Assessment and Feedback Policy

LEARNING AND FLOURISHING TOGETHER

PROUD TO BE PART OF PDET

Peterborough Hub

"The biggest improvements in students learning happen when teachers use assessment minute-by-minute and day-by-day as part of regular teaching."

Dylan William (2017)

Purpose of Assessment

"A really important principle of assessment is to always be clear about purpose."
Christodoulou (2017)

Assessment and feedback play a vital role in shaping effective teaching and learning. They help to inform teaching sequences, planning and next steps, ensuring that instruction remains purposeful and responsive. According to Black and Wiliam (1998), "Assessment becomes formative when the evidence is actually used to adapt the teaching work to meet the needs." This highlights how assessment should guide teachers in refining their lesson plans to maximise student progress.

Effective assessment allows teaching and tasks to be expertly matched to specific learning needs, providing targeted support and appropriate challenge. It helps to record pupils' knowledge, understanding and skills, forming a detailed picture of where each learner is in their journey. Through meaningful tracking and monitoring of performance, schools can measure both attainment and progress, enabling a deeper understanding of pupil development over time.

Assessment also allows schools to compare and benchmark school and pupil performance, supporting school improvement efforts and national accountability. It is key to identifying gaps in learning, including areas of underachievement and low attainment, which ensures that no learner is left behind. At the same time, it enables teachers to identify and celebrate areas of excellence, fostering motivation and recognising success.

A strong assessment system also facilitates personalised and incisive feedback, which is focused on specific and tangible objectives. Hattie and Timperley (2007) emphasise that "The most powerful single moderator that enhances achievement is feedback," especially when it is timely, relevant and actionable. This kind of feedback is crucial for guiding pupils on how to improve and reach their potential.

Finally, assessment provides the evidence needed to inform intervention strategies and report to pupils and parents. Clear, accurate reporting helps parents support their child's learning at home and strengthens the partnership between school and home. Ultimately, well-structured assessment and feedback systems are indispensable tools for raising achievement and ensuring that all pupils thrive.

Assessment Principles

In primary education, effective assessment principles guide how teachers gather and interpret information about student learning. These principles ensure assessment is purposeful, informative, and supportive of student growth. Key principles include validity, reliability, fairness, and practicality, as well as focusing on assessment for learning, providing constructive feedback, and involving students in the process.

- **Validity**
  Assessment should accurately measure what it's intended to assess. It should be relevant to the learning objectives and the curriculum. For example, a reading assessment should evaluate a student's reading comprehension, not their handwriting skills.

- **Reliability**
  Consistent results are crucial. If the same assessment were given multiple times, or by different teachers, the results should be similar.

- **Fairness**
  Assessment should be fair to all students, providing equal opportunities for demonstrating their learning. This means considering diverse learning styles and needs, and ensuring the assessment is accessible to all students.

- **Practicality**
  Assessments should be manageable for teachers and students, fitting within the time constraints and resources available.

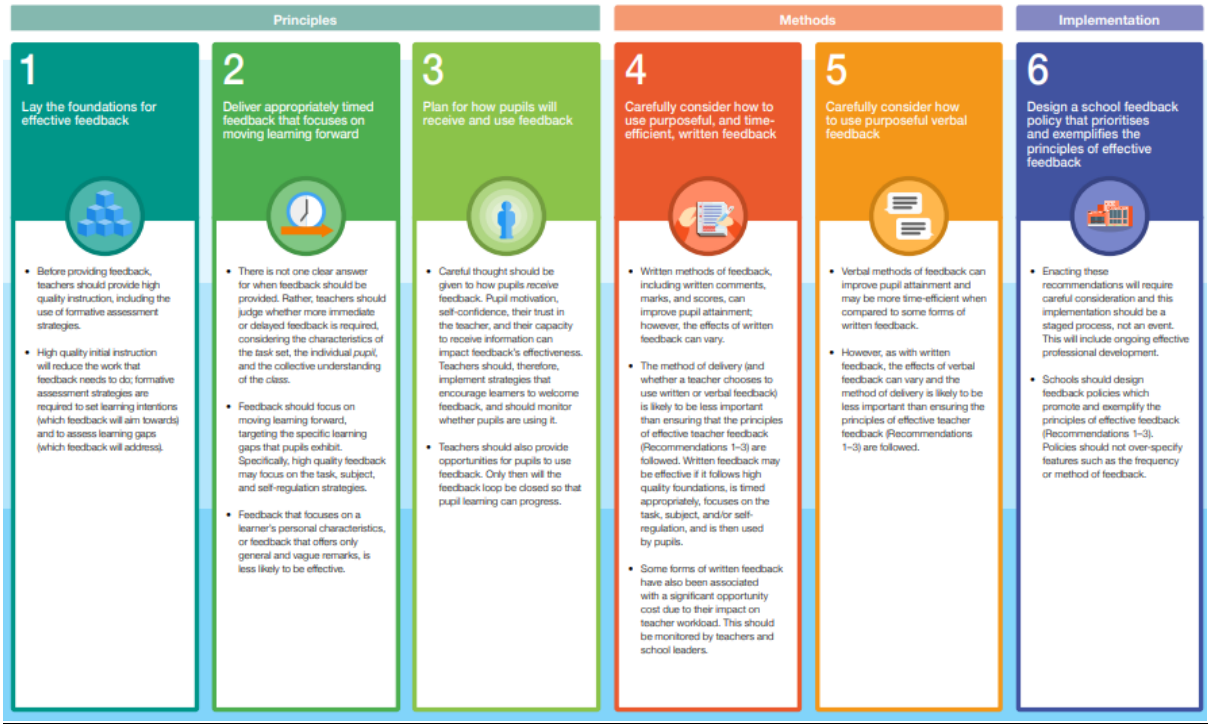
- **Assessment for Learning (Formative Assessment)**
  This focuses on using assessment to inform teaching and improve student learning. It involves ongoing feedback, identifying areas where students need support, and adjusting teaching strategies accordingly.

- **Feedback**
  Constructive feedback is essential. It should be specific, timely, and actionable, helping students understand their strengths and areas for improvement.

- **Student Involvement**
  Students should be active participants in the assessment process. This can involve self-assessment, peer assessment, and understanding the criteria for success.

- **Clarity**
  Learning goals and assessment criteria should be clear and understandable for both teachers and students.

EEF Guidelines: Teacher feedback to improve pupil learning



Principles (HITS)

1. Begin with strong teaching and formative assessment

Teachers should establish a solid foundation through high-quality instruction supported by formative assessment. This prepares the ground for feedback by helping set clear learning intentions and identifying gaps in understanding.

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2. Use feedback at the right moment and with purpose

Feedback must be timed to promote progress—whether it's immediate, delayed, or during instruction—based on student needs and task complexity. It should concentrate on shrinking the gap between pupils' current understanding and where they should be, rather than on vague praise or personal traits.

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3. Ensure students receive and respond to feedback

Feedback alone isn't sufficient. Teachers must plan how it's delivered, ensuring pupils understand, are motivated by it, and have the opportunity to act on it. Factors like confidence, trust, and working memory need consideration; pupils should be explicitly taught how to use feedback and given time to respond. This can be evidenced in pupils' books through strategies such as three-word marking and the use of a different coloured pen for pupil responses.

High Impact Teaching Strategies (HITS)

Our 'High Impact Teaching Strategies (HITS)' are grounded in the evidence-based framework of Rosenshine's Ten Principles of Instruction. These principles guide and inform our approach to high-quality teaching and learning across the trust. They are considered "high impact" because they focus on what research shows has the greatest effect on student understanding and progress.

Rosenshine's principles bring together insights from three powerful areas of educational research:

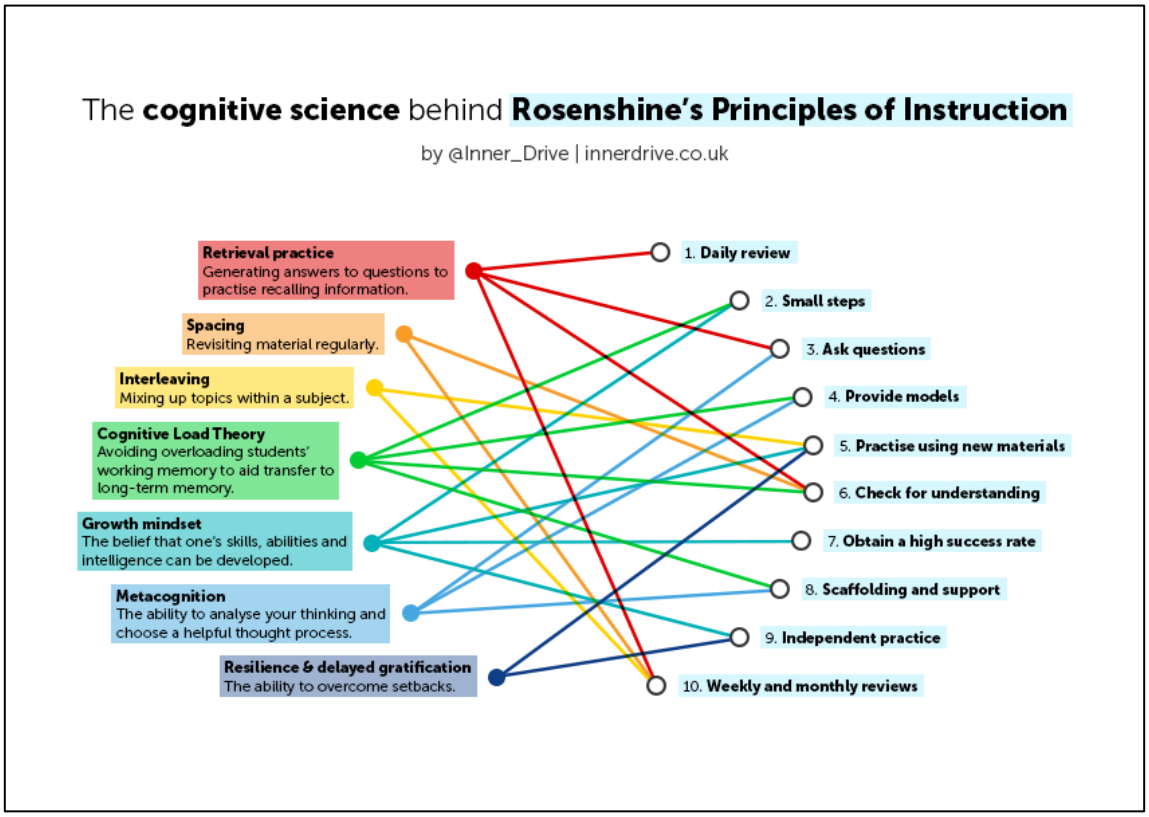
1. Cognitive Science – how the brain processes, stores, and retrieves information.
2. Classroom Practice – what expert teachers consistently do to achieve strong pupil outcomes.
3. Cognitive Support – how instructional techniques can reduce cognitive load, making it easier for students to learn complex ideas.

These areas complement each other by offering a well-rounded understanding of what helps pupils learn best. For example, cognitive science explains *how* students acquire new information, highlighting the importance of retrieval practice and spaced repetition. Classroom practice offers insight into *what great teachers do*, such as effective modelling and regular checking for understanding. Cognitive support focuses on *how to help pupils tackle difficult content*, such as by breaking learning into manageable steps and providing scaffolding.

Together, these research strands shape HITS to include the following strategies (please see further on for further breakdown of the first 4 HITS)

1. **Reviewing prior learning to strengthen memory**
2. **Questioning**
3. **Feedback – checking for understanding and providing opportunities to improve**
4. **Review learning – weekly and monthly**
5. Presenting new material in small steps
6. Providing models and worked examples
7. Guiding practice
8. Independent practice
9. Ensuring high success rates
10. Scaffolding difficult tasks

By implementing HITS in line with Rosenshine's framework, we ensure that teaching is explicit, systematic, and responsive, meeting the needs of all learners, especially when engaging with challenging material. These strategies not only support knowledge retention and skill development but also promote greater independence and resilience in learners over time.



Methods

4. Choose written feedback methods that balance impact with workload

Different forms of written feedback—live marking, coded symbols, or encouraging pupils to self-edit—can be effective. But extensive written comments can be time-consuming. Schools should use methods that are impactful yet sustainable for teachers.

While there is limited evidence identifying the most effective forms of written feedback, the Education Endowment Foundation (2021c) recommends several strategies that aim to maximise impact while managing workload:

- **Live marking** involves giving immediate written feedback to individuals or groups, often using tools like a visualiser to demonstrate good examples to the whole class.
- **Coded marking** uses pre-agreed symbols to indicate areas for improvement, enabling teachers to deliver consistent, meaningful feedback quickly.
- **'Thinking like the teacher'** encourages pupils to assess and edit their own work before receiving teacher input, fostering independence and ownership of learning.
- **Traditional written feedback** can be valuable when used to provide feedback on the task, subject content, or self-regulation strategies. However, it is important to avoid overuse and to allow students time to engage with and respond to feedback.

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5. Use verbal feedback deliberately and effectively

Verbal feedback can be more efficient, especially when it aligns with learning goals, is supported by success criteria, and prompts students to record "action points." Examples might include modelling answers with a visualiser or offering recorded audio/video feedback.

Research from Velda Elliott et al. (2020) notes that verbal feedback is universally seen as a vital and consistent element of teaching and learning across schools. To be effective, feedback—whether verbal or written—must be timely, accurate, and clearly communicated. It should also provide specific steps for improvement, and teachers must use professional judgment to determine which form of feedback will be most effective for a particular context or learner. Purposefulness and time efficiency are crucial, particularly given the pressures on teacher workload.

Verbal feedback, is often more time-efficient and, when used purposefully, and can be just as effective as written approaches. The EEF (2021c) identifies several types of verbal feedback that help drive learning forward:

- **Feedback linked to learning intentions**, supported by clear success criteria or checklists, ensures that pupils understand expectations and targets.
- **Action Points**, where students note down key next steps from verbal discussions, can make feedback more memorable and actionable.
- **Modelled answers** during verbal feedback, whether on a whiteboard or using a visualiser, help pupils grasp expectations more concretely.
- **Audio or video recordings** of feedback allow learners to revisit and reflect on guidance, supporting deeper understanding and retention.

As Wiliam (2018) states, "The important point is that the feedback is focused, is more work for the recipient than the donor, and causes thinking rather than an emotional reaction." Effective feedback, therefore, should prompt reflection and challenge pupils to take ownership of their learning, rather than simply reacting passively.

Implementation

6. Develop feedback policies guided by principles, not prescription

Leadership should craft feedback policies that embody these principles rather than imposing rigid formats. Implementing feedback improvements should be gradual, supported by professional development, and mindful of workload constraints. Clear communication with teachers, pupils, and parents is essential.

Developing effective feedback policies requires thoughtful planning from school and executive leaders, with a focus on ensuring that all feedback strategies help move learning forward. As Hattie and Timperley (2007) highlight, strong instructional teaching is the foundation upon which impactful feedback is built. Without high-quality teaching, feedback alone is unlikely to result in meaningful progress.

When designing a school-wide feedback policy, it is essential to focus on principles over prescriptions. Policies should emphasize foundational elements: high-quality initial teaching, formative assessment, and adaptive instruction—these set the stage for feedback that truly advances learning. Instead of rigid rules around pen colours or frequency, schools should embed the three key principles: lay strong foundations, deliver timely feedback, and plan for pupil use.

Timing and teacher autonomy are pivotal. Feedback is effective whether delivered immediately, during learning, or after up to a week, but context is everything. Teachers should use professional judgment to decide the timing based on task demands and student needs. The policy should clearly state its purpose: feedback must aim to close learning gaps and foster progress—not just tick compliance boxes.

A robust policy considers how feedback is received and acted on. It needs to foster trust, clarity, and motivation, explicitly teaching pupils how to use feedback and giving them time to respond and reflect EEF. Without this step, feedback remains advice, not a catalyst for improvement.

In terms of written feedback, the policy should recommend purposeful, workload-sensitive methods—such as live marking, coded symbols, and pupil self-editing—rather than mandating extensive written comments that may strain teachers and offer diminishing returns.

Similarly, it should promote high-impact verbal feedback, highlighting approaches aligned with learning goals—e.g., linking feedback to success criteria, using visualisers, or recorded audio/video feedback—but stress that even verbal feedback must be planned and purposeful

Finally, strategic implementation is key. Schools should model effective feedback practices through CPD, share exemplars with staff, and implement changes in stages, not all at once. Workload impact must be tracked, communicating clearly with teachers, students, and parents about both the aims and expectations of the policy.

In summary, an effective EEF-inspired feedback policy:

1. Anchors itself in quality teaching and formative assessment.
2. Allows teacher discretion on when feedback is most impactful.
3. Plans for pupil engagement, ensuring feedback is understood and acted upon.
4. Encourages efficient written strategies, avoiding heavy workloads.
5. Champions purposeful verbal feedback, aligned with learning targets.
6. Rolls out changes gradually, backed by professional development, exemplars, and ongoing workload review.

By following these guidelines, leaders can create coherent, evidence-informed feedback policies that support both pupil progress and teacher wellbeing.

HITS Resources

HITS 1: Reviewing prior learning to strengthen memory

'Daily review can strengthen previous learning and can lead to fluent recall.'

Rosenshine recommends allocating five to eight minutes at the beginning of each lesson to revisit previous content. This simple yet powerful routine helps pupils to *'know more and remember more'* by strengthening their memory and reducing the burden on their working memory.

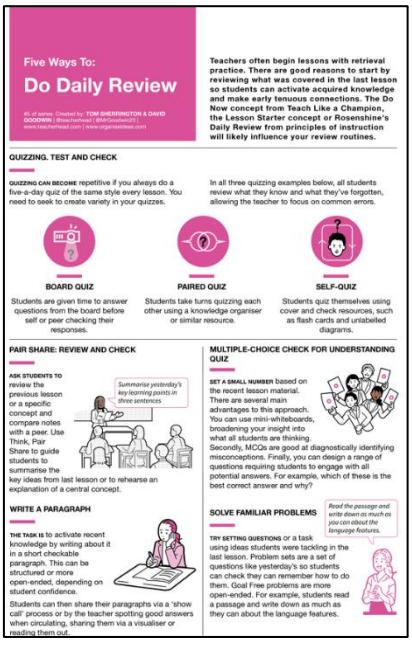
Because working memory has limited capacity, trying to remember previously learned content while also taking in new information can easily lead to overload. Without regular review, learners are more likely to forget what they've learned, which can interrupt the flow of learning and reduce overall understanding.

By building in time to review key knowledge each day, pupils are more likely to form deeper understanding, recognise links between concepts, and refine their thinking. This review can take many forms—for example, self-marking homework, correcting errors from the last lesson, discussing difficult areas, or simply recalling what they remember about a topic so far.

This practice is closely aligned with retrieval practice, a learning strategy that involves recalling information from memory. Research shows that regular opportunities to retrieve information benefit learning in several ways:

- They help pupils make meaningful connections between old and new content
- They boost the chances of knowledge being stored in long-term memory, which in turn supports future learning
- They prompt useful feedback that can strengthen understanding
- They develop fluency, making knowledge easier to access under pressure

In short, embedding daily review into teaching routines not only consolidates learning but also builds the foundation for sustained academic progress.

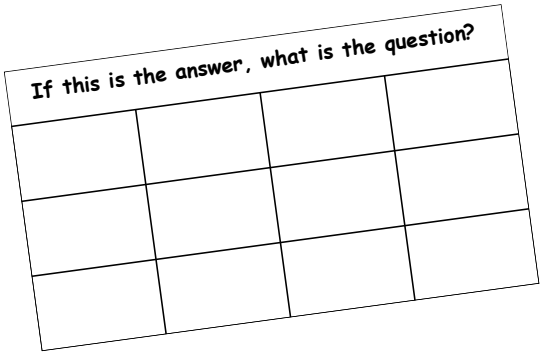


Tom Sherrington

Asking Questions

Asking questions about prior learning is a powerful strategy that supports retrieval practice and helps pupils consolidate their understanding. It reinforces key knowledge while offering valuable insight into which pupils have successfully grasped the intended learning from previous lessons.

Framing questions using Bloom's Taxonomy allows teachers to target different levels of cognitive processing. For example, closed questions are effective for assessing remembering and understanding by encouraging factual recall. Open questions promote applying, analysing, and evaluating by prompting pupils to explain concepts, draw connections, or justify reasoning. Rhetorical questions can stimulate reflective thinking and encourage pupils to engage at the evaluative or creative levels. By incorporating this range of questioning, teachers can identify misconceptions, address knowledge gaps, and support deeper comprehension across all levels of learning.



Classroom retrieval practice visuals – based on Rosenshine's Principles and retrieval practice strategies (inspired by work from Kate Jones and Tom Sherrington)

Paired Work

Encouraging pupils to review content from previous lessons through pair or group work is an effective way to build self-awareness of their understanding. Spending just five minutes at the start of a lesson discussing prior learning with peers helps pupils process information more deeply. Asking each other questions and exploring different viewpoints encourages them to develop new perspectives and a more well-rounded understanding of the topic. Research shows that this process supports cognitive restructuring, which can improve not only academic performance but also social and emotional development.

Another powerful strategy is to adopt the Protégé Effect, where pupils take on the role of teacher. When learners are expected to explain concepts to others, they tend to retain the information more effectively. To apply this, pair pupils and have them teach one another key ideas from the previous lesson. Afterward, ask each child to share something new they learned from their partner. This gives teachers a valuable opportunity to identify and address any misconceptions early on, ensuring a stronger foundation for future learning.

Low-stakes quizzes

Retrieval practice is most effective when the pressure is low, allowing pupils to focus on recalling information without the fear of failure. Low-stakes testing is a valuable tool for helping children revisit key knowledge and assess how well they've retained material. It also provides teachers with a clear snapshot of understanding. A short, engaging activity or game lasting 5–10 minutes can prompt students to actively retrieve information, making it a powerful and manageable review strategy.

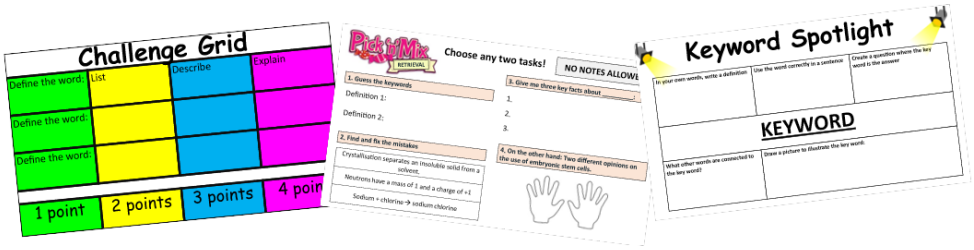
Examples of low-stakes retrieval tasks include:

- Multiple-choice quizzes
- Quick quizzes with answers written in books
- Defining key terms or vocabulary
- Spelling or vocabulary tests
- Labelling diagrams from memory
- Recalling key facts, dates, or people
- Hinge questions to check conceptual understanding

While these formats may seem simple, the design of the questions is critical to their effectiveness. Strong question design should consider the following:

- **Level of challenge**: Questions should require thinking, not guessing. If a question is too easy, pupils may not engage cognitively; if too difficult, they may guess without processing. A mix of easier and more demanding questions can help maintain confidence while encouraging deeper thinking.
- **Plausible distractors**: In multiple-choice formats, incorrect options should be believable. If wrong answers are obviously incorrect, pupils don't have to think deeply to choose the right one—limiting the effectiveness of retrieval practice.
- **Avoid joke or silly questions**: Though intended to engage, humorous or irrelevant questions can distract from learning and undermine the seriousness of the task. They rarely offer any cognitive challenge and do not support memory retention.
- **Clarity and relevance**: Poorly worded, ambiguous, or off-topic questions can confuse learners and reduce the value of the activity. Questions should be clearly written and focused on the core knowledge being assessed.

In short, low-stakes testing works best when it is purposeful, well-designed, and targeted. By creating thoughtful, well-structured questions, teachers can maximise the benefits of retrieval practice and help students strengthen long-term memory in an enjoyable, low-pressure environment.



Classroom retrieval practice visuals – based on Rosenshine's Principles and retrieval practice strategies (inspired by work from Kate Jones and Tom Sherrington)

HITS 2: Questioning

'Questions help children practise new information and connect new material to their prior learning.'

Skilled teachers use questioning to engage pupils, check understanding, and inform teaching. Thoughtful questions help children rehearse new learning and link it to prior knowledge by encouraging them to express, explain, and justify their thinking. Questioning not only reveals pupils' grasp of content but also shows how well they have retained and connected previous learning.

Benefits of Questioning:

- Focuses attention and stimulates curiosity
- Encourages all pupils to think, reason, and engage
- Probes understanding and identifies misconceptions
- Aids review and recall of key concepts
- Supports learners in applying and verbalising their learning
- Promotes inclusive discussion across all abilities

Key Elements:

- Use a mix of open and closed questions, adapted for different learners
- Listen actively and respond constructively to deepen understanding
- Match questioning to lesson pace and direction
- Allow thinking time and opportunities for peer discussion
- Use strategies like cold calling and targeted sampling to involve everyone
- Treat questioning as real-time feedback to adjust teaching
- Welcome and explore unusual or creative responses

Cold Calling: A Structured Approach to Inclusive Questioning (NON-NEGOTIABLE)

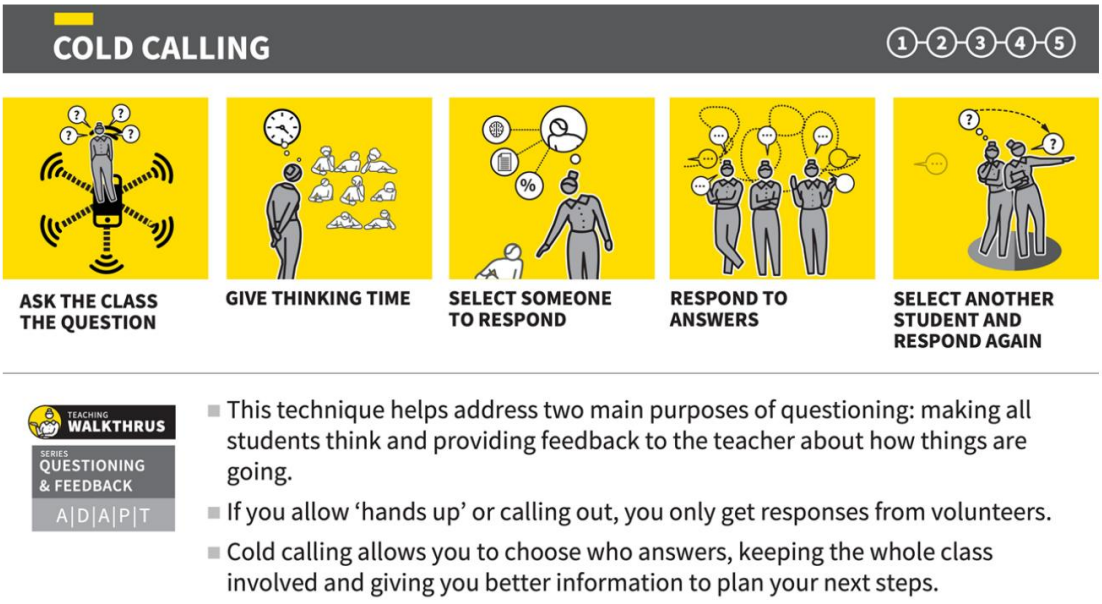
Cold calling is a classroom questioning technique where the teacher selects pupils to respond, regardless of whether they have volunteered. This method ensures that participation is distributed more equitably and is not limited to the most confident or outspoken pupils.

Benefits of Cold Calling:

- Checks understanding of both new and prior learning across the class
- Promotes engagement, as all pupils are aware they may be called upon
- Encourages inclusion, giving quieter pupils the opportunity to contribute
- Improves efficiency, reducing delays while waiting for volunteers

To be effective, cold calling should be applied with the following principles:

- **Predictable**
  Make cold calling a regular part of your classroom routine. When pupils anticipate being asked to contribute, they are more likely to remain attentive and engaged.
- **Systematic**
  Emphasise that cold calling is a standard classroom practice, not a form of punishment. Ensure that all pupils understand they have an equal chance of being selected, reinforcing fairness and consistency.
- **Positive**
  The aim is to invite and value every child's input. Cold calling should never be used to embarrass or single out pupils. Instead, it should create a culture where every voice matters and contributions are welcomed.
- **Scaffolded**
  Begin with accessible questions to build confidence, gradually increasing in complexity. Use sequenced questions that build on earlier responses, either linking to prior learning, other pupils' comments, or the respondent's own earlier ideas.



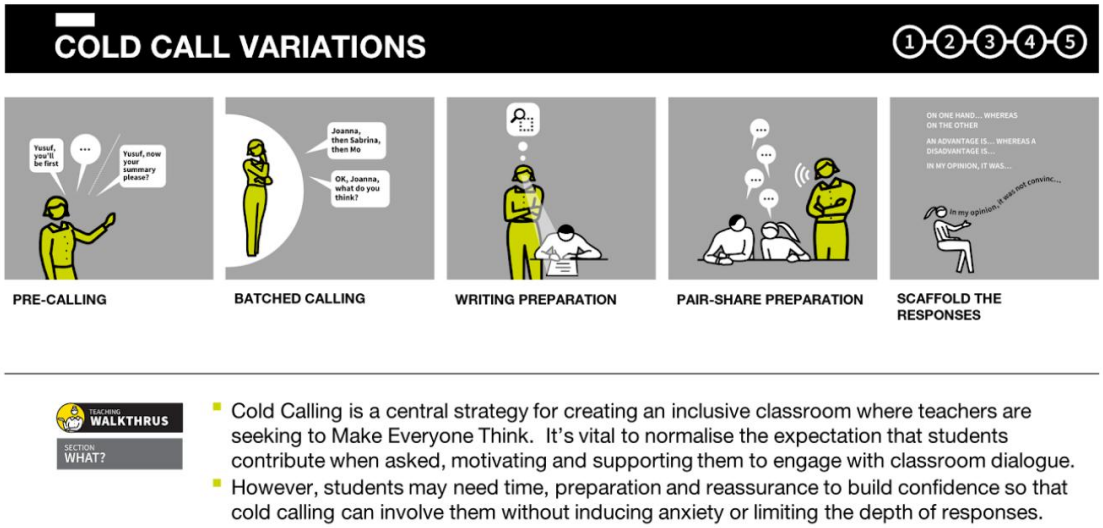
Cold Calling Variations

To maximise the impact of cold calling while supporting pupil confidence and participation, consider these structured variations:

- **Pre-Call**
  Alert selected pupils in advance that they will be asked to respond after a task.
  Example: "Isla and Simon, after the video, I'd like you to summarise the key points."
  This gives them time to prepare while reinforcing that others may still be called upon.

- **Batched Call**
  Announce a sequence of pupils who will respond in turn.
  Example: "Now that I've explained, I'd like to hear your versions—Michael, then Daisy, then Samuel."
  This approach removes any element of surprise, allows pupils time to prepare, and helps the teacher distribute questions more evenly.

- **Rehearse and Affirm**
  Use a non-verbal check for understanding (e.g. whiteboards) before cold calling those with strong or correct answers to expand.
  Example: "Robyn, great answer—can you explain how you reached that conclusion? Jason, B is correct—what helped you choose it?"
  This boosts confidence, especially in less vocal pupils, by validating their thinking before they speak publicly.



Think, Pair, Share: A Structured Strategy for Inclusive Dialogue (NON-NEGOTIABLE)

Think, Pair, Share is an effective instructional strategy that supports differentiation by giving pupils structured time to reflect on a topic, articulate their thoughts, and engage in purposeful

dialogue with a peer. This approach increases the frequency and quality of pupil responses, moving beyond traditional question-and-answer formats dominated by individual volunteers.

By enabling every child to share their thinking with at least one other person, Think-Pair-Share fosters active participation and a stronger sense of ownership over learning. It also serves as a valuable formative assessment tool: while pupils discuss, teachers can circulate, listen, and respond to emerging misconceptions or insights.

How it Works:

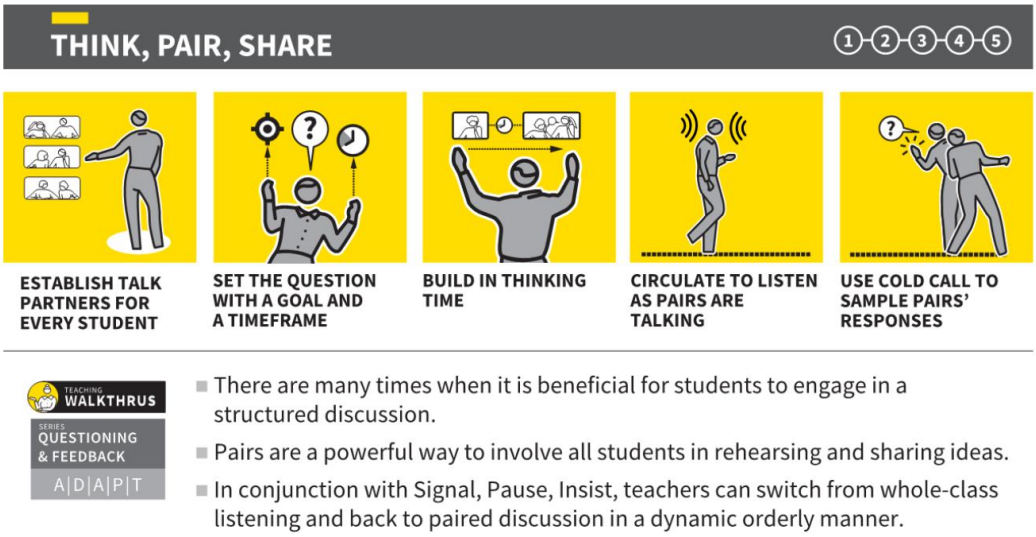
1. A prompt or question is posed to the class.
2. Pupils take time to think individually, formulating their own ideas.
3. They then pair up to discuss their thoughts and reasoning.
4. Finally, selected pupils share their ideas with the class, often through cold calling, ensuring accountability and inclusion.

This strategy can be embedded into planned lessons or used flexibly for spontaneous classroom discussions. It promotes conceptual understanding, encourages critical thinking, and helps pupils consider alternative perspectives.

Key Features for Effective Implementation:

- **Pre-assigned partners** ensure smooth transitions and equitable pairings.
- **Clear goals** for discussion, such as explaining a concept or justifying an opinion, provide focus.
- **Time limits** help structure talk and promote purposeful dialogue.
- **Accountability through cold calling** encourages all pupils to engage, knowing they may be asked to share.

Think-Pair-Share is a simple yet powerful strategy for deepening learning, fostering collaboration, and promoting inclusive classroom dialogue.



HITS 3: Feedback – checking for understanding and providing opportunities to improve

'Checking for understanding at each point can help children learn the material with fewer errors'

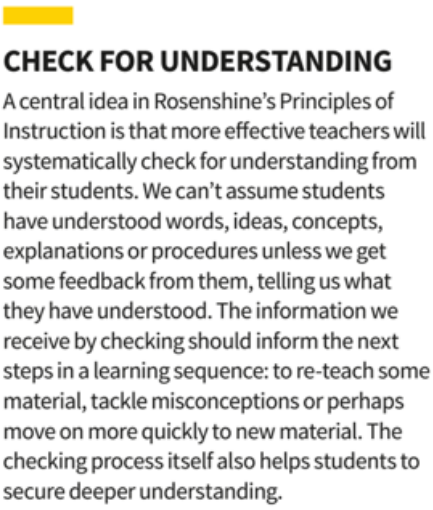
Checking for understanding provides ongoing opportunities to formatively assess pupils' learning and adapt instruction in real time. This practice ensures that teaching is responsive, allowing teachers to make immediate, informed decisions that move learning forward. When teachers consistently check all pupils' understanding throughout a lesson, it communicates that every learner's thinking matters. It fosters a culture of engagement, inclusion, and high expectations for all.

To effectively support mastery of a concept or skill, teachers must maintain a clear and current picture of each pupil's progress. This involves two key stages:

1. Gathering Information – Actively monitor learning by sampling pupil responses through questioning, observation, or quick assessments.
2. Responding – Use the insights gained to swiftly address misconceptions, provide clarification, or extend challenge as appropriate.

This approach ensures that teaching remains dynamic, inclusive, and focused on deepening understanding for every pupil.

Research also shows that self and peer feedback, when guided by clear success criteria or "success steps," can significantly enhance pupil learning and independence. According to Black and Wiliam (1998), effective formative assessment—including peer and self-assessment—helps pupils take ownership of their learning by encouraging them to evaluate the quality of their work in relation to defined expectations. Providing explicit success steps enables pupils to identify specific strengths and areas for improvement, rather than relying on vague or subjective judgements. When pupils engage in structured peer or self-assessment, they not only reinforce their understanding of the learning objectives but also develop critical thinking and metacognitive skills. To be effective, success criteria should be co-constructed or clearly explained, age-appropriate, and closely aligned to the learning intention. Regular modelling and scaffolding from the teacher further support pupils in using these tools accurately and meaningfully.



CHECK FOR UNDERSTANDING

A central idea in Rosenshine's Principles of Instruction is that more effective teachers will systematically check for understanding from their students. We can't assume students have understood words, ideas, concepts, explanations or procedures unless we get some feedback from them, telling us what they have understood. The information we receive by checking should inform the next steps in a learning sequence: to re-teach some material, tackle misconceptions or perhaps move on more quickly to new material. The checking process itself also helps students to secure deeper understanding.

Show-me boards: A Formative Assessment Tool
(NON-NEGOTIABLE)

Show Me boards are a highly effective and immediate method for assessing pupil understanding across the whole class. They offer a low-stakes, high-engagement approach to formative assessment, enabling teachers to gauge every pupil's thinking in real time.

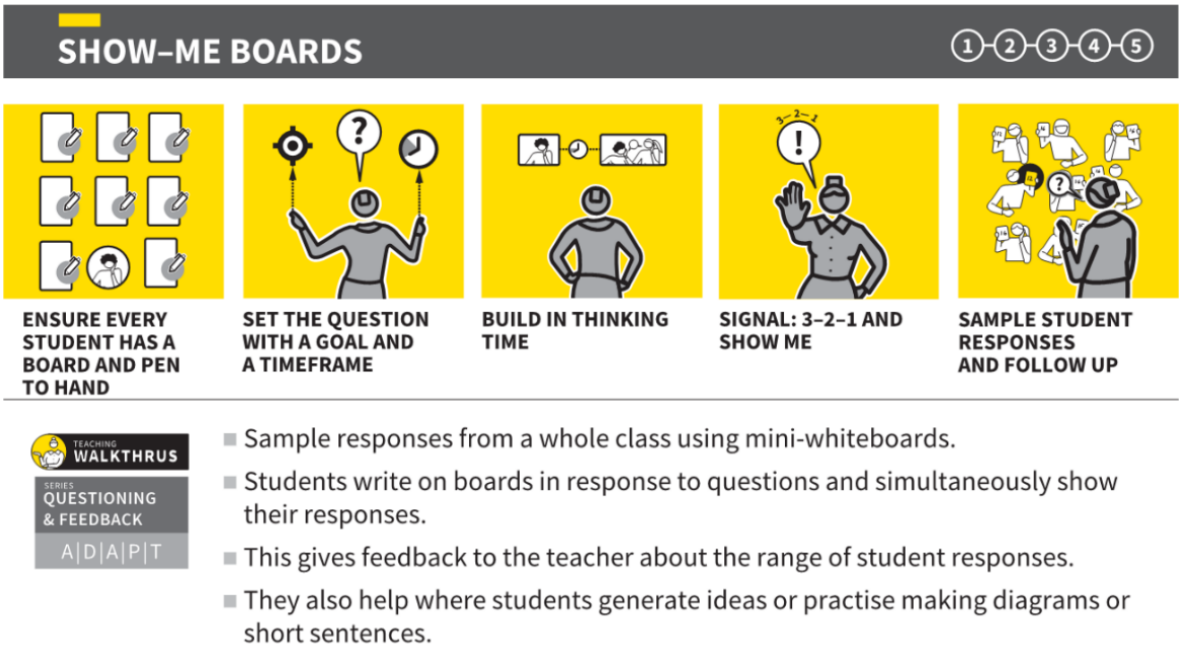
Show-me boards allow for:

- Instant feedback on pupil understanding
- Broad participation and engagement from all pupils
- A safe space for pupils to take risks without the pressure of permanent work
- Flexible responses, from single words and calculations to more complex reasoning

By designing focused prompts or tasks, teachers can quickly collect information on common misconceptions, highlight exemplar responses, and make instructional decisions accordingly.

During this process, teachers should look for:

- General trends: Do most pupils understand?
- Strong models: Which responses can be used to showcase success?
- Misconceptions: Are there recurring errors worth exploring?



Instructional Responses Based on Whiteboard Feedback

Depending on the insights gathered, teachers might:

- Pause the lesson to reteach a concept or clarify a misunderstanding

- Deliver a targeted mini-plenary to address a widespread issue
- Select a few contrasting responses for pupils to compare and discuss
- Choose a 'nearly there' example and challenge the class to improve it
- Sequence shared responses to demonstrate progression and deepen thinking
- Connect answers with a common thread, encouraging pattern recognition
- Highlight three similar errors and ask pupils to diagnose and explain them
- Intervene with a small group for focused reteaching where needed

By using mini-whiteboards thoughtfully and responsively, teachers can create a dynamic, inclusive classroom environment where assessment drives learning and every pupil's thinking is valued.

Hinge Questions

Hinge questions are strategically placed, diagnostic questions used at a pivotal point in a lesson—often mid-way—to assess whether pupils have understood the key concept before moving on. The term was coined by Dylan Wiliam (2008), who argues that lessons should be planned with "hinge points" where teachers check for understanding in a way that determines the direction of the next instructional steps.

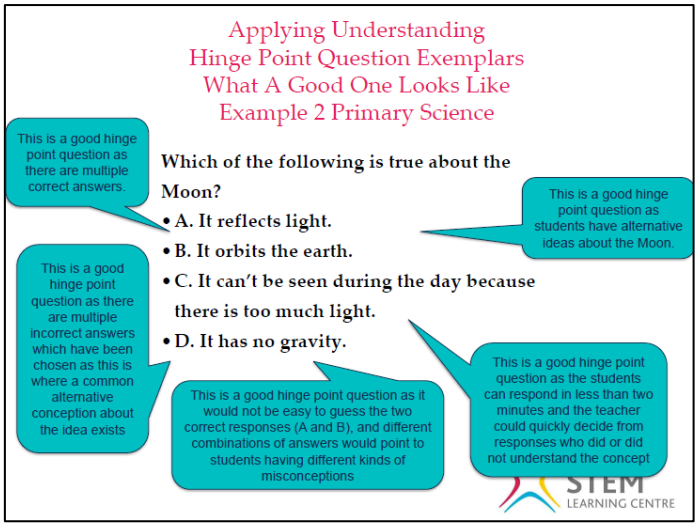
According to Wiliam (2011), an effective hinge question should:

- Be asked at a critical point in the lesson, usually after new content has been taught
- Require no more than two minutes to answer
- Allow the teacher to check the responses of all pupils simultaneously
- Have only one correct answer (in most cases), making diagnostic interpretation straightforward
- Provide clear insight into misconceptions or gaps in understanding

Hinge questions are typically multiple-choice or short-response in format and are most powerful when they are deliberately constructed to uncover specific misunderstandings.

To use hinge questions effectively:

- Plan them in advance as part of lesson design
- Use diagnostic distractors that reflect common errors or misconceptions
- Ensure the question aligns with core learning objectives
- Use all-pupil response systems (e.g. mini-whiteboards, electronic polls)
- Follow up with targeted instruction, based on the distribution of answers



Exit Tickets

Exit tickets—brief activities completed at the end of a lesson—are an evidence-based formative assessment tool that supports learning, identifies misconceptions, and informs instructional planning. The purpose of exit tickets are to:

- Gauge understanding of learning objectives
- Identify misconceptions or gaps
- Inform immediate and future teaching
- Encourage reflection and metacognition

Implementation strategies:

1. Keep Tasks Short and Focused

Limit to 1–3 prompts targeting a single objective. Use sentence starters or visuals for younger learners.

Examples:

- KS1: "Today I learned…", "One thing I found tricky was…"
- KS2: "Explain evaporation in your own words."

2. Make It Routine

Integrate exit tickets into daily or weekly practice. Consistency builds familiarity and reduces cognitive load.

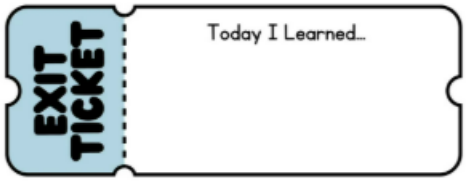
3. Vary the Format

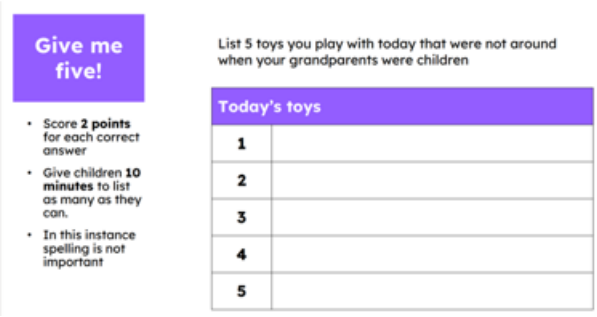
Incorporate different formats to maintain engagement, i.e. Written responses, Drawings, Multiple choice, Confidence ratings

4. Provide Timely Feedback

Review tickets promptly to identify trends. Use responses to:

- Reteach in small groups
- Differentiate next steps
- Adjust pacing or revisit content





HITS 4: Review learning – weekly and monthly

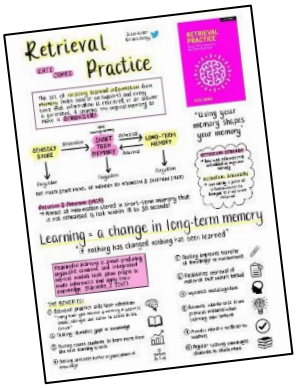
'Children need to be involved in extensive practice in order to develop well-connected and automatic knowledge'

Successive Relearning Through Spaced Retrieval Practice

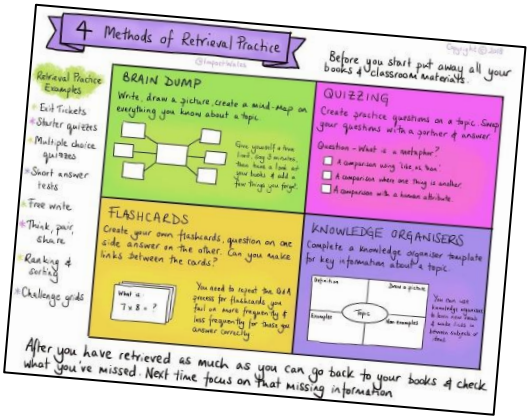
This form of retrieval practice involves systematically reviewing previously learned content at weekly and monthly intervals, combining the principles of retrieval and spaced learning in a process known as *successive relearning*. This approach requires pupils to recall information multiple times over extended periods, supporting long-term retention and the development of mastery.

By regularly revisiting key knowledge, pupils are able to strengthen connections between new and prior learning, deepening their conceptual understanding and building deeper schemata. When these connections are broad and well-established, learning becomes more efficient, as pupils can draw upon a robust foundation of knowledge.

Moreover, consistent retrieval practice helps to reduce cognitive load. By committing core information to long-term memory, pupils free up working memory capacity, allowing them to focus more effectively on acquiring and processing new material.



"Retrieval Practice" by Kate Jones



"4 Methods of Retrieval Practice" by ImpactWales

Brain Dump: An Independent Retrieval Practice Strategy

The *brain dump* is a retrieval strategy in which pupils are given a set amount of time to write down everything they can recall about a specific topic or area of study, without referring to notes or learning materials. This approach encourages independent thinking and strengthens memory through active recall.

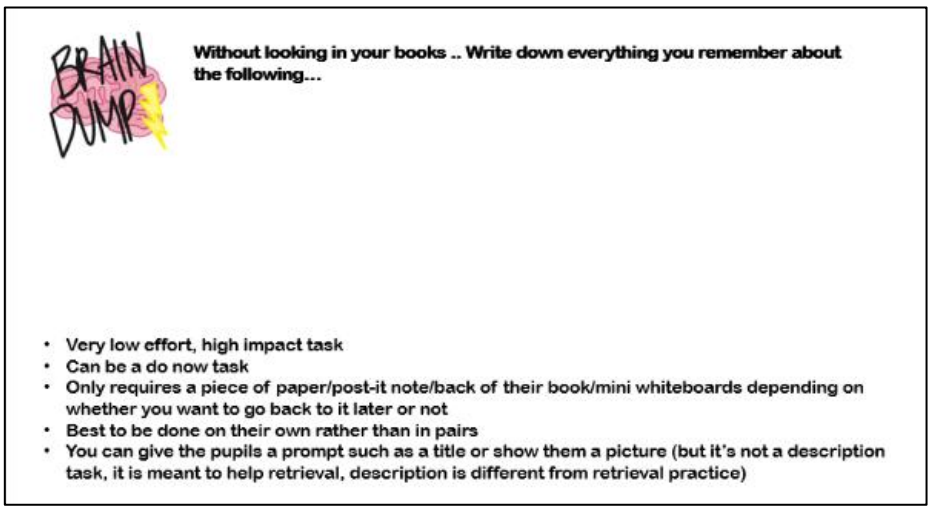
Brain dumps can be used at various points in a unit:

- At the beginning – to assess prior knowledge (similar to a K-W-L chart)
- Midway through – to reinforce learning and identify gaps
- Near the end – to consolidate knowledge and prepare for assessment

After completing their individual brain dumps, pupils can:

- Share and compare responses through a Think-Pair-Share activity
- Contribute to a whole-class compilation, highlighting key themes and common knowledge
- Review their notes or texts to identify missed or inaccurate information, which can then be corrected or discussed further

This method not only supports retrieval and reflection but also promotes metacognitive awareness as pupils evaluate the accuracy and completeness of their own understanding.



Cops and Robbers: *A Collaborative Retrieval Practice Strategy*

Cops and Robbers is an engaging strategy that combines retrieval practice, collaborative learning, and communication skills. It encourages pupils to independently recall key information and then expand their understanding through peer interaction.

How It Works

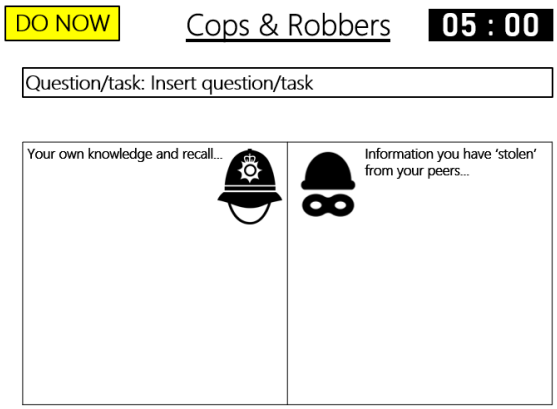
1. Cops Column (Independent Recall):
   Pupils are given a set amount of time to write down everything they can remember about a specific topic or concept in the 'Cops' section of their worksheet. This must be completed entirely from memory, with no access to notes or resources.
2. Robbers Column (Collaborative Enrichment):
   After the recall phase, pupils move around the classroom, reading and discussing the content written by their peers. During this phase, they identify any ideas or facts they may have missed and record these in their 'Robbers' column. This allows them to "steal" useful knowledge from others to fill gaps in their own understanding.

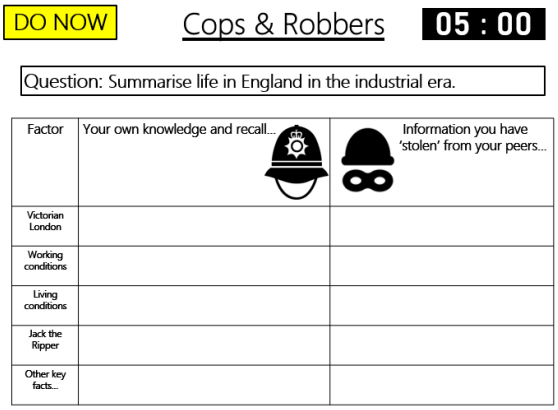
Purpose and Benefits

- Reinforces knowledge through active recall and repetition
- Encourages peer learning and cooperative dialogue
- Builds confidence and independence in remembering key concepts
- Supports non-competitive collaboration, where the focus is on improvement, not comparison
- Promotes metacognition, as pupils reflect on what they know versus what they missed

Implementation Tips

- Clearly explain the purpose: it's about enriching knowledge, not competing
- Encourage respectful, constructive interaction during the Robbers phase
- Use this strategy with a well-defined topic to ensure focus and relevance
- Consider following up with class discussion to clarify or consolidate key points





Appendix 1 - Individual Academy Information

Name of Academy:

Vision and Values

- *Insert details and include a positive statement about your academy's approach.*

Written feedback

- *Insert details of the chosen feedback strategies*

Curriculum Specific Assessment

- *Insert details regarding specific assessment strategies for English and Maths including in and across school moderation dates*

High Impact Teaching Strategies

- *Insert details regarding the specific AFL strategies that your school has chosen under the following headings:*

HITS 1: Reviewing prior learning to strengthen memory

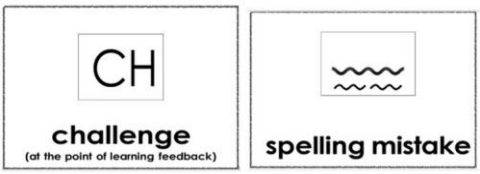
HITS 2: Questioning

- **Cold calling (non-negotiable)**
- **Think, pair, share (non-negotiable)**

HITS 3: Feedback – checking for understanding and providing opportunities to improve

- **Show me boards (non-negotiable)**

HITS 4: Review learning – weekly and monthly

School marking code

- Insert pictorial marking code i.e.