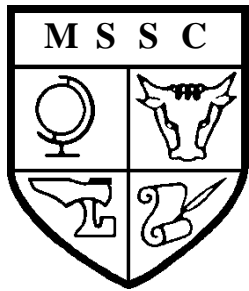


MOULTON SCHOOL AND SCIENCE COLLEGE



Science

TEACHING AND LEARNING POLICY

Amended August 2009

Teaching and Learning Policy

Rationale

The aim of this policy is to promote high quality lessons that secure high levels of achievement for all.

“Our job is to create learning; not process and record what we find.” (Steer report 2009)

All staff are “leaders of learning” and have a responsibility, collectively and individually, to contribute to the achievement of our students. This policy should be used to support and promote consistency.

“Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts.” (Steer report 2009)

Reference should also be made to the subject specific descriptors of good teaching and learning.

Effective Teaching

Effective teaching creates effective learning. Students make progress at least as good as expected, given their starting points. There is a high level of engagement, and lessons are characterised by enjoyment and fun, set within a culture of achievement.

Learning Environment

We aim to provide a caring, supportive and stimulating learning environment. It is the responsibility of the teacher to set the classroom climate, and to manage the classroom environment, in order to facilitate effective teaching and learning.

- It is the responsibility of all staff to set an example to students in how they dress, how they work, how they conduct themselves, and how they speak to and relate to others.
- The physical classroom environment is important. Displays should be up to date, in good condition and should promote learning and the celebration of students' work.
- A seating plan should be in operation in all classes. This can be part of a range of seating strategies, and should be reviewed and changed regularly.
- Students should enter the room supervised by the teacher in a welcoming manner. Coats and scarves should be removed and the uniform worn correctly. Phones, MP3 players, etc. should be turned off and out of sight.
- Lessons should begin promptly and not finish early.
- Registers should be taken electronically towards the beginning of the lesson.
- Classes should be characterised by a positive working atmosphere, frequent use of praise and the valuing of students' contributions.
- Use should be made of the Y7 and Y8 merit reward system, and of departmental reward systems, to celebrate student efforts and achievements.
- Students should feel secure in taking risks in their learning.
- There should be high expectations of both work and behaviour, set within the context of effective working relationships. Effective management of student behaviour is integral to effective teaching and learning.
- A high standard of presentation should be insisted upon for all work.
- Underachievement should be challenged and appropriate intervention followed through.
- At the end of the lesson students should be dismissed by the teacher in an orderly fashion.
- The classroom should be left clean, tidy and ready for the next teacher.

Planning and preparation

Effective teaching and learning needs careful planning and preparation.

- Lessons should follow a scheme of work, which outlines differentiated learning objectives/outcomes, resources and activities (including homeworks), and assessment strategies.
- It is the responsibility of the teacher to apply the scheme of work, through medium and short term planning, to the specific needs of groups and individuals in the class; setting high expectations and structuring the learning to enable students to achieve.
- Suitable differentiation to promote challenge and accessibility, resulting in effective progress for all students, is an essential aspect of planning.
- Teachers should be aware of, and take account of, SEN lists (inc. statemented students), G&T lists, IEPs, target grades, etc.
- Lessons should have a clear structure, with clear learning objectives, chunking to generate pace, and opportunities for students and the teacher to review the learning achieved.
- Effective use of support staff and new technologies should be planned for.

Driving quality learning

The following are known to drive quality learning, and should characterise our teaching.

- Strong subject knowledge which enthuses and inspires students.
- An active start to the lesson, which quickly engages and focuses the class.
- A clear understanding amongst the students as to the learning objectives/outcomes for the lesson.
- Links made to prior learning.
- Chunking, often involving time limits, to generate pace.
- The use of a range of questioning strategies. These could include closed and open ended questions, snowballing or other 'group response' strategies, and student whiteboards. The 'no hands up' rule should apply for general Q&A.
- A range of active learning strategies, including practical and first hand experiences (doing rather than receiving).
- Activities which use a range of learning styles; eg. visual, auditory and kinaesthetic.
- Collaborative groupwork (staff should use a range of strategies to determine the make up of any groups, ensuring that these promote effective learning).
- Opportunities, over a series of lessons, for students to
 - take responsibility for their learning; exercising choice, developing goals, planning their approach and working independently,
 - explore, question, predict and investigate,
 - develop higher level thinking skills (eg Bloom's taxonomy of knowledge, comprehension, application, analysis, synthesis and evaluation),
 - develop effective learning and study skills,hence, helping students to become independent, reflective, enquiring, and creative learners.

Review and assessment for learning

Effective review and assessment for learning is fundamental to effective learning. It should underpin all teaching and learning activities.

- There should be frequent reference back to the learning objectives, and opportunities both within and at the end of the lesson for students to reflect on the extent to which they have achieved these.
- A range of assessment strategies should be employed within lessons, including opportunities for peer and self assessment.
- Use should be made of learning ladders and of modelling and exemplars, with students clearly understanding what they need to do to make the next steps in their learning.
- Marking by the teacher should be prompt, and should follow the school and subject area marking policies.

Cover lessons

The teaching and learning policy applies equally to cover lessons. To support this, teachers should set work for any planned absence, and in so far as possible for any other absence, that includes the following.

- Clear, stated learning objectives.
- Activities which can support chunking.
- Activities which are suitable, and accessible, to all students.
- Assessment for learning opportunities and strategies.
- A seating plan.

Please use the official cover sheet for any planned absence.

Effective Learners

In a survey, students identified the following as characteristics of an effective learner. These should be consciously developed through teaching and learning strategies.

Effective learners are people who are

- ✓ Determined
- ✓ Willing to have a go
- ✓ Able to learn in different ways and open to different ideas
- ✓ Curious
- ✓ Confident
- ✓ Co-operative
- ✓ Always trying
- ✓ Taking risks
- ✓ Calm
- ✓ Willing to have fun
- ✓ Independent enquirers

Effective learners look like they

- ✓ Listen attentively
- ✓ Ask for help
- ✓ Are responsible for their learning
- ✓ Reflect on their learning
- ✓ Solve problems and explore things
- ✓ Review
- ✓ Have a good relationship with the teacher
- ✓ Are good collaborators
- ✓ Look after and bring resources
- ✓ Share ideas
- ✓ Monitor their learning
- ✓ Apply criteria for success

Effective learners sound like they

- ✓ Explain concepts, processes, ideas and opinions
- ✓ Describe how well they are doing
- ✓ Describe how they learn
- ✓ Describes how they improve
- ✓ Use feedback to improve
- ✓ Ask questions
- ✓ Communicate ideas and thoughts
- ✓ Describe what they are learning and why
- ✓ Review and summarise

Effective learners feel like they

- ✓ Learn from their mistakes
- ✓ Manage feelings that impede learning
- ✓ Are inspired and ready to learn
- ✓ Are challenged and enjoy that feeling
- ✓ Compete against their own personal best and not that of others

OFSTED evaluation criteria

The quality of teaching

The use of assessment to support learning

Inspectors should evaluate:

- how well teaching promotes learning, progress and enjoyment for all pupils
- how well assessment is used to meet the needs of all pupils.

Outline guidance

Inspectors should consider the school's monitoring information as well as their own observations.

Inspectors should take into account the extent to which:

- teachers and other adults have high expectations of all pupils and ensure that effective support is given to accelerate the progress of any pupil who is falling behind their peers
- the range of teaching styles and activities sustains pupils' concentration, motivation and application
- subject knowledge is used to inspire pupils and build their understanding
- time is used effectively
- appropriate use of new technology maximises learning
- resources, including other adults, contribute to the quality of learning
- lesson planning is linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils
- teachers and adults ensure that pupils know how well they are doing and are provided with clear detailed steps for improvement
- effective questioning is used to gauge pupils' understanding and reshape explanations and tasks where this is needed
- teachers and adults assess pupils' progress accurately and are alert to pupils' lack of understanding during the lesson so that they can move swiftly to put it right.

The judgements about the quality of teaching **and** the use of assessment to support learning are made by using the same grade descriptors.

The quality of teaching and the use of assessment to support learning: grade descriptors

<p>Outstanding (1)</p>	<p>Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.</p>
<p>Good (2)</p>	<p>The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.</p>
<p>Satisfactory (3)</p>	<p>Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.</p>
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> • Expectations are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment. <p>or</p> <ul style="list-style-type: none"> • Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.

STARTERS

Subject Specific Examples of Starters

Starters create a purposeful beginning which should engage all students.

Below are some specific examples from different subjects but these techniques could be used across the curriculum.

<p>MODERN FOREIGN LANGUAGES Students play 'word bingo'. Words in English are numbered on the board. Students have a grid of random numbers on paper. The teacher speaks the words in French and the students mark them off on their grids. The winner is the first with a 'full house'.</p>	<p>GEOGRAPHY Ready, steady, teach. Provide groups with a shopping bag of ingredients (for example, modelling clay, string, lollypop sticks, etc). Tell them they have five minutes to plan an activity in which they use the ingredients to 'teach' how the coastal features, arches, stacks and stumps are formed.</p>
<p>RELIGIOUS EDUCATION As an introduction to a new topic students are asked to generate words they associate with the concept 'prayer'.</p>	<p>HISTORY The class are shown a mystery object. They are asked to write down five questions that, if answered, might help them to suggest what the object is.</p>
<p>SCIENCE Students are studying 'refraction and colour'. Each student sticks an unseen word onto their forehead, for example dispersion, spectrum, dye, filter, optical fibre. They have to ask a partner questions in order to work out what the word is.</p>	<p>ENGLISH A bag of objects is given to small groups. Students have to come up with a list of five adjectives, which imaginatively describes each item.</p>
<p>FOOD TECHNOLOGY Students are asked to match up cards carrying the name of a piece of equipment with the card containing its definition.</p>	<p>PHYSICAL EDUCATION Following a warm-up, students form two teams. The first member of each group performs a move, on the trampoline. The next person repeats this move, then adds a second. The third student repeats the two moves and links in a third, and so on. Students need an awareness of the capabilities of others in their team who will follow on and types of move that link together. The winners will be the team that creates the longest sequence of moves.</p>
<p>MUSIC Each group of students is given a set of cards with the elements of music printed on them e.g. pitch, tempo, duration, dynamic, timbre, texture, silence, attack and decay. They are asked to sequence them in order of importance to them for composing a short piece of music. Afterwards they have to justify their decisions.</p>	<p>DESIGN AND TECHNOLOGY Sheets with signs, logos and everyday lettering (newspapers, adverts, etc) are provided. Students have only 20 seconds to look at them. They then have to write them down in order of impact on their memories. Extend to discussion on why some signs work better than others or who the message is aimed at.</p>

<p>RELIGIOUS EDUCATION</p> <p>In their first lesson on Martin Luther King students are asked, in pairs, to consider the question 'What would you be prepared to die for?' and then share their reasoning with their group and the whole class.</p>	<p>MODERN FOREIGN LANGUAGES</p> <p>The teacher speaks simple addition and subtraction calculations in French. Students have to write down their answers in numerical form on whiteboards and then hold them up.</p>
<p>DRAMA</p> <p>In pairs, students are asked to agree on five things they learned during the last lesson, and the whole class agree the priorities.</p>	<p>SCIENCE</p> <p>Students complete a word search based on 'plant reproduction'. They have to circle words such as stamen, stigma, ovules, filament, anther.</p>
<p>ENGLISH</p> <p>The class uses whiteboards to identify and consolidate spellings of homophones spoken by the teacher, for example wait/weight, right/ write.</p>	<p>MATHEMATICS</p> <p>Each student is given a piece of A4 paper and asked to write down a number between three and four, being as 'creative' as they can (for example, $3\frac{7}{12}$). They then give the number to another student and all students are asked to 'peg' their numbers onto a washing line in the correct sequence.</p>

50 Ideas for Starters

Recap

1. List 3 things you found out/learnt last lesson on mini whiteboard).
2. Summarise what you know about the topic in 5 bullet points – reduce to 5 words reduce to one word.
3. Put in the words missing from a cloze summary of learning last lesson.
4. Draw a graphic summary of knowledge so far – diagram, steps, flowchart, mind/concept map (like a spidergram but shows links).
5. Draw a simple timeline of events covered so far.
6. Selection of pictures/cartoons/objects – which relates to last lesson's learning and how might the others tie in later? e.g. Work by artist or example of technique currently being studied.
7. Groups of 3, numbered 1-3. Put up 3 statements on OHP which individuals must explain to group.
8. Label or annotate a diagram or illustration – one word in each box. Can be half-complete for less able.
9. Tension chart – give score out of 5 for tension at various points in a text. Plot on graph and review findings.
10. Drama activity – freeze frame or 'living photograph' as a summary of learning so far.
11. Just a minute – pupils talk on a topic without hesitation, repetition etc.
12. Acrostic – each letter of a term begins a line. Key word begins the line. The 'poem' should reflect the qualities of the concept.

Key words

13. Match word cards and definition cards. Can be done as card sort or snap.

14. Write dictionary definitions or mnemonics for new terms learnt last lesson.
15. Identify the key points/terms to feature in today's lesson from anagrams.
16. Bingo – as teacher reads, pupils must spot word/symbol and mark card e.g. match numbers in French with digit; match muscle with diagram of stretch in PE; match musical term and symbol.
17. Dominoes – match symbol/image/definition and key word.
18. Pictionary – draw the word without speaking or writing.
19. Wordsearch containing key words or information useful in lesson – can use clues/definitions to activate prior knowledge. Similarly, crossword (www.puzzlemaker.com).
20. Break the code to identify the 3 main points of today's lesson (a=b, b=c....).
21. Post-it notes or stickers on foreheads - pupils work out word by asking neighbour questions which receive yes/no answers.
22. Concentration/pelmanism. Two sets of cards face down on table – one set with words, other set a symbol or definition of same meaning. Pupils take turns to turn up two cards to find pairs and have to memorise position of cards.
23. Give groups sets of 3 words and ask them to identify the odd one out.
24. Taboo. Describe a word/concept/character /event to a partner without saying the taboo words.
25. Verbal tennis – divide class into 2 groups who take turns to say a word related to the current topic. No words can be repeated. Scored as tennis.

New topic

26. 60 second challenge – write down all the terms you can think of to do with a topic.
27. Draw a picture of current understanding of a process and redraw at end of unit e.g. Biology digestive system or plant lifecycle.
28. Concept cartoon. Choose from speech-bubble opinions of different characters e.g. Physics – 4 different opinions about what will happen to a rocket (pictured) that has run out of fuel.
29. In pairs, sequence the 5 factors/influences/ events – justify your choices e.g. recipe or sequence for making an object in D&T.
30. Prediction – what will happen if we...? Why do you think this? Spend 1 minute composing a response before you reply.
31. Objects – pupils are given a group of objects and asked to sort/imagine/describe/predict/explain/plan an activity e.g. Given 2 tennis balls must invent a warm-up exercise in PE.
32. Key question/statement snowball – pairs discuss then share ideas with another pair, 4 join another 4, and then 8 join another 8 e.g. 'What would you be prepared to die for?' to introduce unit on Martin Luther King in RS or PSHE.
33. Categorising terms – sort words into related groups, with a pile for 'not understood yet' e.g. words related to volcanoes in Geography as a 'warm-up' to activate previous knowledge. Could be done on computer by highlighting, cut and paste etc.
34. Video clip. Class watches very short extract, then consider in pairs: What do I already know? What did I learn from the clip? What do I want to find out?
35. Painting/musical stimulus – pupils respond to brief exposure and shape

an initial response in words, drawing or orally. Vocabulary to support expression can be given.

Questions

36. Card Loops. Cards have unrelated question and answer on either side. Pupil reads question and person with answer responds and then reads theirs e.g. Acids and alkalis in Chemistry, WW1 in History.
37. Answer teacher's questions without saying yes or no.
38. True or false – hold up card/whiteboard to show whether statement on OHT is true or false.
39. In role answering – hot-seating activity.
40. The answer is XYZ – now write the question. N.B. The question could begin with the words 'What is...'
41. Groups devise multiple choice questions designed to catch out other groups.
42. 'Who wants to be a Millionaire?' questions answered in pairs. Which pair becomes the richest?
43. Quick-fire oral quiz to review/revisit learning.
44. Blockbusters – pupils travel across a grid containing initial letters to answers.

Brain gym

45. Washing Line – pupils organise themselves or pin up cards in order e.g. Maths: Write down a number containing 3 digits in any combination (decimal, fraction). Class sequences numbers in order.
46. Shades of Meaning – useful for preparing pupils to use a wider range of vocabulary e.g. in Art, pupils order terms to describe colour, shade or texture according to the 'strength' or effectiveness of the term.

47. Memory Game – show items for 20 seconds and then dictate an order in which they are recorded e.g. logos in D&T.
48. Sequencing moves – one pupil performs a move, a second repeats it and adds another move and so on e.g. trampoline in PE, composition in Music, class story-writing in computer room.
49. Spot the difference – one picture could contain false information e.g. Maps, diagrams of experiments, charts and graphs.
50. Conceal and describe. Pupils sit back to back. One describes a picture or process and the other must guess what it is – or draw it.

Questioning

Strategies for Questioning

Strategy	Benefits/Gains
Consciously waiting for a student to think through an answer (before you break the silence).	Prompts depth of thought and increases levels of challenge .
Using a planned mix of 'conscripts' and 'volunteers'.	Enhances engagement and challenge for all.
'Phone a friend'.	Encourages whole class listening
'Hot-seating'.	Encourages listening for detail and provides challenge.
Previewing a question in advance.	Signals the big concepts and learning of the lesson.
Pair rehearsal (of an answer or a question).	Encourages interaction, engagement and depth.
Eavesdropping and deploying specific targeted questions.	Facilitates informed differentiation.
'You are not allowed to answer this in less than 15 words'.	Develops speaking and reasoning skills.
Deliberately asking a child whom you know will provide only a partly formed answer (when asking difficult whole class questions).	Excellent for building understanding from student-based language.
Staging or sequencing questions with increasing levels of challenge.	The essence of purposeful questioning, moving students from existing knowledge or experience (often unsorted or unordered knowledge) to organized understanding, where patterns and meaning have been established.
Using the 'no hands up' rule.	Improves engagement and challenges all students to think.
Providing signals to students about the kind of answer that would best fit the question being asked.	Helps students to recognise the range of possible responses and to select appropriately.
Snowballing (asking another student to respond to the answer of the previous student).	Checking understanding. Building on previous answer. Promoting active listening skills. Encouraging whole class involvement.
Computer based decision making exercises. Students have to make key decisions about actions all of which have consequences.	This is effectively 50/50 questioning with a chance to reflect if the students select the wrong answer (See History department for further information).

Bloom's Taxonomy

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in classrooms. The taxonomy provides a useful structure in which to categorize questions.

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> • observation and recall of information. • knowledge of dates, events, places. • knowledge of major ideas. • mastery of subject matter. • <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> • understanding information. • grasp meaning. • translate knowledge into new context. • interpret facts, compare, contrast. • order, group, infer causes. • predict consequences. • <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend.
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations. • solve problems using required skills or knowledge. • <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover.
Analysis	<ul style="list-style-type: none"> • seeing patterns. • organization of parts. • recognition of hidden meanings. • identification of components. • <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer.
Synthesis	<ul style="list-style-type: none"> • use old ideas to create new ones. • generalize from given facts. • relate knowledge from several areas. • predict, draw conclusions. • <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite.
Evaluation	<ul style="list-style-type: none"> • compare and discriminate between ideas. • assess value of theories, presentations. • make choices based on reasoned argument. • verify value of evidence. • recognize subjectivity. • <i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise.

Strategies for Developing

Responses to Questioning

Alternative Strategy	Example
Invite students to elaborate.	'Would you say a little more about that?' 'I am not sure I'm certain I know what you mean by that.'
Speculate about the subject under discussion.	'I wonder what might happen if ...'
Make a suggestion.	'You could try ...'
Reflect on the topic.	'Perhaps we now have a way of tackling this next time you...' 'Let's bring this all together ...'
Offer extra information.	'It might be useful to know also that ...' 'I think that I have read that ...'
Reinforce useful suggestions.	'I especially liked ... because ...'
Clarify ideas.	'We can tell this is the case by ...'
Correct me if I'm wrong.	'But I thought we had agreed that ...' 'So now perhaps we all believe ..."
Echo comments/summarise.	'So, you think ...' 'Jane seems to be saying ...'
Non-verbal interventions	Eye contact, a nod or raised eyebrows to encourage extended responses, to challenge or even to express surprise.

Self and peer assessment

Starting Points for Self and Peer

Assessment

1. Clear criteria should be shared and discussed with students. This could also be created by the students themselves.

2. Assessment criteria given to each student before they undertake the assessment. The criteria can be divided into:

- how to achieve an A grade;
- how to achieve a C grade;
- how to achieve an F/G grade;

3. Models and examples of previous work at a variety of different levels can be shown and discussed with students.

4. Establish expectations for feedback. Need to create a supportive atmosphere for all students. Teacher could model example comments e.g. You've done really well with ... but you need to ... You can do this by ...

5. Ask students to sign their peer assessment in order to ensure there is accountability.

Strategies for Peer and Self Assessment

1. Use of Student Seating

- pairs or groups with equal balance of able and less able students. Able and less able to work together;
- students sat in pairs or groups of equal ability. Example of work a level/grade above their working level provided. Students identify what they need to do to move their work to the next level/grade;
- whole class activity where answers are shared by all students in a discussion chaired by the teacher;

Use of Mark Schemes

2. Students create their own mark schemes based on the criteria given at the beginning of the task.

- Students write a specific mark scheme for different levels or grade boundaries;
- Use of official exam or grade criteria with older students;

3. Feedback and Target Setting

Students create and complete feedback sheet for other students or themselves and focus on areas for improvement;

ASSESSMENT SHEET FOR REVISION PRESENTATIONS		
Names of presenters:	Topic:	Date:
Strengths of the presentation:		
Areas for improvement:		
Additional comments:		
Name of assessor:		

- **Use of traffic lights to show student understanding:-**

Red dot = lack of understanding/uncertainty about the task;
 Orange dot = reasonable understanding/could have done better;
 Green dot = clear understanding/goal achieved;

- Reasons for colour of traffic light explained and target set to improve work. (Same can be done with smiley/unhappy/non-plussed faces lower down the School);
- Colour Code Marking – identify each criterion with a different colour and mark where each criteria has been met on the work. Follow up with a positive comment about criteria which have been met and target the area with little or no colour;

4. Use of Targets

- Students to be given the opportunity and the time to act upon their targets;
- Redrafting;
- Setting of tasks using similar skills;

5. Coursework (Maths)

Plan coursework and swap plans with a partner who analyses the proposal and gives feedback to partner re: improvements.

6. Assessing Practical work (DT)

Use the digital camera to show practical work at different stages. The photographs are displayed to a class who have to use relevant assessment criteria to determine the level of the work and justify the feedback they have given.

7. Giving students a “safety net” when peer marking (MFL)

Give students a piece of rough paper (a “problem page”) on which they can write any points they do not understand when marking their partner’s work. This can be given to the teacher who has a record of problems and can then feedback and support individuals or the whole class with difficulties.

8. “Post-it Targets” (English)

By writing their targets on “post-its”, students are able to keep the targets on every page of their work and therefore they are more focused on what they need to do to improve. When the target has been completed, the “post-it” can be displayed on an achievement board in the classroom.

9. Past Examination Questions Feedback Sheet (Critical Thinking)

Design a generic feedback sheet to be used for past questions/papers in a particular unit/skill area. Criteria are included on each sheet and, each time students attempt a relevant past paper, they award marks for each relevant section. The key issue with this type of feedback sheet is that trends can be

identified re: strengths and weaknesses as the sheet is designed so that students can analyse their performance over a range of past papers.

10. Peer Moderation of Coursework (ICT)

Past coursework is used for peer moderation. In small groups, students have to mark a specific section of the coursework using the examination board criteria and then write comments on the mark sheet to explain the mark the group has given. Groups will then pair-up, share and discuss the marks that have been awarded, and experience moderation of coursework. Each group will then feedback to the rest of the class. As the coursework is in the "all users shared area", this means the activity can be undertaken by students at home.

Formative Feedback

Characteristics of Effective Feedback

- feedback is more effective if it focuses on the task, is given regularly and while still relevant;
- feedback is most effective when it confirms that students are on the right track and when it stimulates correction of errors or improvement of a piece of work;
- suggestions for improvement should act as "scaffolding" i.e. students should be given as much help as they need to use their knowledge; students should be helped to find alternative solutions if simply repeating an explanation continues to lead to difficulties;
- opportunities need to be provided for students to improve on earlier efforts;
- feedback on progress over a number of attempts is more effective than feedback on performance treated in isolation;
- the quality of dialogue in feedback is important;
- students need to have the skills to ask for help and the ethos of the school should encourage them to do so;

- grades, marks, scores and ticks have little effect on subsequent performance;

Examples of Written Formative Feedback

- comments should refer to previous set criteria;
- start with a positive comment;
- advice on how to achieve targets should be given: e.g. 'You need to ...' 'You can do this by...';
- teacher menu of comments displayed on board or OHP. Students record comments relevant to them;
- two stars and a wish (two positive comments and one target);
- WWW and EBI (what went well and even better if);
- What's hot and what's not;

Examples of Oral Formative Feedback

- teacher-student interviews, especially valuable with coursework drafts. Students record two targets from discussion;
- student-student discussion. Students record two targets from discussion;
- teacher menu delivered verbally. Students record two points for development in their work;
- Use phrases such as 'I really liked... but have you thought about...';

Plenaries

Plenaries summarise learning and determine what has been achieved in a lesson.

Strategies for Plenary Sessions

- at the end of the lesson, nominate a child to sum up what has been learned;
- recap of key words/definitions;
- quick fire questions;
- student questions based on what has not been fully understood. Students nominate someone to answer;
- students select a number of key words to indicate what the lesson has been about;

- students apply what has been learned to a different context;
- teachers highlighting what will be in the next lesson or students predicting what will be in the next lesson;
- students work in pairs and have to explain to a partner 2 or 3 key things they have learnt in the lesson;
- start a lesson with the “Big Question” e.g. “What genre conventions have been used in this film?” The lesson then finishes with a 5 minute writing task where students use their notes from the lesson to write a paragraph/full sentence answer to the “Big Question”.