



Feedback and Assessment Policy

September 2024

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Spencer Academy for this Policy.

It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



Introduction

The purpose of this policy is to provide clear guidelines to all staff, governors and parents on our core principles of teaching, learning, assessment and feedback for all pupils.

Feedback and Assessment Core Purpose

At Wyndham Spencer Academy, we use professional curiosity, collaboration and creativity to know that ***'Together, we can create a world of endless possibilities'*** for our pupils' future and staff professional development.

This policy details how we implement exceptional teaching and learning opportunities, underpinned by diagnostic, swift and impactful feedback and assessment in order to provide these possibilities for all our children. Our approach is rooted in evidence-based practice so that we can effectively support our children to achieve world-class outcomes whilst giving teacher autonomy on the most appropriate ways and times to do this, in line with our policy.

Prior to giving feedback and making assessments, effective instruction must take place in order to give pupils the knowledge and skills required in order to be successful. As noted by John Hattie and Helen Timperely, 'Feedback can only build on something; it is of little use when there is no initial learning or surface information. Feedback is what happens second' (*The Power of Feedback*, Review of Educational Research, 2007). Please see our Teaching and Learning Policy to further understand the characteristics of effective instruction.

In particular, our approach to assessment and feedback is centred around the importance of giving purposeful feedback and considering the conditions in which this is carried out and actioned by pupils as this is the pivot point to improving learning and maximising progress. We know from numerous bodies of research (e.g. EEF Toolkit <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>) that feedback can have one of the highest impacts on learning (up to seven months for primary pupils) when received, used and responded to effectively. As outlined by Dylan Wiliam, we know that feedback should not be viewed as an 'isolated incident'. Instead, 'it is likely to be more effective if implemented systematically and specifically.'¹ Therefore, we follow three vital principles:

1. Careful groundwork before feedback is given: giving quality feedback and adapting teaching episodes based on the evidence presented in pupils' work in lessons and within books
2. Providing well-timed, frequent feedback throughout teaching and learning episodes that focuses on improvement in order to move learning forward
3. Considering how pupils receive, respond and use feedback purposefully to improve their learning and ensuring this is a consistent aspect of all teaching and learning cycles

¹ Wiliam, Dylan, *EEF Guidance Report: Teacher Feedback to Improve Pupil Learning*, 2021, p. 5



The following bodies of research have underpinned and shaped our ways of working in order to achieve effective feedback and assessment:

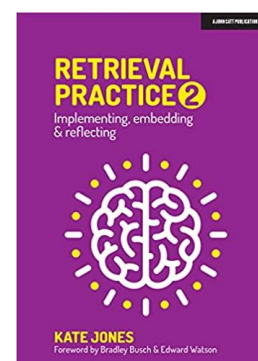
- EEF Guidance Report, *Teacher Feedback to Improve Pupil Learning*, 2021



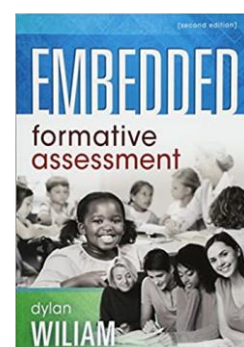
- Tom Sherrington and Oliver Caviglioli *Teaching WalkThrus: Five-step guides to instructional coaching 1 & 2* (2020, 2021)



- Kate Jones, *Retrieval Practice 2: Implementing, Embedding & Reflecting*, 2021



- Dylan Wiliam, *Embedded Formative Assessment: Strategies for Classroom Assessment That Drives Student Engagement and Learning*, 2018



- EEF, *Teaching and Learning Toolkit*
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>



Aims

This policy strives to ensure that our staff can:

Understand the structure and key timelines for our assessment and feedback strategy so practice is consistent across the school

Gain regular, accurate and diagnostic assessment of all pupils' learning in order to accelerate progress, both formatively and summatively

Have professional autonomy to adapt sequences of learning by providing appropriate scaffolds in order for pupils to be successful in achieving objectives, knowledge and skills

Use time effectively within learning episodes to maximise children's progress, including giving feedback and providing time for pupils to respond to it

Have sky-high expectations of all pupils and what they can achieve, including disadvantaged pupils and those identified with SEND

Celebrate pupils' progress and successes in line with their starting points, enabling them to be motivated and develop a life-long love of learning

Have their workload reduced by spending time giving feedback effectively and purposefully to pupils verbally, as we know this has the most impact on their learning

This policy strives to ensure that our pupils can:

Achieve world-class outcomes, making outstanding progress in relation to age-related expectations and pupils' starting points

Take ownership of their learning and be self-motivated to improve using a range of metacognitive strategies in order to understand their areas of strength and those which require development

Have sufficient time to respond to feedback purposefully

Feel successful in their learning and progress

This policy strives to ensure that our parents can:

Understand how we assess pupils, formatively and summatively, in order to support them to make accelerated progress

Be active participants in their child's education by supporting learning at home and knowing how they can do this effectively

Equal Opportunities

Wyndham Spencer Academy is committed to meeting the public sector equality duties (PSED) including the equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout the organisation. For further information, please refer to the Equalities Policy. Every effort is made to ensure that a fair and consistent practice, as detailed in this policy and procedure, is carried out.



Bringing the principles to life: what do they look like in the classroom?

Formative Assessment

Formative assessment is an essential active ingredient to our daily learning episodes that involves all stakeholders of learning in the classroom. This allows teachers and LAs to gather evidence around pupils' learning and adjust teaching in response to pupils' needs.

The following table shows the five steps required to formatively assess effectively, as outlined by Wiliam (2018):

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

What does this look like at Wyndham Spencer Academy?

1. Each lesson, a 'What?' (National Curriculum Objective), 'How?' (WONDER Principle) and 'Why?' (Purpose of learning) is shared. This ensures that pupils understand where their learning fits into the 'bigger picture' so they are able to fast forward to where they are going and has a clear purpose. Knowing why a key concept is important and how it will be used in practice is integral to supporting pupils' motivation in learning. Sharing intentions also includes using examples through WAGOLs (teacher/pupil) and explicitly sharing blogs (see below) and the key knowledge required to ensure sky-high expectations are set of what pupils can achieve.

Example Blog with What? Why? How? – KS1 Maths (Teacher generated) and KS2 History (Child generated)

		Ind S
Me	T	
●	●	What? To know that consecutive numbers have a difference of one.
		How? Old learning is retrieved.
		Why? So that we can solve subtraction equations where the subtrahend is one less than the minuend.
 		

		Ind S
Me	T	
●	●	What? To know Viking homes were made from lots of natural resources and why they were appropriate materials to use
		How? Read and research together
		Why? So we can compare and contrast Viking homes to the homes we typically live in today
 		



2. **Teaching and Learning staff elicit pupils' understanding both during and after the lesson.** This forms an evidence base for staff to know what feedback is required in order to move learning on. Evidence may take the form of:
 - a. Work recorded in books
 - b. 'Must do' jobs completed in continuous provision in WONDER folders (Year 1)
 - c. Pupils' responses to questions within a whole class, group or paired work
 - d. Questions asked by pupils
 - e. Evidence from Boxset Review Quizzes (weekly) and Boxset Finale Quizzes (half-termly) which review learning from that week/half-term. This can be done using any medium such as printed sheets, LBQ, Kahoots or Who Wants To Be a Millionaire Quiz as a whole class, for example, depending on what is deemed age-appropriate for pupils in your class (see below for a printed example)
 - f. Pupils' self-assessment from POG marking (see blogs, above)
 - g. Pupil-filled in blogs (see blogs, above)
 - h. Evidence from summative assessments

Example from a Year 2 Boxset Review Quiz

Boxset Preview - Week 1

Previously in Year 1
Science

Name some flowers: _____

Previously in Year 2
Geography

Human feature

Physical feature

Geography

1.

	Feature of a sketch map	Not a feature of a sketch map
Compass rose		
Photos		
Key		
Roughly drawn		
Author		

Art

2. What did Franz Marc include in his art work?

History

3. Which god did the priests dress up as before mummifying a body?

SCARF

4. What helpful feedback would you give someone if the story they had written had missing words and missing capital letters?

Example from a Year 6 Boxset Finale Quiz

Boxset Finale - Autumn 2

History

1. Who founded ragged schools in 1870 and started a charity?

2. What was a workhouse?

3. Do you think workhouses were a good idea?

Yes _____ No _____

4. What was the main cause of the Industrial Revolution?

5. Can you name 2 consequences of the Industrial Revolution?

Science

6. True or false. The moon is a light source.

7. Light travels in a _____.

8. Name three light sources: _____

9. Can you draw two arrows to show the direction of the light?



3. **Feedback should be appropriately timed in order to have maximum impact but this should be given using practitioner's professional judgement on when this is** – either during the course of or in the subsequent learning episode in order to ensure feedback is purposeful. See [Appendix 1](#) for support with *when* to deliver feedback most appropriately.
4. **Peer assessment (also known as peer tutoring) enables pupils to learn from each other effectively (up to 5 months progress, EEF Toolkit), with the biggest learning gains benefiting our SEND pupils and those who are lower-prior attaining.** Pupils should be explicitly taught how to offer effective peer assessment and feedback such as through speaking and listening sessions, and provided with scaffolds to support them such as question frames, for example Master's Glasses question prompts.
5. **Self-assessment and pupils having an accurate understanding of where their learning is at and how to develop further, is crucial for them to making progress in their learning.** Having a culture which is centered around this in the classroom lays the foundations to ensuring that pupils actively participate in this process as they feel safe to discuss their areas of strength and those of development. This also draws upon our approach to teaching pupils' metacognitive skills through the seven-step model (See [Appendix 2](#)) as well as modelling through adult-led metacognitive talk. This can then be conducted through the use, for example, blogs where pertinent knowledge is recorded from the child's point of view, GO marking (green/orange – see blogs, above) to show how they feel about their learning within that area and learning conferences with staff to elicit their reflections around their success in the given task and next steps.

Whole-Class Feedback and Forward

During each learning episode across the curriculum, we assess pupils' learning using whole-class feedback and feedforward. (For more information on what this looks like within our EYFS, see the section on EYFS or our EYFS policy). This may be given 'in the moment' of a learning episode if appropriate (see [Appendix 3](#) on what this could look like) or may be given in a subsequent lesson. Practitioners use their professional judgement in order to know when the best time for this is, as the research does not suggest one method is preferable over another (EEF, Teacher Feedback to Improve Pupil Learning, 2021). Any feedback/feedforward not given in the moment, is recorded on Feedback/Feedforward overview sheets (see below) for each subject in our whole-class marking folders.

Feedback relates to **what** areas of strength and development pupils have shown within the learning episode which has already taken place according to the concept being taught and feedforward is specific comments on **how** pupils can develop within the subsequent lesson/s to achieve this either through adjustments to teaching inputs, whole-class or individual interventions (learning conferences). Disciplinary literacy and sky-high standards are central to our approach within teaching and learning episodes and work completed by pupils. **Therefore, staff may comment on standards within pupils' work and use our feedback symbols to show this within a given piece of work. However, specific feedback, feedforward and assessments are made against the subject-specific objective, as opposed to, for example, the standard of writing produced.**

Feedback and feedforward sheets are completed during the lesson as well as after, for example when looking in pupils' books, by all teaching staff using their insights from what they have seen and heard within each lesson. It is important that this is done throughout each lesson and sequence of learning, as best practice indicates that feedback is most effective when motivating and actionable part way through the learning cycle, as opposed to just at the end (EEF Toolkit, <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>)



Whole-class feedback/feedforward is used to shape and adjust subsequent lessons depending on identified needs such as misconceptions, further key knowledge which may be required or altering the pace of learning. Importantly, the feedback/feedforward recorded is also verbally shared with pupils at the beginning of the next lesson in that subject to reflect areas of strength, specific areas of development and, importantly, how this can be actioned in practice to move learning forward. This specific feedforward is supported by teacher modelling and metacognitive talk (see [Appendix 4](#)) to ensure pupils have the tools they need to effectively improve.

Examples of feedforward could include:

- Sharing examples of a scientific diagram which models a complete circuit under the visualiser with the correct scientific symbols and labels alongside a teacher narrating why this is a good example, may enable pupils who did not accurately draw a complete circuit to improve theirs.
- A teacher discussing an example of how the column method for subtraction has been used incorrectly (with pupil names redacted and within the 'safe' culture we promote) can be used to get pupils to identify together where a pupil may have gone wrong and how to rectify the mistake.

Example of Whole Class Feedback and Feedforward Proforma

Half term: _____
Subject: _____

Evidencing examples

In books ~~Blocket~~
Boxset Kahoot
Learning by questions Showbie

Date					
Key Concept					
Evidenced:					
Whole-class feedback (to be delivered at the beginning of next lesson)	Strengths	Strengths	Strengths	Strengths	Strengths
	Areas for development (What?)	Areas for development (What?)	Areas for development (What?)	Areas for development (What?)	Areas for development (What?)
Feedforward for next lesson:	I weak to teaching (How?)	I weak to teaching (How?)	I weak to teaching (How?)	I weak to teaching (How?)	I weak to teaching (How?)
	Targeted interventions (Who?)	Targeted interventions (Who?)	Targeted interventions (Who?)	Targeted interventions (Who?)	Targeted interventions (Who?)
Incomplete work					
Pupils absent					



When completing a sequence of writing, a bespoke whole-class feedback and feedforward sheet is used after the first draft and final draft (if these pieces of work have been completed as part of the cycle). This is because the feedback/feedforward sheet is based on the 'Simple View of Writing' (Berninger et al) and is able to strategically diagnose key areas children may require further support with in terms of transcription and composition during subsequent lessons after the first draft or into the next sequence of writing.

Example of Whole Class Feedback and Feedforward Proforma – First and Final Draft Only

Whole Class Feedback and Feedforward Writing		
Date		Pupils absent
What?		
How?		
Why?		

Feedback

Transcription: spelling	Composition: ideas, grammar, vocabulary & punctuation
Transcription: handwriting	
Local and global coherences	

Feedforward

Whole-class focus for subsequent lessons:	Common areas of strength:
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Crucially, after giving direct feedback/feedforward to the children, pupils are then given time to respond to this, where required, in their 'Purple Pen of Progress' at the beginning of the subsequent learning episode in books. **The frequency of how often this occurs is dependent upon teachers' professional judgement and the appropriateness of this according to children's age and development.** This may be directed as a whole class, teacher-led group or 1:1 learning conference.



As Dylan William (2018) states, feedback is ‘a recipe for further action’ as opposed to an end within itself. This is because feedback is the vehicle for moving learning forward and impacting that undertaken in the future. In this way, our books reflect the impact of this feedback and progress over time. Therefore, feedback and feedforward is seen as an ongoing cycle of improvement between pupils and staff, ensuring that interventions are more effective and purposeful in addition to utilising teacher time more effectively and reducing workload. See [Appendix 5](#) for further information on whole-class feedback, based on Teaching Walkthrus by Sherrington and Caviglioli.

Feedback Symbols

When pupils have undertaken independent work in books, this is always collected in daily and reviewed by the teacher/teaching team for that day (see below for more information on Maths marking). Written comments do not need to be made within pupils’ books as this is recorded, where appropriate, on the Whole Class Feedback and Feedforward sheet, as detailed above in order to give directive verbal feedback in the subsequent lesson. However, staff may use their professional judgement to write a written comment if they feel that this would be more beneficial to move pupils’ learning on upon reading the feedback as opposed to a verbal comment but this is not an expectation.

Staff use marking symbols to show pupils opportunities for editing such as spellings and missing punctuation as well as those for revising such as denoting where a sentence does not make sense or a missing word. Additionally, teachers and pupils use the marking symbols within their blog to reflect their overall assessment for that piece of work using POG (pink or green) marking.

Feedback in Maths

Using the NCETM ‘Ready to Progress’ guidance, teachers expertly plan progressive and sequential Maths lessons, carefully considering the small steps which need to be taken in order to achieve a given objective. Each objective is demonstrated in pupils’ Maths Journals and shown by a blog which outlines the ‘what?’, ‘why?’, ‘how?’ for a given objective as well as pupil and teacher assessment (see below). When pupils have undertaken independent activity in books, known as ‘Let’s Demonstrate’ after covering a single objective (this may be after one, two or three lessons, depending on the ‘small steps’ required), this is collected in and reviewed by the teacher/teaching team in children’s Maths Journals. Staff will use the marking symbols below to mark the children’s work.

- When marking individual questions in the ‘Let’s Demonstrate’ section, staff will mark a question number in green highlighter if it is correct and in pink highlighter if it is incorrect. If staff feel the children need more support to correct and identify the mistake in the working out, they can pink the specific mistake a pupil has made. For example, if there is a multiplication error when working out the area of a shape.
- If a number is formed incorrectly, staff will identify it in pink pen and show the correct formation next to it, reinforcing high expectations.
- Teachers and pupils use the marking symbols within their blog to reflect their overall assessment for that piece of work using POG (pink or green) marking.



- Additional feedback is written into the Whole Class Feedback and Feedforward sheet as detailed above in order to give directive verbal feedback in the subsequent lesson to all pupils or Learning Conferences if appropriate with specific pupils.
- When pupils complete guided work in books in the 'Let's Rewind' or 'Let's Practice' sections, pupils can self-mark this in their Purple Pen; this enables pupils to get instant feedback and self-correct before applying their knowledge to the independent practice.

Symbol/ Colour	Meaning
	You have been successful in achieving the 'What?'
	You haven't achieved the 'What?' YET! Your teacher will support you to be successful.
	Incorrect spelling. Write it correctly 3 times at the bottom of the page in purple pen, using the correct spelling from your teacher.
	Improvement needed here. Write it again, better.
	Incorrect letter or number formation. Write the correct formation correctly 3 times at the bottom of the page.
	Missing / incorrect capital letter or punctuation.
	Missing word
	Supported work
	Independent
	Learning Conference with next steps shared.

Learning Conferences

Learning conferences are held with pupils 1:1 with a member of the year group teaching staff in order to directly provide feedback and feedforward on a piece of work a pupil has undertaken Years 1-6, away from the learning episode itself. This may be due to a particular misconception a child has or where additional time working with an adult is required to discuss a teaching point in more detail where whole-class feedback would not sufficiently move learning on for that particular child. **Staff use their professional judgement and knowledge of each child to decide on the appropriateness and frequency of Learning Conferences with individual pupils.** Learning Conferences are recorded in books using the feedback symbols above. Examples of Learning Conferences could include:

- A staff member and pupil discussing a piece of writing which has been undertaken in the child's book in which full stops have not been used. The staff member leading the Learning Conference would model and scaffold the pupil's



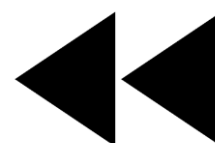
ideas to know where full stops should go and why, with reference to Rainbow Grammar. Once a child is confident with this, they could independently have a go at editing different sentences and/or their work using their Purple Pen of Progress by adding in full stops correctly.

- A staff member and pupil discussing some work which was completed in Geography in which a map was labelled of the 7 continents. The pupil had labelled the continents incorrectly and so the staff member uses resources in order to remind the pupils where the different continents are and the key features of them. The staff member may use an atlas and Google Earth to show the pupil the continents to further consolidate their learning from the previous lesson and to put their learning in context. The child may then re-label the contents on a map using their Purple Pen of Progress.

Retrieval Practice

So we can ensure that knowledge is retained and built on over time in pupils' long term memory, it is important that old knowledge is frequently revisited to interrupt the forgetting and used as a form of assessment for learning. Opportunities to do this in the form of retrieval practice are deliberately planned into 'rewinds' across every lesson and are planned using teachers' professional judgement. These are represented to children using the rewind symbol. Rewinds may include but are not limited to:

- Pupils recalling information from the previous learning episode verbally using structured talk activities
- Adult and child-directed discussions around 'floor books' to retrieve previous learning (EYFS)
- Using Kagan structures to encourage children to retrieve through collaborative practice and peer feedback. For example, Quiz Quiz Trade
- The use of Ed Tech to conduct whole-class retrieval quizzes. For example, Kahoots, Lino or LBQ.
- Blank Knowledge Navigators (see below) to fill in



Knowledge Navigators are also central to knowledge retrieval and are integral to each boxset of learning across subjects which require core knowledge to be learnt and remembered, as opposed to key skills. The following subjects have their own Knowledge Navigator for the year (Years 3-6), outlining the KPCs (Key Performance Concepts, linked to the National Curriculum) which are vital for children to know by the end of that year in order to successfully progress across the curriculum.

- Science
- History
- Geography



Other curriculum subjects do not require Knowledge Navigators as they require the development of key skills, for example PE, or concepts and skills which are continuously revisited and contextualised within learning episodes, for example, in Maths and English.

Knowledge Navigator Example – Year 3 History

Year 3 History - Stone Age to Iron Age

A. Vocabulary			
1	AD	after Christ was born	
2	archaeologists	the people who study human history and prehistory	
3	artefact	an object that tells us more about history.	
4	BC	before Christ was born	
5	domesticate	to tame a wild animal.	
6	excavate	dug up to uncover things from the past.	
7	history	the period of recorded events in the past	
8	hoards	a collection of valuable objects or artefacts	
9	landmarks	an object or feature of a landscape or town that is easily seen from a distance	
10	migration	people moving from one place to another	
11	nomadic	a group of people who don't have a settled home but move from place to place	
12	prehistory	period before writing was introduced	
13	settlement	a place where a group of people live and build	
14	smelt	the heating and melting of an ore (a material from nature) to get metal	
15	Source	something that gives us information about history	

G. Key figures			
1	Julius Caesar	Roman general who led British invasion	
2	Lindow Man	Well-preserved human body found in a peat-bog at Lindow Moss	

B. Chronology

Prehistory

Stone Age

Bronze Age

Iron Age

Middle Ages

Romans

450,000 BC

450,000 BC — 10,000 BC

Old Stone Age

Paleolithic period

10,000 — 4000 BC

Middle Stone Age

Mesolithic period

4000 — 2000 BC

New Stone Age

Neolithic period

2000 BC

1200 BC

600 BC

AD 0

AD 43

C. Settlements					
1	Old Stone Age/ Middle Stone	nomadic (wandering)			
2	New Stone Age	began to settle with farms and domesticated animals			
F. Landmarks					
1	Stone Henge	prehistoric monument			
2	Crewe Crags	an enclosed limestone gorge			
3	Skara Brae	preserved Neolithic			
D. Immigration/Farming					
1	Migration = introduction of farming				
2	Farming took about 2000 years to spread across all part of the British Isles				
3	Most of the farmers were probably Mesolithic people				
4	domesticated animals provided: meat, milk, leather and wool				
E. Food					
people were called 'hunter-gatherers' because they had to hunt animals and gather wild food					
horses	deer	mammoths			
hares	hyenas	rhinos			
seabirds	seals	fish			

Stone Age to Iron Age			
H. Materials			
	How was it made?	How were tools and weapons made?	Impact on lives
1 Stone	naturally occurring in environment	used hammerstones to chip other stones into sharp-edged flakes	tools could be made to help with hunting
2 Bronze	melting tin and copper, and mixing them together	melted mixture poured into moulds	stronger and more durable than stone farming and hunting became easier Population increased.
3 Iron	Iron found in iron ore and smelted	heated and hammered into shape	Stronger than bronze Could be sharpened make a range of tools to help with farming and hunting
I. Sources			
1	cave paintings		
2	hoards		
3	tools		
4	personal accounts e.g. Caesar		
5	landmarks/ remains		
6	bog bodies		

These are created by our subject experts: our subject leaders. Knowledge Navigators for each subject are introduced in year groups when teaching commences within that subject across the year to avoid an overload of content and to ensure they are introduced purposefully. Eg. Geography may only begin being taught during Spring 1 and so is introduced then. These can be found in pupils' Knowledge Noters (Years 3-6), which are built up over the half-term with key knowledge alongside the children.

The key knowledge outlined is then recalled, practised and deepened across the week, half-term and year in the form of retrieval practice through daily rewinds (as outlined above) as well as low-stakes 'boxset preview' (weekly) and 'boxset finale' (half-termly) quizzes. Importantly, this is a collaborative process with the children, giving them ownership of their learning in terms of where they are at and how they need to improve. Often, in Key Stage Two, this may include children checking their



answers independently too so they are able to self-mark and self-correct their learning.

Summative Assessment

Summative assessment is used to evaluate pupils' learning at the end of a sequence of learning, term or year. This is then recorded on our whole-school Primary Tracker which shows pupils progress over the course of a year and historically, enabling us to track pupil progress throughout their time with us to ensure that they make at least expected progress. This is because we are committed to ensuring our pupils achieve world-class outcomes and know that endless possibilities really are achievable.

For Years 1- 6, Termly NTS Maths and Reading assessments provide a Standardised Score for pupils based on their raw score. These can range from 70-130 within the assessments we use and enable us to track progress and compare scores using national scales. The following shows how the assessments (taken from NTS) can be used to reflect pupils' performance, based upon their Standardised Score, against other pupils taking the same test nationally:

Reading

Please note that the tables are indicative only. Other factors can influence a child's performance on any given day. Estimates must be viewed with some caution.

Performance indicator	Standardised score
Working towards expected standard	70–91
Working at expected standard	92–113
Working at greater depth	114–130

Table 4.4: Key Stage 1 English / reading performance indicators (reviewed August 2022)

Performance indicator	Standardised score
Working towards expected standard	70–93
Working at expected standard	94–116
Working at greater depth	117–130

Table 4.5: Key Stage 2 reading performance indicators (reviewed August 2022)

Performance indicator bands were most recently reviewed in August 2022, more information about the study can be found on our website.

Maths

Please note that the tables are indicative only. Other factors can influence a child's performance on any given day. Estimates must be viewed with some caution.

Performance indicator	Standardised score
Working towards expected standard	70–91
Working at expected standard	92–114
Working at greater depth	115–130

Table 4.4: Key Stage 1 mathematics performance indicators (reviewed August 2022)

Performance indicator	Standardised score
Working towards expected standard	70–91
Working at expected standard	92–113
Working at greater depth	114–130

Table 4.5: Key Stage 2 mathematics performance indicators (reviewed August 2022)

Performance indicator bands were most recently reviewed in August 2022, more information about the study can be found on our website.



It is important to note that the performance indicators above are a useful measure and guide for us to benchmark against other pupils nationally who take the NTS tests. However, these are not the same as national benchmarks outlined by the Government from Statutory Assessment Tests (SATs) which are as follows:

'The range of scaled scores available for each KS2 test is the same as set in 2016 and is intended to stay the same in future years.'

The lowest scaled score that can be awarded on a KS2 test is 80. The highest scaled score is 120.

Pupils scoring at least a scaled score of 100 will have met the expected standard in the test.

A pupil awarded a scaled score of 99 or less has not met the expected standard in the test.

To reach the higher standard, a pupil must achieve a scaled score of 110 or more in the reading and maths tests, and an outcome of 'working at greater depth' in the writing TA.'

Sources:

<https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851798/KS2_Revised_publication_text_2019_v3.pdf

Within EYFS, summative assessment takes place in the form of termly long observations. This captures 'a snapshot in time' of pupils' progress in relation to their development within each of the seven areas of learning and within the characteristics of effective learning.

Using information from summative tests as well as formative assessment, teaching staff are then able to record whether pupils are on track to achieve age-related expectations by the end of that academic year as well as greater depth. This is a 'live' document and is updated on a weekly basis where appropriate during PPA sessions following discussions with the year group teaching team. This information is then used as a basis for weigh in meetings, outlined below.

Pupils 'on-trackness' is recorded using the following codes:

Nursery Pupils	
1	Above chronological age
2	At chronological age
3	Below chronological age
Reception Pupils	
1	On track to reach a good level of development
2	On track to reach a good level of development with support
3	Not on track to reach a good level of development
Years 1-6	



1	Children who are securely on track to reach either the expected standard (EXS) or Greater Depth (GDS) by the end of the year through normal quality first teaching
2	Children who are likely to reach either EXS or GDS by the end of the year through normal quality first teaching and small amount of attention. As a guide, the teacher has at least 80% confidence in that outcomes
3	Children who have less but some chance of reaching either EXS or GDS by the end of the year but who will require considerable additional support beyond their classroom practice. As a minimum, confidence levels at the start of each term should be: 25%+ autumn term, 50%+ spring term and 75%+ summer term
4	Children who are not expected to reach EXS or GDS this year, or where confidence is below the levels set for a '3'. These children should have bespoke intervention, which will continue to improve their progress within that subject. It is likely that children who are scoring below 85 on standardised tests at the end of the summer term will start as a '4' in the next academic year.

The tracking document also includes important information regarding:

- Relevant information about the child, including protected characteristics, including FSM, SEND, EAL and Homegrown
- Prior data from the child (as appropriate) including Reception Baselines, Phonics and Key Stage One Assessments
- Targets generated by FFT based on prior assessment data
- Targets generated by staff according to prior assessment data and in-depth knowledge of the child
- Current 'on trackness' to achieve age-related expectations across the wider curriculum

Example of Primary Tracker Tracking Document

Name	Gender	FSM6	SEND	FFT TARG			TARG			REA		WRI		MAT		SPAG		RWM	
				REA	WRI	MAT	REA	WRI	MAT	RWM	EXP	GD	EXP	GD	EXP	GD	EXP	GD	
	F	N	N	EXS+	EXS	EXS	EXS ▾	EXS ▾	EXS ▾	EXS	3 ▾	4 ▾	2 ▾	4 ▾	3 ▾	4 ▾	3 ▾	4	
	F	Y	K	EXS+	EXS+	EXS+	GDS ▾	GDS ▾	EXS ▾	EXS	3 ▾	4 ▾	3 ▾	4 ▾	2 ▾	4 ▾	3 ▾	4	
	M	N	N	EXS+	EXS+	EXS+	EXS ▾	EXS ▾	GDS ▾	EXS	2 ▾	4 ▾	3 ▾	4 ▾	2 ▾	4 ▾	2 ▾	4	
	M	Y	N	GDS	GDS+	GDS+	GDS ▾	GDS ▾	GDS ▾	GDS	1 ▾	1 ▾	1 ▾	1 ▾	1 ▾	1 ▾	1 ▾	1	
	F	Y	K	EXS-	EXS-	EXS-	EXS ▾	EXS ▾	EXS ▾	EXS	3 ▾	4 ▾	3 ▾	4 ▾	3 ▾	4 ▾	3 ▾	4	
	F	Y	N	EXS+	EXS+	EXS+	GDS ▾	GDS ▾	EXS ▾	EXS	1 ▾	3 ▾	1 ▾	4 ▾	2 ▾	4 ▾	1 ▾	2	
	F	N	N	EXS+	EXS+	EXS+	GDS ▾	GDS ▾	GDS ▾	GDS	3 ▾	4 ▾	2 ▾	4 ▾	3 ▾	4 ▾	3 ▾	4	
	M	N	N	GDS	GDS	GDS+	GDS ▾	GDS ▾	GDS ▾	GDS	1 ▾	1 ▾	1 ▾	1 ▾	1 ▾	1 ▾	1 ▾	1	
	F	N	N	EXS+	EXS+	EXS+	GDS ▾	GDS ▾	EXS ▾	EXS	1 ▾	3 ▾	1 ▾	4 ▾	2 ▾	4 ▾	2 ▾	4	
	F	N	K	EXS+	EXS+	EXS+	GDS ▾	GDS ▾	EXS ▾	EXS	1 ▾	3 ▾	1 ▾	4 ▾	2 ▾	4 ▾	2 ▾	4	
Gender	FSM6	SEND	FFT TARG			TARG			REA		WRI		MAT		SPAG		RWM		
	F	N	K	EXS-	EXS-	EXS-	EXS ▾	EXS ▾	EXS ▾	EXS	4 ▾	4 ▾	3 ▾	4 ▾	4 ▾	4 ▾	4 ▾	4	
	M	Y	N	EXS+	EXS+	EXS+	GDS ▾	GDS ▾	GDS ▾	GDS	2 ▾	4 ▾	1 ▾	4 ▾	1 ▾	3 ▾	2 ▾	2	
	F	N	K	EXS+	EXS+	EXS+	GDS ▾	GDS ▾	EXS ▾	EXS	1 ▾	2 ▾	2 ▾	4 ▾	1 ▾	3 ▾	2 ▾	2	



Crucially, summative assessment is used diagnostically to support next steps in teaching and learning considering what gaps pupils' may have in their learning (collectively or independently) and what steps need to be taken in order to eliminate such gaps in the form of adjusting the course of teaching or interventions which may need to take place. However, we know that summative assessment provides us with a 'snapshot in time' of pupils' learning and so this, in conjunction with formative assessment, is key to providing the most accurate picture of pupils' learning. Using this knowledge through regular dialogue and by asking professionally curious questions within teams and alongside SLT through data meetings (see Weigh Ins below), ensures that such next steps are able to be ascertained purposefully, together.

At Wyndham Spencer Academy, our Trust assessment timeline 2021-2022 (below) shows what summative assessment takes place over the course of the year. This robust and transparent system ensures staff are confident and accountable for

Primary Assessment Timetable



Autumn 2024

	Assessment	Optional?	Start	End	Data submission
September	Reception Baseline Assessment	No	05/09/2024	Within first 6 weeks of F2 entering school	Baseline is completed on ePortal and uploaded automatically. Complete 'Attainment on Entry' Primary Tracker by 27/10/24
	09/09 July 2024 Data Position Statement - to include all key assessments				
	Y6 2019 SATs (baseline)	No	30/09/2024	04/10/2024	14/10/2024 - update SATs Benchmark with baseline scores
	14/10 SATs benchmarking distributed				
October	AP1 – all year groups	No		25/10/2024 (Notts 18/10/2024)	End of half term – update EYFS & RWM on Primary Tracker
	11/11 AP1 Data Position Statement – EYFS, RWM year 2 / year 3 / year 6				
November	Y4 MTC Practice	No	18/11/2024	29/11/2024	Results uploaded to Primary Tracker
	Y1 & Y2 phonics baseline (use 2023 PSC)	No	18/11/2024	29/11/2024	Complete 'Baseline Phonics Check' and update 'On track to pass phonics' on Primary Tracker
	Moderation: Year 2 27/11 and Year 6 29/11				
December	Y3 - Y5 Standardised Summative Assessments (schools to choose which tests they use) <i>Year 2 – use 2023 SATs (both maths paper and Reading paper 1)</i>	No (apart from Y1)	02/12/2024	06/12/2024	20/12/2023 - add scores to Primary Tracker <i>No standardised scores needed from year 2 reading</i>
	Y6 2022 SATs	No	09/12/2024	13/12/2024	20/12/2024 - add scores to SATs Benchmark on Primary Tracker
	AP2 – all year groups	No		20/12/24	End of term – update EYFS & RWM on Primary Tracker including foundation subjects and phonics

assessments which take place over the course of the year.

Assessment Timeline 2024-2025





Primary Assessment Timetable

Spring 2025

	Assessment	Optional?	Start	End	Data submission
January	6/01 KS2 SATS Benchmarking distributed 13/01 AP2 Data Position Statement distributed – EYFS , Phonics, MTC, Year 2, Year 6 Data Analysis network – Reading 15/01 and Maths 22/01				
February	Y6 2023 SATs	Yes	03/02/2025	07/02/2025	13/02/2025 - add scores to SATs Benchmark on Primary Tracker
	AP3 – all year groups	No		13/02/2025	End of half term – update EYFS & RWM on Primary Tracker
Feb/ Mar	24/02 KS2 Benchmarking distributed 3/03 AP3 Data Position Statement – EYFS, Year 2, Year 3, Year 6				
March	Y4 MTC Practice	No	03/03/2025	14/03/2025	Results uploaded to Primary Tracker
	Y1 & Y2 phonics progress check (use 2024 PSC)	No	03/03/2025	14/03/2025	28/03/2025 – update 'Phonics Spring' column on Primary Tracker
	Y1 - Y5 Standardised Summative Assessments (schools to choose tests) Year 2 – Use 2024 SATS (All reading/ maths papers)	No (apart from Y1)	17/03/2025	21/03/2025	28/03/2025 – add scores to Primary Tracker
	Moderation: Year 6 20/03, Year 2 21/03 and EYFS 25/03				
	Y6 2024 SATs	No	24/03/2025	28/03/2025	04/04/2025 – add scores to SATs Benchmark on Primary Tracker
	31/03 KS1 SATS Benchmarking distributed Data Analysis network – Reading and Maths 02/04				
	AP4 – all year groups	No		04/04/2025	End of term – update EYFS & RWM on Primary Tracker including foundation subjects and phonics

Primary Assessment Timetable

Summer 2025

	Assessment	Optional?	Start	End	Data submission
April	22/04 KS2 SATS Benchmarking distributed. 29/04 AP4 Data Position Statement - EYFS , Phonics, MTC, Year 2, Year 6				
May	Y6 – KS2 SATs	No	12/05/2025	15/05/2025	N/A – externally marked
	Moderation: EYFS 20/05, Year 6 21/05 and Year 2 23/05				
	AP5 – all year groups			23/05/2025	End of half term – update EYFS & RWM on Primary Tracker
June	09/06 AP5 Data Position Statement EYFS, Year 2, Year 5, Year 6				
	Y4 Multiplication Check	No	02/06/2025	13/06/2025	Results uploaded to Primary Tracker by 20/06/2025
	Y1 & Y2 Phonics Screening Check (use 2025 PSC)	No	09/06/2025	13/06/2025 – absent pupils can be tested WC 16/06/2025	Submit to LA and update Primary Tracker by 27/06/2025 Check the dates with your LA
	Y2 – KS1 SATs Use these to <i>SUPPORT</i> Teacher Assessment	No	16/06/2025	04/07/2025	Update Primary Tracker and enter results into FFT – Date TBC
July	Y1, Y3, Y4 & Y5 Standardised Summative Assessments	No	30/06/2025	04/07/2025	11/07/2025 - update Primary Tracker
	FFT early report submissions	No	June	Mid July	TBC
	AP6 – all year groups	No		11/07/2025	End of year - finalise all data for all year groups. Ensure children are a 1 or a 4 for RWM.
	14/07 KS1 SATS benchmarking distributed and KS2 results shared 21/07 – Key Data distributed.				



Pupil Progress Meets

In order to ensure pupils' progress is tracked frequently and purposefully, we hold half-termly Pupil Progress Meets – Pause then Play. This is facilitated by our Senior Vice Principal. We use our Primary Tracker to monitor data and put in place interventions based on areas of need in addition to sharing evidence of progress. Data Drill Downs also take place bi-weekly during Tuesday morning briefings for year group teams to come together to reflect on progress.

Pupil Progress Meets: A Snapshot Across the Term

Outstanding Outcomes Overview

 Pupil Progress Meeting: Target setting  Pupil Progress Meetings are held termly with year group staff and SLT. A priority area of focus is strategically agreed for the term based on a specific subject area and vulnerable group where it is deemed that pupils are at risk of falling behind. Specific children are identified who are not currently on track to make at least expected progress in line with their start points from attainment data from the previous year and/or Key Stage using the Pupil Progress Tracker and Primary Tracker documents. Targets are set within the meeting, enabling children to make progress over a period of time with specific support.	 Pupil Progress Meeting: Child-centred dialogue  The meeting is wholly focussed on children and their individual needs to support accelerated progress in the priority area of focus. As staff know children so well, it is important that all team members have a voice and professional dialogue to share what refinements need to be made to support the child to unlock their potential. Changes and refinements to current strategies are recorded as actions with clear timelines. These may link to: -Curriculum -Pedagogy -Interventions -Operations	 Data Drill Downs: Measurable actions  Data Drill Downs take place bi-weekly during Tuesday briefings, led by year group staff and attended by SLT. The culture is of high challenge, high support so staff can work together to secure the very best outcomes for our children. Changes and refinements to practice set in the Pupil Progress meeting are reviewed and recorded in addition to individual pupil progress, informed by data and evidence such as books. Next steps and strategic actions are agreed ready for the next bi-weekly cycle.	 Data Drill Downs: Evidencing Impact  During the Data Drill Down, it is important that all staff come prepared with evidence to show impact of refinements made to individual children so progress can be documented, best practice shared and next steps identified. Evidence brought to the meeting is recorded and uploaded to Teams and may include: -WCM folder -Pupil books -Pupil voice -Other assessment data e.g. LBQ/Boxset reviews	 Mid-term Review: Analysing data and impact  Half-termly, a review is held with each year group and SLT. These reflect on progress made from the priority area and individual focus children using data from the Primary Tracker - are more children now on track for ARE? These add rigour to the process to ensure priorities remain buoyant with all staff and appropriate to the area of need. All staff come prepared with evidence and data to demonstrate progress made in order to determine next steps for the following half term and whether the priority area needs to remain the same or tweaked. If strategies have had little impact, they may need to be reviewed and changed accordingly.	 Pupil Progress Meeting: Measuring Impact  Termly, the Pupil Progress Meeting cycle begins again. The start of meetings is about celebrating successes for our children and measuring impact from actions taken from the previous priority area and identified children - how much change has occurred in pupils' outcomes, attitudes and overall progress from changes to strategies? Year group staff bring further evidence and data to show this in addition to a VP bringing pupil voice to demonstrate pupil attitudes. Next steps are agreed (e.g. if interventions are continuing) before strategically setting a new priority focus area.
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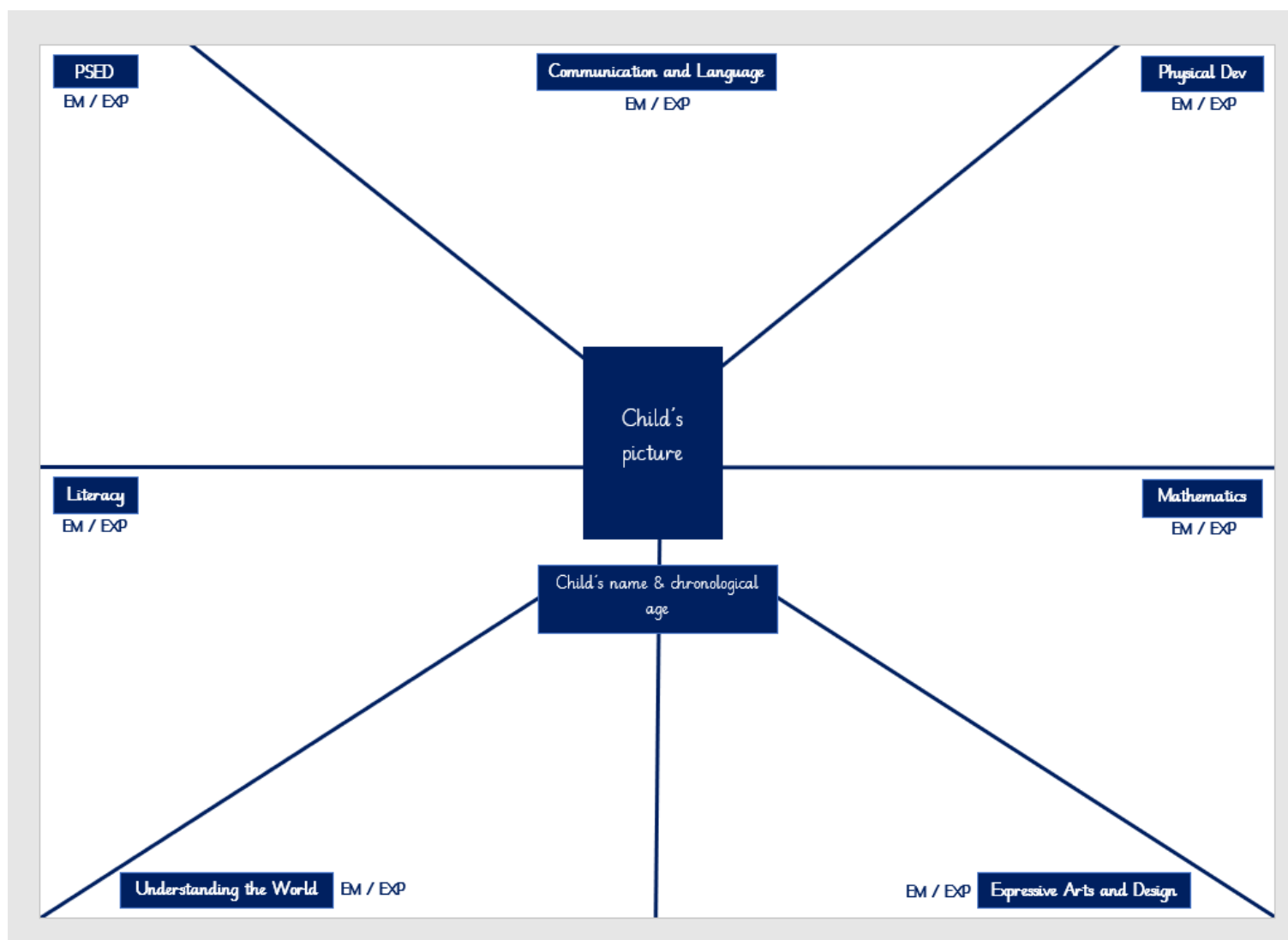
This forensic approach enables us to swiftly identify key areas of need so that our pupils are able to 'keep up, not catch up'.



Assessment in the EYFS

In the EYFS, we recognise the very important role assessment plays in helping our parents, carers and practitioners to recognise our children's progress, understand their needs, and plan activities that will support them to make exceptional progress in their learning and development. We look to shape teaching and learning experiences for each of our children based on our day-to-day observations and those of our parents and carers, which are shared with us using children's individual Class Dojo Portfolios.

We are forensic in identifying children's specific barriers to accessing our broad, balanced and ambitious curriculum and record these (below) so that they can be shared and discussed during practitioner team meetings. We are able to confidently identify these barriers because all practitioners understand the stages of learning and development and use the observational checkpoints within Development Matters (2021) to strengthen their understanding.





During team meetings, we explore how we can best support the removal of these barriers using the expertise in our team and plan specific activities to aid this.

The Early Learning Goals (ELGs) are used to understand the level of development our children should be expected to have attained by the end of the EYFS. They are used at the end of the EYFS to support practitioners to make a holistic, best-fit judgement about whether an individual child is at the expected level of development or not and as a result, whether they are ready for Year 1. To make this judgement, practitioners draw on their knowledge of their key children and their own expert, professional judgement. For more detailed information on assessment in the EYFS, please refer to our EYFS policy.

Statutory Assessments

At the end of specified year groups and Key Stages, pupils are required to take part in statutory assessments, as outlined by the Department for Education. These are administered by teachers in school and outcomes reported to parents. Statutory assessments and dates for 2024-2025 are outlined below:

What?	Who?	When?
Reception Baseline	All Reception pupils	Completed for each child in the first six weeks after they enter reception
Early Years Foundation Stage Profile Assessment	All Reception Pupils	Between April and June
Key Stage 1 tests (optional)	All Year 2 pupils	May 2025
Phonics Screening Check	All Year 1 pupil	9 th June – 13 th June 2025
Multiplication Tables Check	All Year 4 pupils	Monday 2 nd June – 20 th June 2025
Key Stage 2 tests	All Year 6 pupils	Monday 12 th May – Thursday 15 th May 2025

Assessment for children working below the overall standard of National Curriculum assessments

Children who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study, are assessed using the Pre-key stage standards. Teachers use these standards to make statutory teacher assessment judgements at the end of key stage 1 or Key Stage 2.



Pre-Key Stage 1: Teacher Assessment Framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903457/2021_Pre-key_stage_1 -
_pupils working below the national curriculum assessment standard PDFA.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903457/2021_Pre-key_stage_1_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf)

Pre-Key Stage 2: Teacher Assessment Framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903553/2021_Pre-key_stage_2 -
_pupils working below the national curriculum assessment standard PDFA.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903553/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf)

Children working below the Pre-Key Stage Standards are assessed using the Engagement Model. The Engagement Model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of National Curriculum assessments and not engaged in subject-specific study. Teachers use the Engagement Model to assess pupils working below the standard of the National Curriculum assessments and not engaged in subject-specific study at Key Stage 1 and Key Stage 2.

The Engagement Model

How will pupils be assessed?

The engagement model has 5 areas of engagement:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.



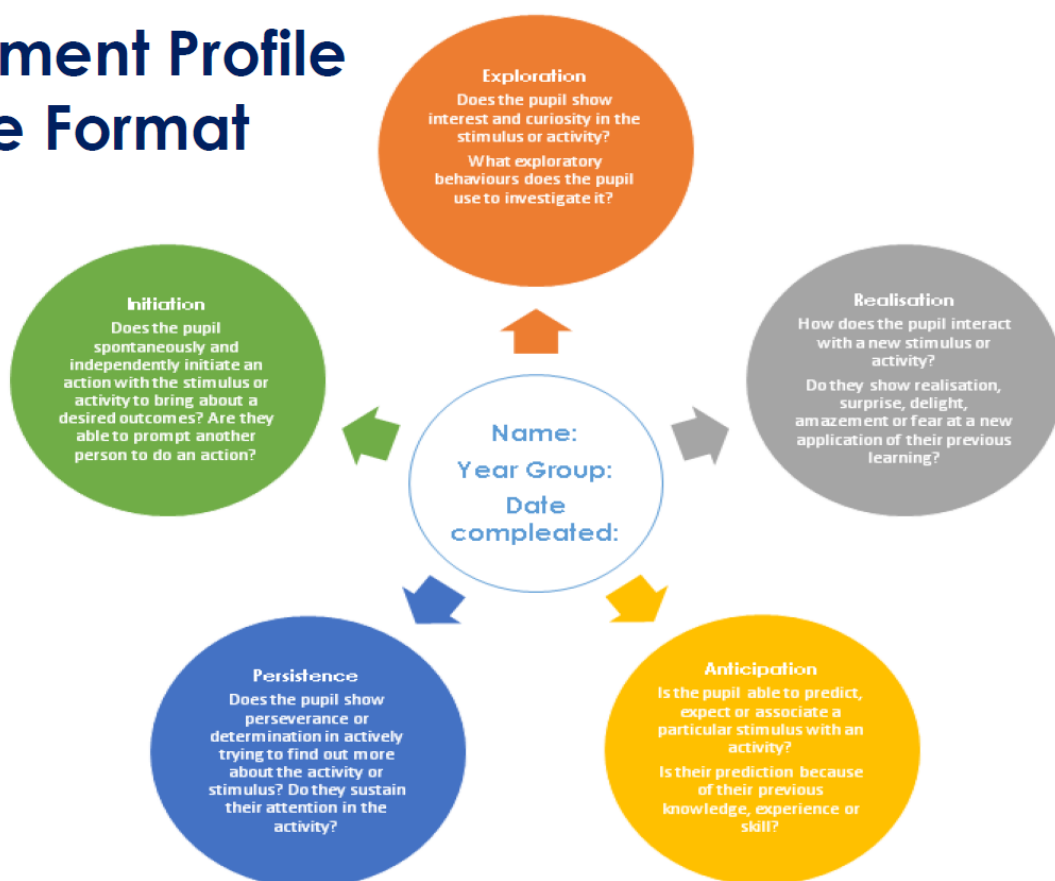
Reporting to Parents

We know that parental involvement in pupils' learning and the quality of the home learning environment are directly linked to pupils' academic outcomes across all ages. Reporting children's progress to pupils is therefore integral to supporting this progress and, in particular, ways that parents can support and develop their child's learning further at home (EEF, *Parental Engagement Guidance Report*, 2021). This includes informing parents of where children are in relation to age-related expectations, areas of strength and next steps. We do this in a range of ways both formally and informally. These include:

Formally:

- Parents' evenings termly – sharing books and assessments in line with age-related expectations, areas of strength and next steps
- Annual reports – sharing assessments and end of year judgements in line with age-related expectations, areas of strength and next steps

Engagement Profile Example Format



- IP reviews bi-annually/EHCP annual reviews (SEND pupils) – sharing books, assessments in line with age-related expectations, areas of strength and next steps
- 'Remarkable Moments' recorded and shared with parents on Class Dojo portfolio as appropriate – photograph and short summary explaining progress child has made with a particular target (EYFS)



Informally:

- Parent phone calls
- Class Dojo
- Face to face conversations

Annual End of Year Reports

End of year reports are used to share and celebrate pupils' academic attainment with parents as well as their wider outcomes (see below). These include:

- **Years 1 – 6** outlines where pupils are attaining, in line with age-related expectations for all curriculum areas, including an area of strength and a target (for SEND pupils or those working below, the year group they are working at is shared to show progress from their starting points)
- **Years 1-6** outlines the subject content taught across the year for foundation subjects for all pupils
- **For EYFS pupils**, pupils' attainment in the Key Areas of Learning and Development is shared, stating if pupils are emerging or expected within each area of learning
- **In EYFS**, the Characteristics of Effective Learning are shared and whether each child has achieved them
- **All pupils** attendance is reported
- **All pupils** punctuality is reported
- **All pupils** have 3 Wyndham values outlined which they have particularly embodied throughout the year
- **All pupils** receive a recorded message by their class teacher, explaining why they are GREAT

Reports are then also shared with the year group team each child is moving into to support the transition process so each staff member understands pupils' areas of strength and targets. Page 3, 'Attainment in Core Subjects', is also stuck into children's Boxset Books during Autumn 1 to keep targets buoyant with staff and pupils.



End of Year Report Proforma Example – Years 1 - 6

End of Year Report

July 2022



Name:

Year:

As we approach the end of the academic year, I am pleased to share with you your child's annual report for 2021-2022. This gives an overview of your child's achievements this year, as well as some indications for their progress in the year ahead. I hope that you find its contents informative, and that you enjoy the opportunity to celebrate the progress your child has made.

If you would like to discuss the report further, please contact me via Class Dojo and I will be more than happy to arrange a discussion with you.

Signed:

Miss Ryan

Class Teacher

Miss Ryan
Principal

ALONE
WE CAN DO
SO LITTLE:
TOGETHER
WE CAN DO
SO MUCH.

Klaus Keller

PUPIL has been a GREAT Wyndham pupil in our class because....

(Scan me for a personalised message from
TEACHER'S NAME).

Attendance

Attendance and punctuality is really important to your child's academic progress as well as other benefits including social interactions with their peers and positive impact upon their mental health and well-being. Which GREAT habits can you continue and improve when you start in your next year group?

	GREAT 97%+	Not GREAT yet... 90%-96.9%	This needs improvement Below 90%
Attendance			
Punctuality			

Demonstrating our Wyndham Values

At Wyndham, we have been living and learning using our core values. Each month, we have focused on a value, its importance in everyday life and worked really hard to try and demonstrate it.

The Wyndham Values your child has excelled at the most this year are:

- 1.
- 2.
- 3.



Attainment in Core Subjects

(Insert for children working below in any area) Your child is currently working below their year group objectives **(in some subjects)** but below celebrates the progress they have made from their individual starting points.

The table below shows the attainment your child is on track to achieve within their year group expectations, a What Went Well (WWW) and a developmental target for next year.

Subject	Year group working in	Greater Depth	Expected	Working Towards
Reading WWW:	Year X			
Target/next step:				
Writing WWW	Year X			
Target/next step:				
Maths WWW	Year X			
Target/next step:				
Science WWW	Year X			
Target/next step:				

Greater Depth – Pupils working beyond the standard expected for their year group.

Expected - Pupils who are working at the standard expected for their year group.

Working Towards - Pupils working at the appropriate age curriculum, but who have not yet secured all the expected learning for their year group.

Year 6 WONDER Curriculum

Foundation Subjects

Subject	What have we learnt about?	Attainment
Computing		
Engineering		
Art		
RE		
PE		
PSHE		
Music		
History		
Geography		
French		

Appendix 1 – Appropriately Timed Feedback EEF Guidance Report, *Teacher Feedback to Improve Pupil Learning*, 2021, p.20

The task ⁴¹	The pupil	The class
 The timing of feedback may need to be adjusted depending on the task that pupils are undertaking. Some tasks may give feedback themselves so immediate feedback may not be necessary. For instance, mistakes may arise quickly and obviously in music or art if a pupil can clearly hear or see an error arising. The same may be true for PE, where a pupil attempts an exercise and quickly sees that it doesn't achieve the required results. Missteps may also become self-evident in maths or science if upon completing a task, a pupil has not produced the answer they expected. The specific task itself may also have been designed to give immediate feedback—for example, a computer-aided quiz that informs pupils of right or wrong answers. Or perhaps the teacher has revealed answers in advance and has asked pupils to show their workings to get there. In these instances, a teacher will not need to provide immediate feedback as the task itself provides it. However, other tasks may not reveal errors, gaps in knowledge, or misconceptions so swiftly: when writing an essay or conducting a science practical, for example, students may be less likely to recognise the source of their errors early on. Failure to correct these could lead to these misconceptions enduring and hampering later understanding so teachers may opt to intervene earlier.	 Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback.⁴² A teacher can monitor pupils' progress in tasks, assessing which pupils may be struggling unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well. Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to learn and get to the answer themselves.⁴³ A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback,⁴⁴ varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress. As Dylan Wiliam explains: <i>'Most teachers have had the experience of giving a student a new task only for the student to ask for help immediately. When the teacher asks, "What can't you do?" a common reply is, "I can't do any of it." In such circumstances, the student's reaction may stem from anxiety about the unfamiliar nature of the task and it is often possible to support the student by saying something like, "Copy out that table, and I'll be back in five minutes to help you fill it in." This is usually all the support the student needs. Copying out the table forces the student to look in detail at how the table is laid out and this busy-work can provide time for the student to make sense of the task itself.'</i>⁴⁵	 Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. For example: • When teaching the positioning of numbers on a marked number line, a Year 1 teacher realises that many children do not understand the model sufficiently and are confused about why numbers are placed on marks rather than in intervals. • Following a reading of <i>Romeo and Juliet</i> and setting a task for pupils, a Year 8 English teacher realises that many pupils are confusing which characters belong to the Capulets and which to the Montague family. • When teaching GCSE geography, the teacher notes that half the class have misunderstood the definition of 'low income', 'medium income' and 'high income' countries. Teachers often catch these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.

Appendix 2 – Seven-Step Model for Teaching Metacognitive Strategies, EEF Guidance Report, *Metacognition and Self-Regulated Learning*, 2018, p.14

How should teachers teach metacognitive strategies?

While there may be some benefit to introducing pupils to the general importance of planning, monitoring, and evaluating, the particular strategies are often quite subject- or task-specific, and the evidence suggests that they are best taught through subject content.

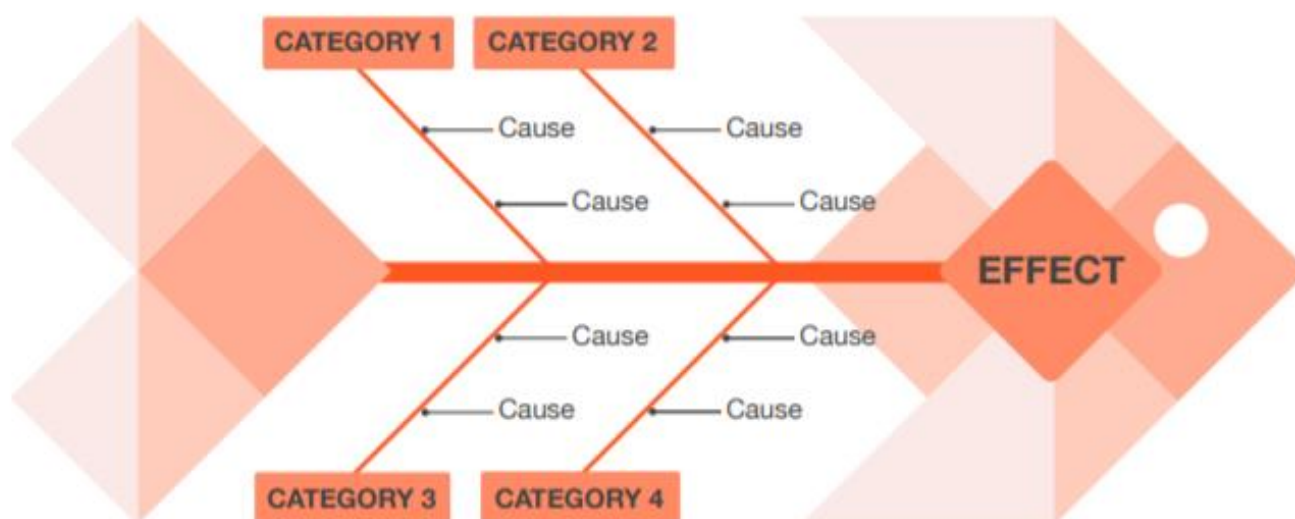
The following seven-step model for explicitly teaching metacognitive strategies can be applied to learning different subject content at different phases and ages. It involves:

1. **Activating prior knowledge;**
2. **Explicit strategy instruction;**
3. **Modelling of learned strategy;**
4. **Memorisation of strategy;**
5. **Guided practice;**
6. **Independent practice; and**
7. **Structured reflection.**

Let's consider a worked example of the seven-step model. Graphic organisers can function successfully in many different ways, such as an effective note-taking strategy in science¹⁴ or as a planning tool in history. In a Year 9 history lesson, pupils are exploring the causes of World War One. To cohere the complex subject knowledge into a planning tool that organises their ideas, the teacher introduces a *fishbone diagram* (a commonly used graphic organiser):

1. **Activating prior knowledge.** The teacher discusses with pupils the different causes that led to World War One while making notes on the whiteboard.
2. **Explicit strategy instruction.** The teacher then explains how the fishbone diagram will help organise their ideas, with the emphasis on the cognitive strategy of using a 'cause and effect model' in history that will help them to organise and plan a better written response.
3. **Modelling of learned strategy.** The teacher uses the initial notes on the causes of the war to model one part of the fishbone diagram.
4. **Memorisation of learned strategy.** The teacher tests if pupils have understood and memorised the key aspects of the fishbone strategy, and its main purpose, through questions and discussion.
5. **Guided practice.** The teacher models one further fishbone cause with the whole group, with pupils verbally contributing their ideas.
6. **Independent practice.** Pupils complete their own fishbone diagram analysis.
7. **Structured reflection.** The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.

This approach allows the teacher to develop solid knowledge and understanding which then forms the basis of increasingly independent practice as the teacher changes their guidance and gradually withdraws the scaffolding.





Appendix 3 – What Might the Content of Effective Feedback Look Like in the Classroom?, *Teacher Feedback to Improve Pupil Learning*, 2021, p.20

p.22

	Feedback more likely to move learning forward			Less likely
	Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as 'rebellion' or 'Iceni tribe'.'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'



Appendix 4 – ‘Metacognitive Talk’, *Teaching Walkthrus: Five-Step Guides to Instructional Coaching*, Tom Sherrington and Oliver Caviglioli, 2020

METACOGNITIVE TALK

1 2 3 4 5



SET A PROBLEM AND EXPLORE IT



WHAT DO WE ALREADY KNOW?



WHERE DO WE START?



MAKE A PLAN AND MONITOR



HAVE WE BEEN SUCCESSFUL?



- There is evidence successful students also have good metacognitive abilities.
- They are able to plan, monitor and evaluate their progress through a task; to think strategically about how to go about solving a problem and to articulate their thought processes.
- Teachers can support students in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons.

Appendix 5 – ‘Whole-Class Feedback’, *Teaching Walkthrus: Five-Step Guides to Instructional Coaching*, Tom Sherrington and Oliver Caviglioli, 2020

WHOLE-CLASS FEEDBACK

1 2 3 4 5



READ THROUGH STUDENTS' WORK



NOTE THE STRENGTHS



NOTE AREAS FOR IMPROVEMENT



GIVE THE FEEDBACK



GIVE IMPROVEMENT TIME



- As part of a diet of feedback, this technique is an excellent way to give students timely, detailed formative feedback whilst minimising teacher workload.
- It replaces writing individual comments in books with feedback given to the class as a whole.
- This allows the teacher to engage with the details of the work students produce rapidly, to inform a short, effective feedback and improvement cycle.



WHOLE-CLASS FEEDBACK

1 2 3 4 5



READ THROUGH STUDENTS' WORK

After collecting in a set of books, read through them, focusing on specific recent pieces of work.

It's important that this happens before the next time you will see the students so it forms part of the flow of ideas in your teaching. Ideally read all the books but, if time is pressing, a sample can be sufficient.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

WHOLE-CLASS FEEDBACK

1 2 3 4 5



NOTE THE STRENGTHS

Identify common areas of strength; when reporting back to students, it will help to stress the things that are being done well so that they are reinforced as well as serving as a prompt to the few students not yet doing them.

Identify specific examples of excellent work with the intention of showcasing them as models.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T



WHOLE-CLASS FEEDBACK

1 2 3 4 5



NOTE AREAS FOR IMPROVEMENT

Reading through, make a manageable list of common misconceptions, spelling errors, technical errors and any other areas for improvement.

As the feedback will be public, don't attach errors to individuals.

Note students who you might need to speak to individually because of specific issues.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A | D | A | P | T

WHOLE-CLASS FEEDBACK

1 2 3 4 5



GIVE THE FEEDBACK

The next lesson, give the work back and present the feedback to the whole class, running over the strengths and areas for improvement.

Use a one-slide presentation or a visualiser to show your notes.

Highlight examples of excellence using a visualiser or other appropriate showcase method.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A | D | A | P | T



WHOLE-CLASS FEEDBACK

1 2 3 4 5



GIVE IMPROVEMENT TIME

After the feedback, give students time to make immediate improvements.

They need to identify where in their work common errors occur and where they have improvements to make in line with the feedback.

This makes them think hard about the quality of their work, fostering a stronger understanding of standards.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T