John Fletcher of Madeley

Primary School

Assessment, Feedback and Marking Policy



Reviewed: March 2025

New review: March 2026

"Learning can be defined as an alteration in long-term memory. If nothing has altered in long- term memory, nothing has been learned"

Purpose of This Policy

The objectives of this policy are to:

- Establish a uniform approach to marking and feedback throughout our school.
- Inform staff, children, and parents/carers about what to anticipate concerning marking and feedback.
- Ensure that marking and feedback provide meaningful value, justifying the time and effort invested by staff.
- Define the roles and responsibilities associated with completing, monitoring, and responding to marking and feedback.
- Consider recommendations and guidelines from the Department for Education and other professional organisations.
- Detail the support available for staff to help them understand expectations regarding marking and feedback, ensuring they feel equipped to meet these standards.
- Clarify the school's methodology for specific elements of marking and feedback.

John Fletcher of Madeley Primary School is committed to embedding *assessment for learning* at the heart of teaching and pupil achievement.

Assessment for learning provides the basic, essential elements of good or better teaching that allow maximum impact upon learning. This policy should be referred to in conjunction with the curriculum, teaching and learning policies.

Aims of Assessment at John Fletcher of Madeley

- To maximise children's achievement.
- To ensure that quality-first teaching is tailored to meet each child's individual needs.
- To provide a suitable curriculum for all children.
- To effectively track children's progress and attainment.
- To swiftly and effectively identify necessary learning interventions.

Effective Assessment for Learning Will Involve:

- **Sharing Learning Objectives**: Clearly communicating what children are learning in age-appropriate language.
- **Identifying Success Criteria**: Establishing criteria that enable children to become effective, independent learners.
- **Questioning**: Engaging in questioning to assess children's understanding and address any misconceptions.

- **Observation**: Monitoring children's learning and progress.
- **Discussion**: Facilitating discussions in various formats, including individual, paired, or group settings.
- **Oral Feedback**: Providing ongoing feedback during lessons to inform children of their progress and guide future learning.
- **Marking and Feedback**: For details, please refer to the Marking section below.
- **Peer Assessment**: Encouraging children to evaluate the work of their peers.
- **Self-Assessment**: Allowing children to assess their own work.
- **Target Setting**: Establishing clear, personalised targets for each child.
- **Objective Sheets**: Maintaining year-overview sheets that outline essential knowledge for each child, located at the back of core books.
- **Tracking**: Implementing effective monitoring of children's progress to assist in the allocation of staff and resources.
- **Pupil Progress Meetings**: Class teachers will regularly meet with the appropriate Senior Management Team member to discuss the progress of each child in their class or target group.

Definitions of Marking and Feedback

Understanding marking and feedback is important for effective teaching.
Marking involves regularly reviewing, checking, and correcting a child's work. Sometimes, this work may receive a grade or score.
Feedback offers detailed advice and guidance to help children improve their knowledge, skills, and understanding.

Effective feedback should be:

- **Clear and Specific:** Instead of just saying "good," it should explain why the work is good.
- **Understandable:** It should be easy for the child to grasp.
- **Positive and Encouraging:** The tone should remain supportive, even when suggesting improvements.
- **Comparative:** It should show how the child's current work compares to their previous efforts.
- **Constructive:** Feedback must clearly outline how children can improve in the future.

Feedback can be given through spoken and written responses, peer marking, and self-assessments. It is essential for children to have time to think about and reflect on feedback, as well as opportunities to act on it.

At John Fletcher of Madeley, children connect new knowledge with what they already know. They build fluency (substantive knowledge) and apply their knowledge as skills (disciplinary knowledge). Content is organised into components and sequenced logically. Teachers assess children across the curriculum based on their ability to know more, remember more, and do more.

Assessment in foundation subjects is also a key focus at John Fletcher of Madeley. We evaluate children's skills across the curriculum to ensure they have a strong foundation for future learning.

We use a variety of assessment types:

- **Retrieval Practice**: This allows children to showcase their knowledge and understanding.
- **Formative Assessment**: This informs the planning of subsequent learning steps.
- **Summative Assessment**: This measures children's performance and achievements at specific stages.
- **Nationally Standardised Summative Assessment**: This evaluates children's attainment and progress against their own targets, national benchmarks, and their peers.
    - **Evaluative Assessment**: This involves making ongoing judgments about the effectiveness of teaching and learning.

1. Retrieval Practice

The Purpose of Retrieval Practice at John Fletcher of Madeley
Our goal is for children to recognise the significance of revisiting their learning and to identify the concepts that have been taught, along with a comprehensive understanding of the material.

For our children, retrieval practice aids in developing a deeper understanding of their knowledge in each subject, enabling them to analyse content and draw connections between concepts.

Implementation at John Fletcher of Madeley:

Retrieval practice is integrated throughout our learning sequences to assess how much of the taught material has been retained in children's long-term memory. The resources we employ are designed to facilitate this process and are intended as low-stakes learning strategies rather than tests. This approach allows children to reflect on their strengths and pinpoint areas where further practice would be beneficial.
Here are some methods we use to enable children to demonstrate their knowledge and retention:

Sentence Doctor	Cops and robbers	Think, pair, share
Revision clocks		Two things
Retrieval cards		
	Mark my quiz	Flash backs
Memory maps	Spelling Doctor	Brain dumps

Please refer to the guidance at the end of this document for an outline of all the activities listed above. This is not an exhaustive list and as more tools become available, they will be added.

1. Formative Assessment

Formative assessment is an essential, everyday tool that our educators utilise to make informed decisions regarding progress and achievement. It can manifest in various ways:

- Evaluation of children's work in their books.
- Observations of children during activities or practical tasks.
- Targeted questioning integrated into lessons.
- Content assessments in mathematics.
- Independent writing tasks through the Chance to Shine initiative.
- Brief quizzes on specific topics or themes.
- Self-assessment using Steps to Success sheets.
- Monitoring children work to track progress and improvements in attainment.

Main Purposes of In-School Formative Assessment

In-school formative assessment enables children to gauge their knowledge and understanding against learning objectives and broader outcomes, helping them identify areas for improvement. Formative assessment is a vital component of teaching and learning, enabling educators to pinpoint where children are struggling, when they have solidified their learning, and when they are ready to advance.

Implementation at John Fletcher of Madeley

We closely monitor children's attainment and track their progress. This careful observation allows teachers to design high-quality lessons and quickly respond to the needs of their children.

At John Fletcher of Madeley, we highlight each children's work using yellow highlighters to indicate what they have excelled at. For Key Stage One children and younger, oral feedback is crucial for their comprehension. All children can utilise the Steps to Success charts or knowledge organisers in their books to see how their learning in each lesson connects to their overall learning throughout the year.

We communicate with parents during parents' evenings in the Autumn and Spring terms. We also provide formal reports at the end of each academic year. Additionally, we keep parents informed through telephone calls, face-to-face meetings, and sometimes a home/school communication book.

Principles of In-School Formative Assessment

When conducting formative assessments, our educators reflect on the following:

a) What insights will this assessment provide regarding children's knowledge and understanding of the topic, concept, or skill?
b) How will I convey the information obtained from this assessment to children in a manner that clarifies what they need to improve?
c) How will I ensure the child's grasp the purpose of this assessment and can apply it to their own learning?
d) How will I make sure my assessment methods are inclusive of all abilities?
e) How will I utilise the information gained from this assessment to inform my planning for future lessons? What adjustments can I make to enhance or target my teaching?
f) What subsequent actions should I take to address gaps in knowledge and understanding or to support progression where learning is secure?
g) Is it necessary to document the information obtained from this assessment? If so, what is the most efficient way to do this?

Summative Assessment at John Fletcher of Madeley

Summative assessment at John Fletcher of Madeley serves to consolidate all professional, formative evaluations conducted throughout a term or academic year. This assessment can take various forms, including:

- End-of-unit quizzes
- End-of-term assessments
- End-of-topic/unit evaluations
- White Rose and Testbase tests
- Past SAT papers for Year 2 and Year 6
- Responses to enquiry questions in certain foundation subjects

Primary Purposes of Summative Assessment
The primary aim of in-school summative assessments is to provide pupils with insights into their understanding and mastery of topics or courses covered over a specific period. This information is essential for offering feedback that guides their continued improvement.

Implementation at John Fletcher of Madeley
At John Fletcher of Madeley, we conduct summative tests at the conclusion of each term. The results are communicated to pupils, emphasising their strengths and areas for improvement.

Reporting to Parents and Governors
In-school summative assessments are also shared with parents to inform them about their children's achievements, progress, and overall outcomes over a defined period, typically a term, half-year, or year.
At John Fletcher of Madeley, we provide end-of-year summative assessment results to parents through comprehensive reports. Additionally, when appropriate, teachers may share assessment outcomes with parents at the end of each term.

Principles of In-School Summative Assessment

When using summative assessment, our teachers consider the following:

1. **Who will use this information?**
   Identify the audience for the assessment results.

2. **Is the information useful?**
   Ensure that the assessment provides the necessary insights for its intended purpose.

3. **How will it support student progress?**
   Determine how the assessment results will help improve overall achievements and outcomes for children.

4. **How should results be shared with children?**
   Report outcomes to students in a way that helps them understand how to improve in the future.

5. **How should results be communicated to parents and Governors?**
   Clearly explain the outcomes to parents and Governors so they understand their child's achievements and areas for improvement.

6. **How should results be recorded?**
   Keep records of assessment outcomes to help the school and Governors track and demonstrate progress and achievements.

Nationally Standardised Summative Assessment

Nationally standardised summative assessments are conducted in specific year groups within our school:

- **Year 6**: National Curriculum tests in Reading, Maths (arithmetic and reasoning), and GPS (Grammar, Punctuation, and Spelling) at the end of Key Stage 2.

- **Year 4**: Assessment of pupils' knowledge of times table facts.

- **Year 2**: National Curriculum tests in Reading, Maths (arithmetic and reasoning), and GPS at the end of Key Stage 1. These tests became optional in the academic year 2023-24 but will still be produced by the Standards and Testing Agency (STA) and utilised in school to evaluate attainment.

- **Year 1**: Phonics screening test, which assesses pupils' phonetic knowledge.

- **Reception**: Children are assessed against age-expected standards at the end of the Early Years, referred to as 'Good Level of Development' (GLD).

Primary Purposes of Nationally Standardised Summative Assessment
The primary purposes of nationally standardised summative assessments for pupils, parents, and governors are:

- To provide information on how pupils are performing in comparison to their peers nationally.
- To inform parents about the school's performance relative to other schools across the country, enabling them to hold the school accountable.

Implementation at John Fletcher of Madeley

At John Fletcher of Madeley, we communicate assessment results to parents through end-of-year reports for Years 2 and 6. Additionally, the results of the phonics test are reported at the end of Year 1. Cohort results are also made available on our website and through our data dashboard.

Inclusion Statement:
We are dedicated to delivering effective learning opportunities for every child, integrating the principles of the Equality Act 2010 into our curriculum design and instructional practices.

Learning experiences that are both suitable and challenging are carefully planned and implemented to maximise achievement for all.

Teachers will respond effectively to the varied learning needs of children, being mindful of factors such as gender, special educational needs, disabilities, socioeconomic disadvantage (including those eligible for the Pupil Premium grant), and the needs of newly arrived pupils or those who speak English as an additional language. For details on how we assess newly arrived pupils and those learning English as an additional language, please refer to our EAL policy.

We are committed to ensuring equality of opportunity for all, which will be evident in the curriculum we offer, the quality of education provided, and the achievements of all individuals and groups of children.

Individual Child Target Setting and Adaptive Teaching

We have established a target for 85% of each cohort to achieve Age-Related Expectations by the end of the academic year. These ambitious targets are aimed at ensuring that children are fully prepared for secondary education by the conclusion of Year 6.

To demonstrate progress, each child's goal is to make expected progress from their starting point each academic year. Exceeding expected progress means that

children advance more than their peers.

Targets are determined using a variety of criteria:

- National end-of-year expectations for each year group.
- An expectation of better-than-expected progress for every child each year, based on their age and ability.
- The necessity to establish challenging targets and accelerate progress for children who have not previously met end-of-year expectations for their age/ability.
- Analysis of performance data and areas for improvement
- Expected progress from Early Years Foundation Stage (EYFS) to the end of Key Stage 1 (KS1).
- Expected progress from KS1 to Key Stage 2 (KS2) SATs.

These targets reflect the highest anticipated outcomes for every child based on their previous achievements.

End-of-year targets serve as the foundation for monitoring child progress throughout the year and are the primary measure by which the effectiveness of quality first teaching and interventions is evaluated.

John Fletcher of Madeley Model of Assessment

Teachers' Use of the John Fletcher of Madeley Model of Assessment:
Teachers utilise the National Curriculum to plan lessons that enable children to meet the curriculum statements for their current year, ensuring they are well-prepared for the next stage of their education.

Teachers use assessment statements created for each year in Maths, Reading and Writing to evaluate whether a child is working at, above, or below age-related expectations. These levels are categorised as 'working towards the expected standard (WTS)', 'working at the expected standard (EXS)', and 'working at the greater depth standard (GDS)'.

In Early Years, staff will assess against the expected standard for Good Level of Development (GLD) expectations.

In Writing, children will be assessed through independent writing opportunities. This may include Chance to Shine pieces, as well as evidence gathered from other curriculum areas or additional independent writing. In Maths, pre- and post-assessments will inform teacher judgments across individual units of work, leading to the moderation of children's work throughout the term.

Assessing Foundation Subjects

- **Utilisation of Retrieval Strategies**: Throughout each unit, we implement retrieval strategies to gauge children's prior and current knowledge in each foundation subject.
- **End-of-Unit Retrieval Quizzes**: At the conclusion of each unit, we conduct retrieval quizzes designed to assess whether children have acquired the subject-specific knowledge outlined for that unit. These quizzes are based on the National Curriculum.
- **Encouraging Pupil Voice**: We believe that if children can articulate concepts in their own words, they have truly learned them. Teachers create numerous opportunities for children to discuss their learning and address any misconceptions.
- **Knowledge Organisers and Topic Documents**: With the aid of knowledge organisers and topic-on-a-page documents, which are developed using age-appropriate objectives from the National Curriculum and highlight key knowledge for each unit, teachers integrate all the aforementioned assessment strategies to inform their final judgements for each unit.

Marking and Feedback policy

John Fletcher of Madeley Primary School believe the following:

- marking is an essential part of the assessment process. It enables teachers to assess whether children have achieved their learning objectives and informs future planning.
- marking of pupils' work in all subjects should be regarded as a regular means of
  communication with pupils about their individual progress.
- this communication needs to be in a form understood by the individual pupil.
- the feedback should be developmental and therefore inform the next step in a pupil's learning.

Purposes of marking

- to motivate pupils' future effort by praising current achievements.
- to assist pupils by setting clear targets for development. These may relate to learning objectives and/or targets.
- to provide the teacher with feedback on how well pupils have understood their work and enable them to plan the next stage of

teaching and learning.

- to enable the teacher to make judgements about pupil attainment.

Guidelines for marking

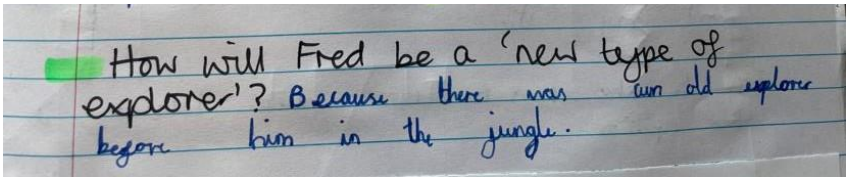
Responses to children's work take the form of oral and written feedback. An emphasis is placed on the teacher feeding back to groups/classes throughout the lesson through spotlight marking. This supplements individual feedback and marking. Work is collected in regularly and returned, marked for the next time the child meets that piece of work. It is marked in line with agreed guidelines as follows:

1. Staff should ensure pupils' work is presented to a high standard and that children are following our handwriting policy.

2. Work will be marked in blue ink. Staff should use the school's handwriting font - cursive script in KS2 and RWI script in Reception/KS1 and ensure their spelling and grammar are accurate.

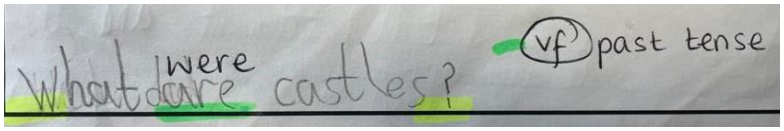
3. Responses should wherever possible be constructive, acknowledging what has been achieved using the green highlighter to mark against the success criteria.

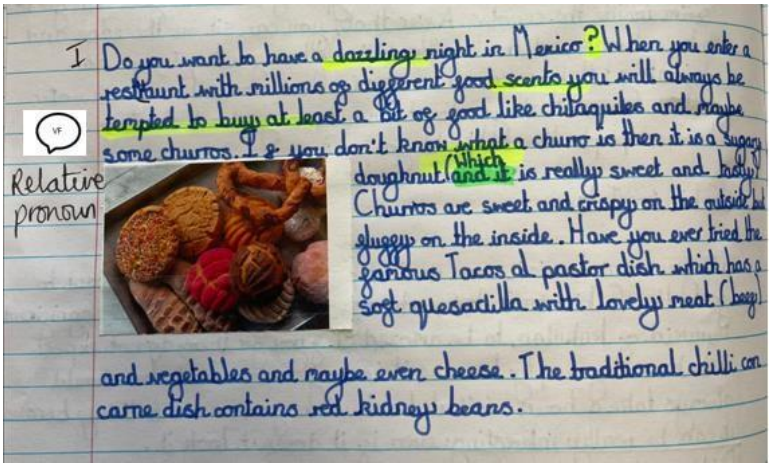
4. Developmental marking to be used as and when appropriate. As mentioned, yellow highlighter will be used to pick the features that have been included according to the success criteria, with green (green for growth) highlighter used to pick out an area for the pupil to respond to and improve. This may take the form of a 'Show me' (largely provided by support staff), 'Convince me' (written by Teaching Staff) or an opportunity to edit and improve.



5. Children should be given the opportunity to answer their wishes, and this should then be marked. In the Early Years and at the start of Key Stage One, the inclusion and recording of pupil voice will feature heavily in the way in which responses are addressed.

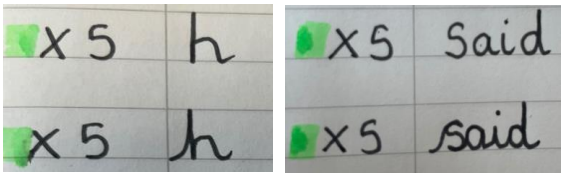
6. Verbal feedback will be given to pupils during the lesson, and where this takes place, be indicated using the corresponding symbol from the policy.





7. Correcting every mistake can be disheartening, so marking will relate to, and focus on, the learning objective (rather than being a detailed written comment on all work). Pupils will be aware of the objective, as it will have been shared and explained at the beginning of the lesson. It will also be written in their book at the top of the piece of work. However, it is important that spelling of up to age appropriate words, punctuation and basic grammar does need to be taken into account, identifying up to three basic errors.

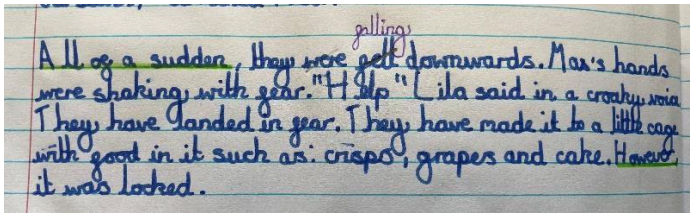
8. Handwriting green wishes should be based on the correction of incorrect letter formation or joins. If the child is precursive, then this should be modelled to them as their wish. If the child is writing using cursive, the adult should use cursive script. This applies to spelling too:



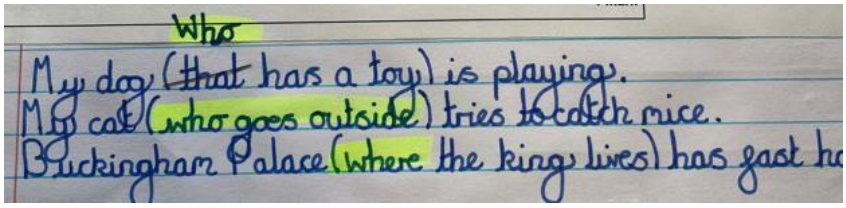
9. Teachers may decide that it would be more beneficial, on occasions, for the children to mark their work, for example, a spelling test or as part of self and peer marking. This should be done using a green pen.

10. Purple editing pens are used for children to edit and improve their work. Teachers need to ensure that expectations are still high when

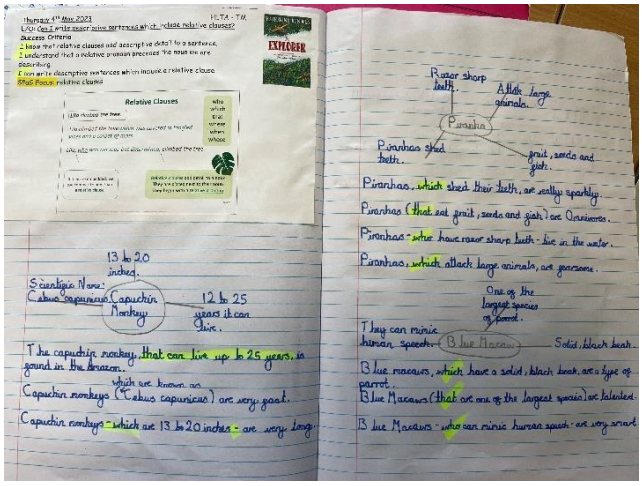
using these pens.

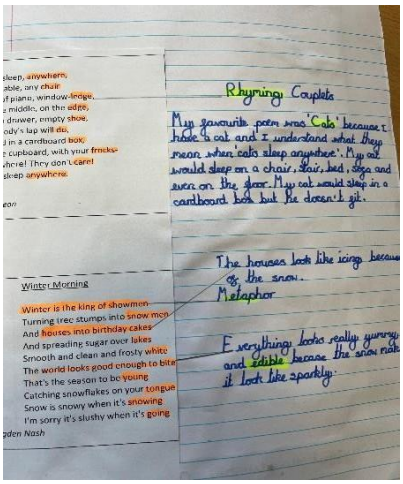


Mistakes in pen should be crossed out using a pencil and a ruler:

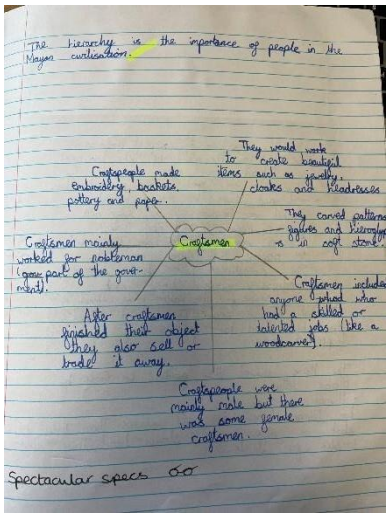


Children should use a pencil and a ruler to draw lines:





11. All staff must ensure that they have the same high expectations in all subjects across the curriculum e.g. in History books:

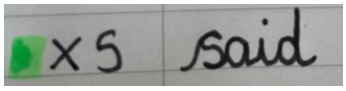


The marking of spellings across all books

Incorrect spellings will be underlined with the correct spelling noted over the top: we will do this when we want to make a spelling clear but are not asking the child to correct it themselves. This may be relevant where a child has had a go at a new word which class teachers want to praise them for. In this case, staff will still highlight in yellow, but as per the marking guidance, underline the word and write the correct spelling over the top.

Green highlighting should be for children who need to independently correct their work (Green for Growth):

1. If a child is making repeated mistakes (or should know a word), it is clearer to the child that they need to correct the word if it is highlighted in green. The expectation should then be that the child does this independently at the bottom of the page.
2. For a lower ability (or much younger) child, it is clearer to also highlight in green, so they can instantly see there is something to improve, but then bring this down to the bottom of the page for them, correcting the word yourself and asking them to practise x5 (or whatever you feel is necessary).



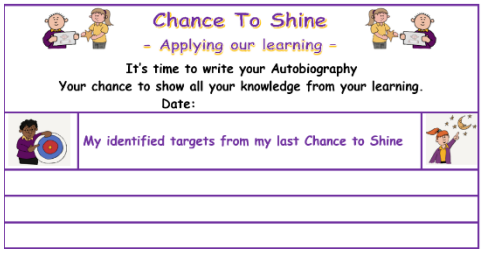
A couple of extra points:

- A green spelling wish should be in addition to marking against success criteria, not instead of.
- A maximum of three spelling corrections only using green highlighting – and we try to balance with yellow wherever possible!

Marking of Chance to Shine Writing

- Writing Checklist marking grids should be used for every piece of independent writing (see Y1 examples below)
- Children can use punctuation ladders for any extended piece of writing.

- Yellow highlighter (shine bright) should be used to identify evidence of statements from the Writing Checklist grids.
- If target setting, these should be devised from independent writes using the Writing Checklist grids.



Chance To Shine

- Applying our learning -

It's time to write your Autobiography
Your chance to show all your knowledge from your learning.
Date:

My identified targets from my last Chance to Shine

Working Towards the Expected Standard

Genre							
Date							
I can write for a range of purposes and people.							
I can describe settings, characters and atmosphere in stories.							
I can use devices to structure writing (e.g. bullet points in instructions, subheadings in reports).							
I can use paragraphs to organise ideas.							
I am beginning to use a greater variety of linking words and phrases between sentences and paragraphs.							
I can use a range of punctuation including:	Full stops						
	Capital letters						
	Question marks						
	Exclamation marks						
	Commas within lists						
	Apostrophes to show contractions						
I can spell some words with many syllables correctly.							
I can spell many of the words from the Year 3&4 word list correctly.							
I can spell some of the words from the Year 5&6 word list correctly. *accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht*							
I can write legibly, fluently and with increasing speed.							

Responsibilities

It is the responsibility of the Curriculum Co-ordinator and SMT:

- to monitor the consistent use of this policy across the school.

It is the responsibility of all classroom teachers:

- to ensure that all classwork is marked regularly according to the Marking Policy.
- to encourage children to revise their work using pointers given in marking, when appropriate.
- to keep a record of attainment against key teaching objectives in accordance with the Assessment Policy.
- to explain the marking and assessment grading system to the pupils.
- to ensure that assessment information informs further curriculum planning.

Book non- negotiables for staff and pupils

Our Aims: to celebrate children's best work and learning; to learn transferable life skills of how to present their work; to raise children's self-esteem and pride in their work to encourage further improvements and creativity.

Who is it for? Ultimately for the child; The audience: stakeholders and visitors; Raise the school expectations and profile; build partnerships within the community; Record and evidence of children's learning and progress over time

Why present well? Respect for the child's own work; pride; learn skills; self-esteem; high expectations; evidence of progress and learning; modelled high expectations; children engaged in their learning: improved behaviour, motivation, purpose and able to share their work with confidence; children understand that their work needs to be neat and clear so that it can be read by others.

When? Children should always present their work well although have an understanding that skills such as jotting, note taking and drafts require less time spent on accuracy in presentation but should still be legible.
Presentation will develop as it is modelled to the children and they are supported in their presentation.

What does it look like in books?

- Whole school uniform front covers with details in this order: Name of child; Subject, year of book, number of book in sequence Year group, class teacher
- Learning objective written as 'To know….Dates, titles and subheadings underlined in pencil (regardless of whether child writes in pen or pencil). Note: these are mostly printed.
- Drawings and diagrams to be in pencil.
- Pencil only for maths books.
- S / I/ C (*Support / Independent / Corrected*) to be clearly indicated to show support for each work.
- Neat handwriting from staff and pupils, with clearly defined ascenders and descenders.
- Rulers must be used to draw lines and children trained in Year 1 to do this.
- If dates are being written, short dates to be used in Numeracy and Science, long date in Literacy.
- Correct use of margins, lines and pages (orientation, next line/page) to space work.
- Paragraphs or sections of writing should be defined by a missed line.
- Numbers written within squares in maths books.
- All worked marked by adults in blue ink. See marking policy for symbols etc.
- Any mistakes to be crossed out using one neat line using a ruler.
- Tabbing to show progression needs to be evident in maths and literacy books. Literacy books show progress tabs at the end of the unit of work referencing the Chance to Shine writing; maths books tab assessments or progress in arithmetic showing progress.

Teachers model how to present work.

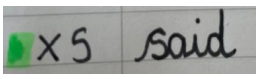
- Teachers use photos of class activities or group work in books where appropriate, with an evaluation of the learning from the child whose book it is in. This may take the form of a *show / convince me* question to evaluate learning

at an individual level.

- Children use a sharp pencil or pen (if it has been awarded to them for neat handwriting).

Marking Symbols

Work will be marked by teachers in blue ink.

Yellow Highlighter	Shine Bright! Where children have met target/success criteria
Green Highlighter	Green for Growth – Errors for the children to go back and fix
S	Supported
I	Independent working
C	Corrected
	Verbal feedback
_____	Underline a part of a sentence that doesn't make sense OR write *?* in the margin for the pupil to locate the error independently (KS2 / where appropriate) Then indicate at the bottom for them to rewrite the sentence
^	Insert word here
//	Start of a new paragraph needed
●	Incorrect answer in Maths
	Up to 3 spelling/handwriting corrections at the bottom written 5 times

Greater emphasis in KS2 on pupils proof-reading and locating errors independently, therefore marking in the margin is more relevant.

Retrieval Practice Assessment Activities

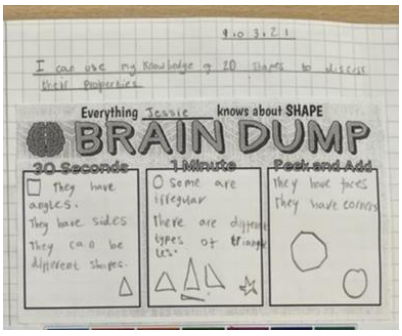
The science behind 'forgetting' is not new. In the 1880s, Hermann Ebbinghaus ran a study on memory from which he proposed the 'forgetting curve'. He stated that forgetting begins only 20 minutes after information is presented, with retained information halving every day until the 6th day when almost none is retained. That is, unless the information is consciously revisited. Actively revisiting the information interrupts the process of forgetting and strengthens the memory so that information becomes more deeply learnt.

'Retrieval Placemat'

It is used **to promote verbal discussion between students about topics that have been covered as part of recall**.



'Brain or Memory Dump'



Write down everything that you can remember.

- Pause lesson
- Ask pupils to write down everything they remember about a certain topic
- Continue on with lesson

Keep them as low stakes assessment; don't use them as a formal
assessment tool.

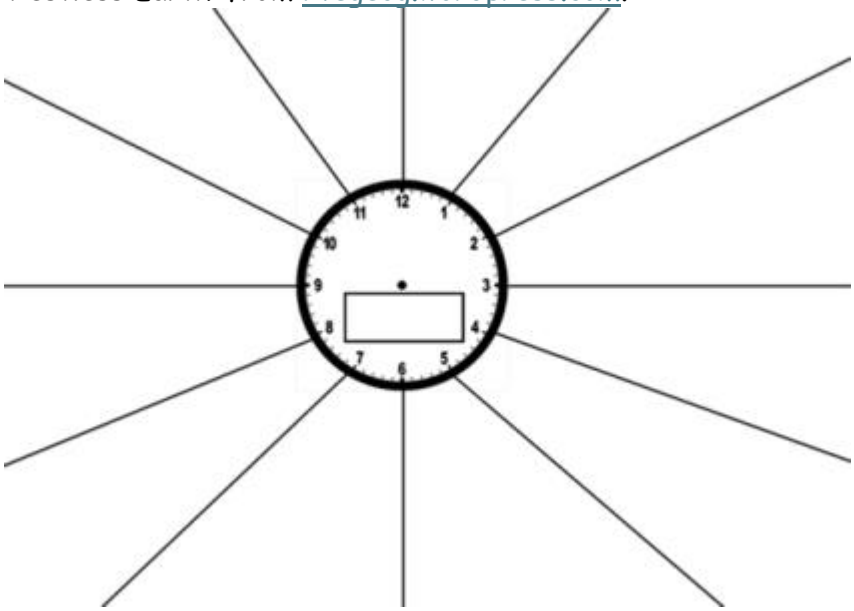
Think, pair, share: complete following a Brain dump

- Think stage = writing in the brain dump
- Pair = turn to your partner, get put in pairs

- Share = ask pupils….
  - Is there anything in common that we wrote down?
  - Is there anything that neither of us remembered but now
  - we know?
  - Did any of us write down misinformation?
  - Why do you think you remembered what you did?

'Revision Clocks'

Similar in principle and set up to 'Brain Dumps', except instead of a blank piece of paper **a clock style template is used to write down any remembered information**. Each segment of the clock is a space for notes on a particular part of the wider topic. The clock segments also could represent time limits (e.g. spend 5…10…20…minutes writing out all you can remember), The blank template is shown below and can be downloaded here. Also shown is a great example of a completed revision clock on the 'Restless Earth' from livegeog.wordpress.com.



Revision Clock template example



'List It'

A quick and easy **'free recall' task, students have to list as many items/as much as they can that fit a given criteria set by the teacher in the time given**:

- List as many keyword related to…
- List as many key facts linked to…
- List as many keys about [insert previous topic for spaced practice]…
- List as many key dates/individuals related to…
- List as many causes of X as you can…
- List as many consequences of X as you can…

This **helps uncover areas of strength and areas suggesting a need for support**.

'Memory Monday, Throwback Thursday, Flashback Friday…?'

Tell me what you learnt	
Last lesson	Last week
Last term	Last year

Weekly quizzes = low stakes activity. Keep questions to a maximum of 5.

Two things: At any point in a lesson, stop and have the pupils write two things connected to a topic and then move on. Examples include:

- What two things did you learn today?
- What are two things you learnt last lesson? Last week? Last unit?
- What are the two most exciting things you have learnt in these lessons?

- What are two things you would like to know more about?
- What are two examples from your own life you relate to today's lesson?

Cops and Robbers:



Pupils write what they know in the first box and then steal ideas from their peers to complete the second box.

Speak Like an Expert
Activity: With a partner, speak like an expert on the topic for one minute. Take turns being the expert and the listener.
Tips: Try to explain the information in a clear and concise way. Avoid using jargon or technical terms that your partner may not understand.
Why: Expert speaking helps you to process and organize the information in your mind. It also helps you to identify any areas where you need to improve your understanding.