.

Planning

> This responsive way of teaching and assessing allows teachers to think hard about what feedback is needed to plan effectively. This is more thorough than a single, readymade 'feedback solution'. [6]

'The Highfield Curriculum sequencing at a whole school level ensures that all subjects, from Reception to the end of Key Stage 2, are broad, rich and extend beyond the National Curriculum. Our subject leaders have mapped out the key skills and knowledge within their subject discipline to facilitate progression across medium and long-term plans. These strategic subject and knowledge maps work in tandem with our core subject vocabulary booklets breaking down the key terms to be learned and providing the starting point for subsequent years to build upon and embed further.' (Highfield Curriculum Statement). Termly scrutiny of planning and work ensures continuity, consistency and that our high expectations are being achieved.

Lesson-by-lesson, our staff plan so that our children 'can't avoid thinking about the lesson's goal'[29] with the aim of helping learners develop 'deep, interconnected knowledge'[29]. We do this by anticipating what our lessons will lead the students to think about: using the feedback gained from previous learning and identifying the potential misconceptions and sticking points. Careful thought is put into planning effective questions and statements as a means of checking for understanding. We then plan the following lesson by thinking about which strategies we will use to best avoid anticipated common errors and misconceptions. For example, we may reflect on how we plan to share the learning challenge or model good examples by discussing the key learning points.

The following questions, adopted from McCrea[1], are used to guide our thinking in the planning process:

- Does the lesson respond to previous feedback? e.g., from exit tickets, verbal feedback, notes made, book looks.
- When will I (the teacher) give opportunities for feedback in the lesson? How will this look? Which strategy will have the greatest impact?
- Have the students been given time to respond to feedback, especially if it is written?

> 'Culture eats strategy for breakfast'

Peter Drucker

It is important that in addition to planning the assessment and feedback strategies to best meet the needs of the learners, the delivery of the strategies are planned carefully before being implemented. Strategies such as cold calling and using children's work as examples could feel uncomfortable for some learners if they are not delivered in the right environment and impact negatively upon confidence and motivation. That is why we first aim to create a culture of trust where there is no fear of failure, through building strong personal and meaningful relationships. Strong relationships are established through the implementation of the Highfield Behaviour Policy. This approach is recommended by the EEF[12], which encourages the development of a culture of all learning together where children view the modelling process as 'helping the others', demonstrating a collaborative learning approach to whole-class feedback.

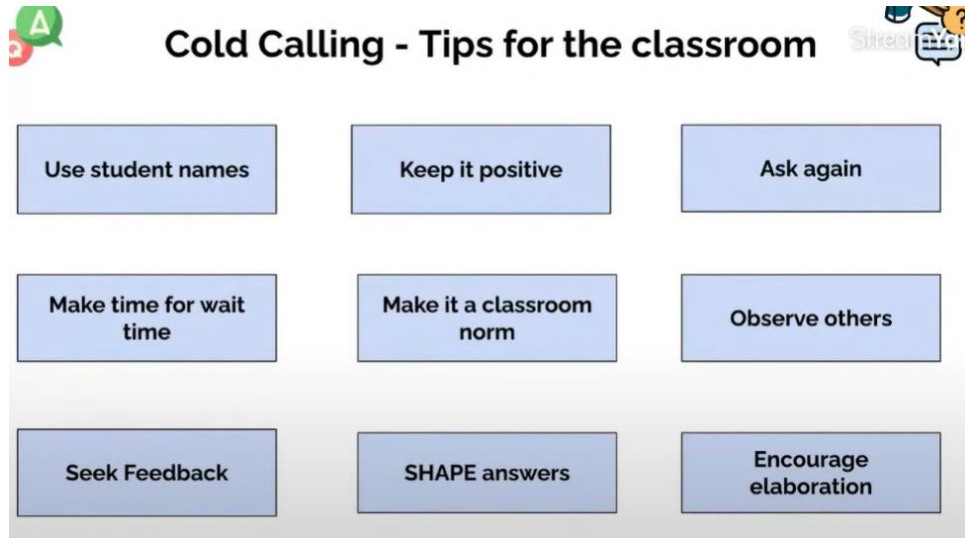# Highfield Assessment, Feedback and Marking Policy 2023-24

The focus of assessment and feedback has to this point centred on moving the learning forward and impact relevant to opportunity cost, especially when considering written marking. However, we do not forget the impact of praise. 'Acknowledgement marking' is 'unlikely to enhance pupil progress'[4] and therefore wasted effort but verbal feedback in the moment recognising effort and hard-thinking is powerful and promotes self-esteem, confidence and motivation. This is consistent with our restorative behaviour policy which underlines the importance of positive reinforcement. The significance of children being motivated, confident and recognised are highlighted by Buck[34] in his model below which reflects their importance to learner success:
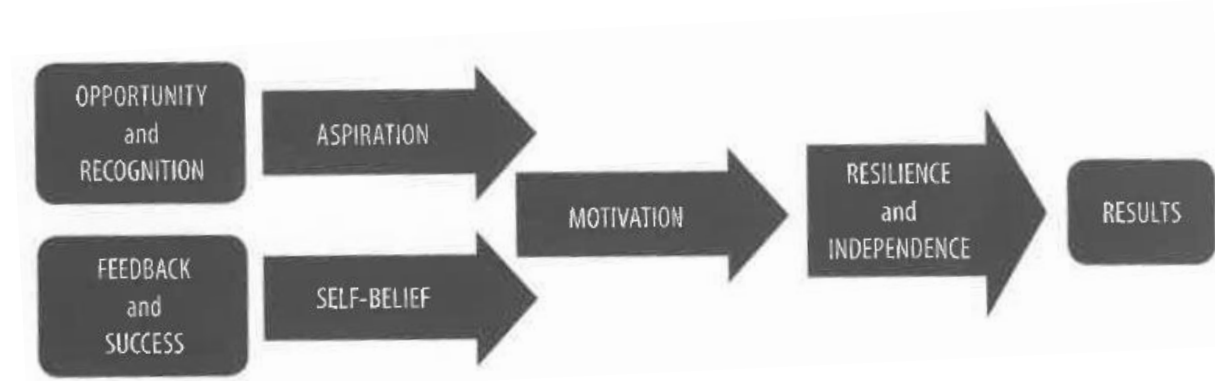
Buck highlights how children must 'experience genuine success' to then be in a 'position to develop self-belief and confidence'. This can be achieved through thoughtful feedback which builds on the learners' successes and praises them for effort, not intelligence. If children believe they can achieve, they will go on to take control of their own learning.[34]
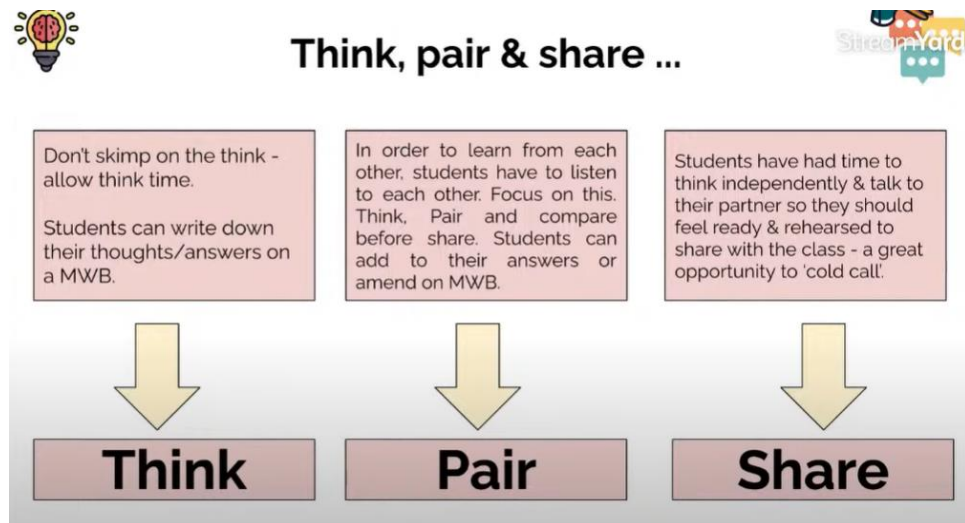
Appendices

Appendix 1:

Cold Calling - Tips for the classroom

Use student names	Keep it positive	Ask again
Make time for wait time	Make it a classroom norm	Observe others
Seek Feedback	SHAPE answers	Encourage elaboration

Jones (2021)[17]

Article & Video: https://teachlikeachampion.org/blog/beth-peakman-combines-cold-call-wait-time-and-stretch-it-while-reading-wind-in-the-willows/

Appendix 2:

Think, pair & share …

Don't skimp on the think - allow think time.

Students can write down their thoughts/answers on a MWB.

In order to learn from each other, students have to listen to each other. Focus on this. Think, Pair and compare before share. Students can add to their answers or amend on MWB.

Students have had time to think independently & talk to their partner so they should feel ready & rehearsed to share with the class - a great opportunity to 'cold call'.

Think **Pair** **Share**

Jones (2021)[17]

Article & Video: https://www.structural-learning.com/post/think-pair-share-a-teachers-guide

Appendix 3:

Statements to elicit evidence of learning ...

Art: Charles Mackintosh was the greatest art nouveau designer of his time.

History: The main cause of the outbreak of World War One was the assassination of Franz Ferdinand.

English Literature: Carol Ann Duffy often presents women as dangerous and destructive.

Business: A UK business has experienced slow growth in sales in recent years. It has decided to achieve higher growth through new product development - this is a risky strategy.

Article: https://evidencebased.education/statements-as-an-alternative-to-questioning/#:~:text=Statements%20can%20check%20for%20understanding,used%20at%20nearly%20any%20level.

Appendix 4:

Exit tickets at the end of a lesson - performance

Exit Ticket

Q1. What does the term 'heir' mean?

Q2. Why was there confusion about who should be King in 1066?

Q3. Who were the three main contenders to the throne in 1066?

Jones (2021)[17]

Learning happens over time ...

Big question: What were the aims of the 'Big Three' with the Treaty of Versailles?	**Big question:** What were the military terms of the Treaty of Versailles?
Big question: What were the economic terms of the Treaty of Versailles?	**Big question:** What were the effects of the Treaty of Versailles on Germany?

Jones (2021)[17]

The Big Questions (Chillimamp, 2023)[19]: https://tomchillimamp.medium.com/core-questions-are-s-38fec7713be4

Appendix 5:

Retrieval practice grids can be used to elicit evidence of learning when used as both performance and retrieval tasks. The detail of answers required can also be open.

Retrieval Practice Challenge Grid

Describe 5 terms of the Treaty of Versailles.	What was Article 48?
Explain why the Kapp Putsch failed.	Why did the French invade the Ruhr?

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

Jones (2021)[17]

Retrieval Practice Challenge Grid

List two strengths and two weakness of the Weimar Constitution.	How many men were allowed in the German army after the Treaty of Versailles?	What were the consequences of the French presence in the Ruhr?
What can you recall about Gustav Stresemann?	What was Article 48?	Explain two causes of hyperinflation.
Why did the Spartacist uprising fail?	Why did the French invade the Ruhr?	List three terms of the Treaty of Versailles.
What were Germany excluded from as a result of the Treaty of Versailles?	State one economic effect of hyperinflation.	Who led the Spartacists?
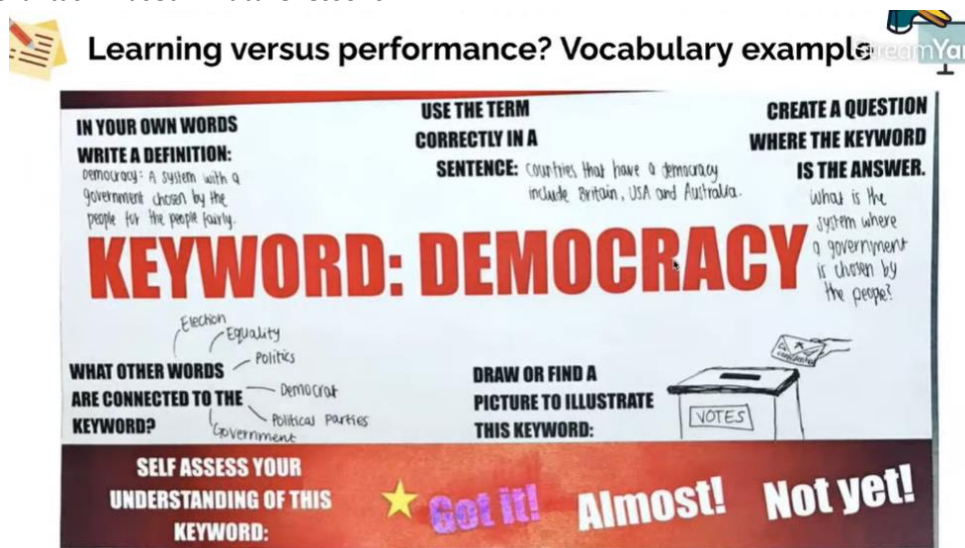
One Point - Last lesson	Two Points - Last week	Three Points- Two weeks ago	Four Points - Further back

Jones (2021)[17]

Appendix 6:

Vocabulary Grids can also be used to elicit evidence of learning when used as both performance and retrieval tasks. Here is the key word spotlight, the prompts check for understanding and can be used as a retrieval task if used in future lessons:

Learning versus performance? Vocabulary example

IN YOUR OWN WORDS WRITE A DEFINITION: Democracy: A system with a government chosen by the people for the people fairly.

USE THE TERM CORRECTLY IN A SENTENCE: countries that have a democracy include Britain, USA and Australia.

CREATE A QUESTION WHERE THE KEYWORD IS THE ANSWER. What is the system where a government is chosen by the people?

KEYWORD: DEMOCRACY

WHAT OTHER WORDS ARE CONNECTED TO THE KEYWORD? Election, Equality, Politics, Democrat, Political Parties, Government

DRAW OR FIND A PICTURE TO ILLUSTRATE THIS KEYWORD: VOTES

SELF ASSESS YOUR UNDERSTANDING OF THIS KEYWORD: Got it! Almost! Not yet!

Jones (2021)[17]

Learning versus performance? Vocabulary example

Go for Gold! Retrieval Practice task:
What can you recall about Henry VIII? Aim to include the key terms listed below in your answer.

Bronze:	King	Divorce	Church
Silver:	Heir	Protestant	Pope
Gold:	Reformation	Dissolution	Heresy

Jones (2021)[17]

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