



Teaching and Learning Policy

‘Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’

(Education Endowment Foundation)

Our rationale

We recognise that any attempts to further raise standards at Southglade Primary and Nursery School, must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the teaching and learning that is taking place on a daily basis. Across our school, the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement. At Southglade, we empower the teachers in the school to become the most effective practitioners they can be by using principles established from evidence based and best practice research, cognitive science and experience.

Our aims

By adopting a whole school approach to teaching and learning, we aim:

- to ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- to create effective learning environments to support and facilitate pupils learning
- to give children the skills they require to become effective lifelong learners
- to learn from each other, through the establishment of a collaborative and cross-phase approach to teaching and learning and a culture where opportunities for sharing good practice are in place
- achieve deep understanding, by helping pupils connect new knowledge with existing knowledge so they are fluent and have automaticity when applying their knowledge as skills
- deliver quality-first teaching and secure knowledge into pupils' long-term memory through developing secure schemas with connected networks of ideas
- enable pupils to become confident and interested learners, actively engaged in their own learning
- develop pupils' behaviour for learning

CPD Cycles at Southglade

At Southglade, we use the *EEF School's Guide to Implementation* to structure the delivery of personal development. Careful consideration is given to ensuring that all CPD is evidence-informed and that content is drawn from trusted, high-quality sources.

To maximise impact on pupil outcomes, particular attention is paid to the design and structure of our CPD. As a result, CPD is delivered through termly cycles, organised as follows:

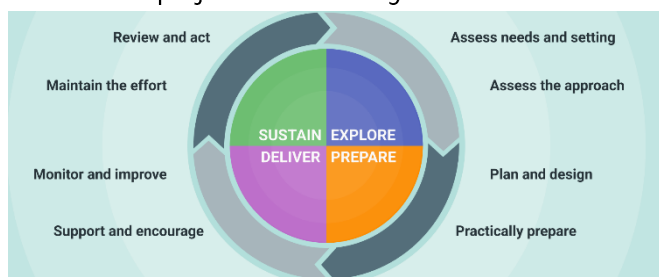
Session 1: Learn

Session 2: Research and Reading

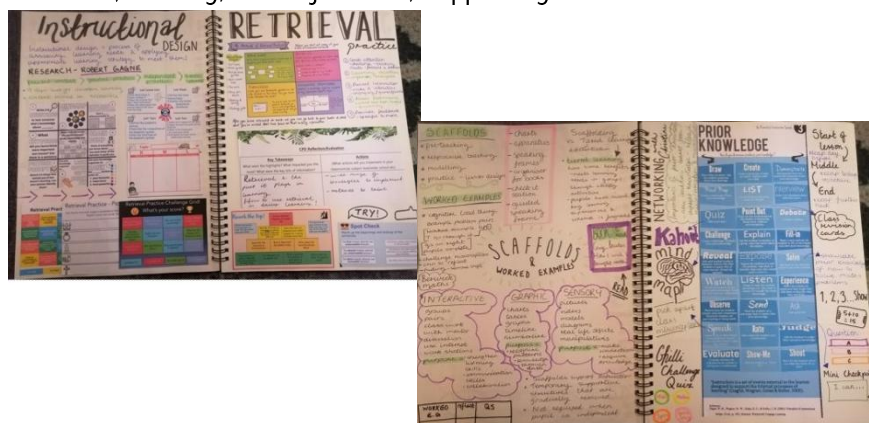
Session 3: Practise and Implement

Session 4: Reflect and Evaluate

In addition, we provide structured opportunities for staff collaboration and peer observation. Staff are also issued with CPD journals to record research, reading, and reflections, supporting sustained professional learning over time.

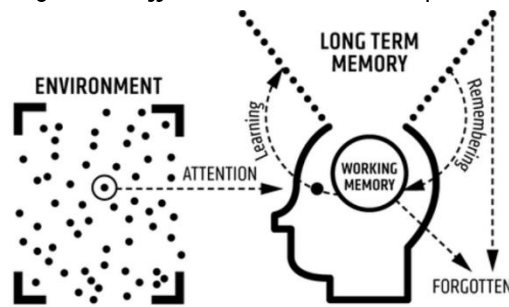


(EEF School's Guide to Implementation)



Understanding Cognitive Science

Through CPD cycles at Southglade, staff have a clear and deep understanding on how pupils learn.



Cognitive Science is revisited regularly with staff to reinforce the following key points:

- The capacity of the working memory is limited
- Only when knowledge is committed to the long-term memory has that knowledge been learned
- Knowledge can be forgotten from both the working and long-term memory
- Unless we give pupils opportunities to retrieve and remember knowledge from the long-term memory, it will be forgotten
- Our understanding of how to optimise the working memory and manage cognitive load, ensures staff make deliberate decisions around lesson design and learning environments

Staff Responsibility

Teaching and Learning Strategies

Our core Teaching and Learning principles encompass Rosenshine's Principles of Instruction.

At Southglade, as part of our ongoing evidence based CPD, staff have researched the Rosenshine principles and reflected on how these principles support our planning and teaching so that all learners are supported in their learning and make progress. Teachers are clear that their role is to teach using these principles, which makes it possible for all children to engage successfully with tasks at the expected level of challenge.

At Southglade, we strive to have the following in our lessons:

1. A daily review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.

(Taken from The International Academy of Education)

These research-approved strategies structure the expectations of teaching at Southglade. They are prioritised in CPD sessions to enable staff to use them effectively and consistently. Teachers are expected to embed these strategies in their daily lessons but not be limited by them. In addition to these strategies, which are used across all curriculum subjects where appropriate, subject-specific pedagogy is set out by subject leaders through the sharing of Progression Ladders and CPD Knowledge Pages, ensuring that each subject provides the knowledge and progression for the pupils.

All lessons in our school follow a basic structure using Rosenshine’s Principles of Instruction:

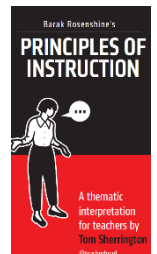
Review and Retrieve Prior Learning

1 Daily review

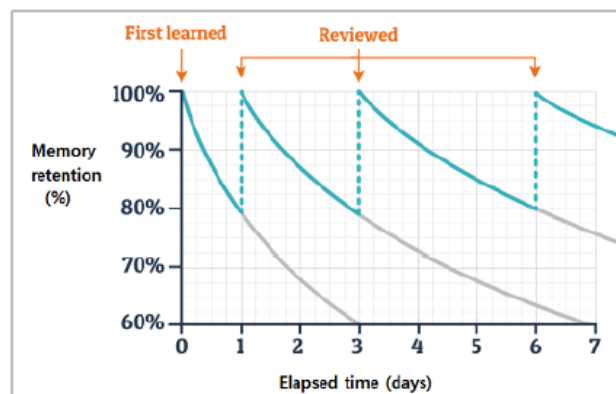
10 Weekly and monthly review



Prior learning is revisited and learning is shared in a wider context. Pupils review and retrieve prior learning; review previous lessons; share intended learning outcomes.



Retrieval is the act of recalling learned information from memory, with no or little support. Retrieval practice ‘interrupts the forgetting’. The rate at which students are said to forget something is demonstrated in Ebbinghaus’ ‘Forgetting Curve’.



Rosenshine’s evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the pupil’s mind, enabling new information to be understood, stick more easily and for longer. For knowledge to be used and applied in the long-term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning. We use the main ingredients for effective retrieval practice:

Involve everyone	Make checking accurate and easy	Specify the knowledge	Keep it generative	Vary the diet	Make its time efficient	Make it workload efficient
We check that all students can remember the key knowledge. If we accept an answer from an individual, we are stopping the rest of an opportunity to engage in retrieval.	Pupils need to know whether they got answers right or wrong so that they do not cement misconceptions. Make checking answers easy and efficient. “The best person to mark a test, is the person who took it” (D. William)	Retrieval practice should be focussed on the core knowledge we know pupils will need for subsequent learning.	Retrieval practice needs to be challenging to be effective. Pupils need to retrieve knowledge multiple times.	Give pupils a rich diet of low-stakes retrieval activities.	5 – 10 minutes should be spent on retrieval practice, including feedback.	Teachers should use ready-made templates to plan retrieval starters to efficiently manage workload.

At Southglade, we ensure we plan for lots of low stakes retrieval practice, and many strategies are used to achieve this- see Appendix 1.

Sequencing concepts and modelling.

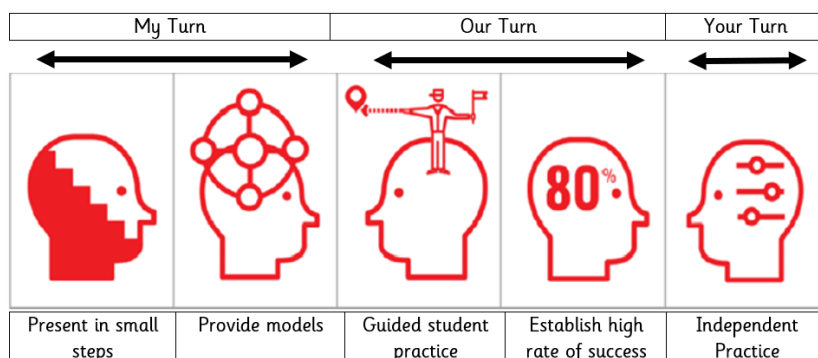
Explaining and introducing new content and providing opportunities to rehearse

- 2 Present new material using small steps
- 4 Provide models
- 8 Provide scaffolds for difficult tasks



New learning is introduced and explained in small chunks and pupils are provided with rehearsal time.

The quality of the input at this stage will have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning. At Southglade, we use a range of techniques to ensure that the input is of high quality on a daily basis. We recognise that children have limited concentration spans, so teacher inputs are therefore kept short and punctuated by rehearsal activities and partner talk. Research shows that significantly more learning takes place when new information is shared in shorter bursts, rather than extended periods of time. The ‘My Turn, Our Turn, Your Turn’ model is used to ensure pupils see new learning modelled effectively by an adult and have a chance to practice under close supervision before working independently. This allows children to build understanding gradually and move from dependence to independence with confidence and understanding. Scaffolding and worked examples are provided for pupils when cognitive supports are needed to complete tasks, but these are gradually withdrawn as pupils become more confident and fluent.

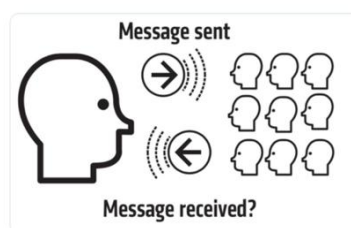


Questioning (including checking for understanding)

3 Ask questions



6 Check for student understanding



Effective questioning and classroom talk is essential to develop learning & higher order thinking. Questions can highlight misconceptions and challenge pupils to think deeper. The greatest value of questioning is that they force children to practise retrieval; this strengthens and deepens memory hence the importance of high-quality questioning. Some questions will be pre-planned for lessons and staff also use questioning to be responsive to what is happening in the lesson.

At Southglade, we ensure talk time is given to pupils to allow them to talk to other children and adults and we use talk partners and oracy strategies to promote talk in all classrooms. Through CPD cycles, we have invested time in staff training to support effective questioning and oracy in the classroom. The effective questioning and feedback techniques that are used daily at Southglade can be seen in Appendix 2.

Checking for pupil understanding

We recognise the importance of ensuring that levels of understanding of taught concepts are secure before learning is moved on in lessons. To achieve this, teachers ask carefully crafted questions, using a range of techniques as seen in Appendix 2, and carefully monitor pupils' responses to questions and tasks. Teachers give careful consideration towards the deployment of adults in the room and how this supports the ongoing assessment process.

Once misconceptions and gaps in learning have been identified within or after lessons, we aim to maximise the impact of additional adults in the school by directing support staff to deliver pre-teaching and corrective teaching with identified pupils.

Guided and Independent Practice

5 Guide student practice



7 Obtain a high success rate



9 Independent practice



Pupils complete guided or independent practice and staff review learning and plan next steps. At every stage, staff check for pupil understanding using assessment for learning strategies.

Guided practice ensures the teachers are forming strong schema early on and at Southglade, we ensure learners spend additional time rephrasing, elaborating and summarising new material in order to store material in the long-term memory. All pupils need to practice; however, practice must be guided so that the chance of forming misconceptions is minimised. If pupils have any misconceptions, then these misconceptions are unpicked, and retaught where appropriate.

At Southglade, guided practice is where learning activities involve thorough explanations, short answer questions or simple tasks where the teacher and learners are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain. Within lessons, and over a series of lessons within a teaching unit, children are given time to practice using new knowledge and skills.

Rosenshine (2012) recognises independent practice as a vital part of learning because it provides pupils with the much-required opportunity to complete a procedure or activity over and over and is necessary for pupils to become fluent or automatic in a skill. Staff at Southglade understand that when children become automatic in a process or skill, they free up their working memory which can

be used to apply their learning to new contexts. At Southglade, we plan independent practice so that pupils work on the similar material covered during guided practice to give them an opportunity to consolidate their learning. The more pupils practise the material, the stronger the retrieval strength becomes. Without enough independent practice, pupils will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong.

Review

Review is key to memory, and staff at Southglade understand that it is important not just to confine it to the end of the lesson. We recognise that good teaching requires teachers to constantly refer back to the learning objective throughout the lesson and reinforce prior learning.

We understand that when the pupils are involved in identifying what they have learned in the lesson, their memories will be significantly boosted.

Cognitive Science Symbols

At Southglade, we have created symbols that are used across our curriculum to support pupils with retrieval, challenge and assessment. These symbols are used consistently across year groups, so that our pupils are familiar with the meaning of the symbols and know the expectations of the task when they are their completing work.



This symbol is used when teachers are using an assessment method to determine what pupils have remembered.



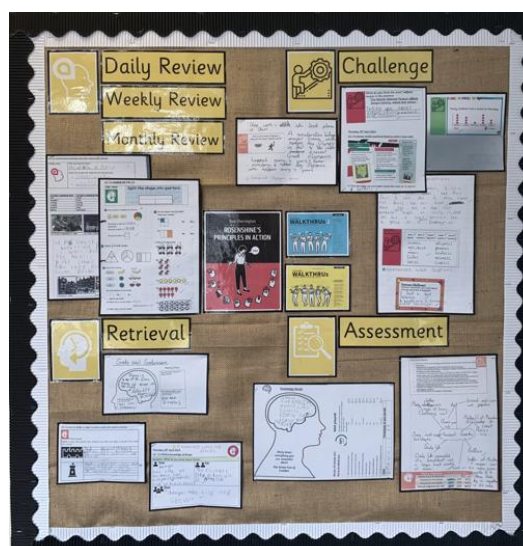
This symbol is used when teachers are wanting pupils to complete a Daily, Weekly or Monthly review.



This symbol is used when teachers are wanting pupils to complete a Retrieval activity.



This symbol is used when teachers are wanting pupils to complete a challenge or extend thinking.



Differentiation and Adaptive Teaching

All groups of learners are challenged appropriately in lessons, including the needs of pupils with SEND and this is achieved through the use of scaffolded questioning, and planned tasks, which support different depths of learning. Intended learning outcomes are the same for all children and this is to ensure that all our pupils are able to access the same learning. It is the responsibility of the class teacher to scaffold learning to enable learning through questioning, levels of support and resources. More information can be found in the SEND policy.

Feedback and Marking

All pupils receive regular and clear feedback, which enhances their learning. The Feedback and Marking policy is embedded in everyday practice and is used to support and inform teaching and learning.

- All pupils are clear about what they need to do in order to improve their work
- Marking is sharply focused against the intended learning outcome and identifies next step prompts
- Pupils are given regular time to respond to marking prompts and this is built into lesson planning and facilitated through adult support.
- Live marking – The use of live marking in lessons ensures that misconceptions or observations and assessments are quickly addressed via misconception work with a teacher or support staff.

Behaviour

Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff consistently apply the same approaches which are clearly outlined in the Behaviour Policy.

Classroom Environments

At Southglade Primary, we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school the following points are followed in each classroom.

- An English washing line is displayed and includes flipchart modelled writes, boxed success criteria and key vocabulary, which support the writing sequence.
- A maths learning wall that reflects current learning.
- Classrooms are tidy, labelled and organised.
- Pupils are taught to respect equipment and resources

Pupil Responsibility

We want the pupils at Southglade Primary to have a clear understanding of Cognitive Science and how we learn. Therefore, the pupils at Southglade are taught the core principles of teaching and learning. We aim for pupils to be able to recognise and access the strategies and symbols that are used to help them learn across the curriculum.

- Pupils take responsibility for their own learning, and support the learning of others
- Pupils meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.

- Pupils are taught the main concepts of Cognitive Science and take an active interest in understanding how they learn.
- Pupils talk confidently about the strategies that help them to remember information.
- Pupils work collaboratively with their peers when taking part in learning strategies.

SLT Responsibility- Monitoring and observations

In order to maintain the highest standards and expectations of teaching and learning, SLT will monitor and hold staff and pupils to account for their teaching and learning to ensure that all of our pupils make the best possible progress from their starting points. At the very heart of teaching and learning at Southglade, is the commitment to our pupils that we give them knowledge and skills and empower them to be curious, ambitious, engaged and confident learners, so that they can be successful beyond primary school.

To ensure we achieve this, school leaders will monitor and evaluate the impact of teaching on pupils' learning by:

- Conducting learning walks
- Conducting formal lesson observations
- Reviewing marking and feedback
- Pupil progress meetings
- Monitoring planning
- Book Scrutiny
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve practice and subject knowledge of staff
- Promote staff collaboration in response to CPD Cycles.
- Address staff underperformance and intervene promptly

Lesson Observations: Lesson observations are used as part of the appraisal process to evaluate an individual's teaching performance (see appraisal policy). These are more formal, often with agreed objectives linked to the teacher standards and teachers are provided with individual feedback. These usually take place each term, with no more than three times a year.

Learning Walks: Learning walks support whole school development and provide evidence for the school improvement plan. These are a general look at an identified theme or to get a clear picture of what is happening across school in terms of quality and provision. They are informal and teachers do not usually receive individual feedback. They can be used to identify training needs and areas for professional development. Learning walks can also be conducted by subject leaders as part of their subject monitoring and own professional development as documented in the curriculum and individual subject policies.

Drop-Ins: The headteacher, and senior leaders with responsibility for teaching and learning, may visit any lesson at any time, as part of school improvement, to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. No formal feedback is given after drop-ins. In most cases, evidence from drop-ins and learning walks are not used for appraisal purposes, although if any serious concerns relating to an individual were uncovered, these would be shared.





Appendix 1

Retrieval Strategies at Southglade

Examples of Reviews:

Daily review

Match up the correct fractions to the shaded shapes.

$\frac{2}{4}$ $\frac{3}{4}$ $\frac{1}{4}$

river	railway	pond	cave
hill	village	forest	road
ocean	sea	mountain	shop
school	cliff	bridge	factory





Key
 Human features
 Physical features

Retrieval Practice: Elaborate and extend...


True or false

The representations are all equal.

$\frac{32}{10}$ 2.0 2.5 3.0 ↓




What is the same/different about fractions and decimals?






How many points can you score?

Last lesson = 1 point		Last week = 2 points
Two weeks ago, = 3 points		Even further back! = 4 points
Name one of the Pharaohs.	Name one of the Egyptian Gods.	Red was a common colour for people to wear. True or false?
Draw an aspect of daily life for ancient Egyptians.	Compare a Pharaoh to an Egyptian God.	The Romans invaded before the Vikings. True or false?
How many years did the ancient Egyptian era span over?	Name two history periods on the historical timeline.	Name one thing Pharaohs did.



Think, Pair, Share

Question: What can you tell me about the Danelaw?

 Think	 Pair
 Share	

Memory Dumps

Brain Dump-End of Unit Objectives

To have an overview of some of the key event of WW2

Identify the role of propaganda during WW2.

To learn the reasons behind the evacuation of children and the what this entailed for the children involved.

Low Stakes Quizzes- Kahoot



Assessment Example



How has Greece changed over time?

Appendix 2- Questioning at Southglade

Cold Call	No hands up or calling out. Ask everyone → select who answers.
No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
Check for Understanding	Ask a selection of students to relay back what they have understood about the question under discussion.
Probing Questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Think Pair Share	Allocate talk partners, set a question with a time limit , ask students to think, then discuss, then report back.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Whole Class Response	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.



Questioning and Feedback

Cold Calling: Makes all students think and provides feedback as to how it is going. Allows you to choose who answers, keep the whole class involved and gain better information to plan responsive next steps.

<p>1) Ask the class the question</p> <p>Q aimed at everyone in the room. Name the approach. "We're going to cold call." All prepared to answer.</p>	<p>2) Give thinking time</p> <p>Allow time to think in silence before seeking responses. Scan the room to check for focus.</p>	<p>3) Select someone to respond</p> <p>Could be anyone. "James, what were you thinking?" Make it safe for errors, doubts and misconceptions</p>	<p>4) Respond to the answers</p> <p>Turn each Q into a short exchange. Re-teach and prompt if necessary. Say It Again Better.</p>	<p>5) Select another student & respond</p> <p>Another student responds to same Q or slight ext. Range of students. Repeat 'til your next step is clear.</p>
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Think, Pair, Share: Structured discussion which can provide all students the opportunity to talk about the material in a productive manner. Pairs are the most powerful way to involve all students in rehearsing and sharing ideas.

<p>1) Establish talk partners</p> <p>Pre-determine talk partners. Odds in threes. Ideally one will not dominate the other.</p>	<p>2) Question with goal & timeframe</p> <p>Can be open discussion but usually helpful to set a precise goal e.g. List, Name Precise, short timeframes.</p>	<p>3) Build in thinking time</p> <p>Pupils think individually before partner discussion. Generative thinking for all but takes more time.</p>	<p>4) Circulate to listen</p> <p>Power lies in hearing what pupils say. Pick up on interesting ideas or important misconceptions.</p>	<p>5) Cold call to sample responses</p> <p>Bring class to attention, sample with cold calling. Teacher chooses specific partner, then more pairs,</p>
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Show-Me Boards: A good way to sample responses from the whole class. Students write on mini-whiteboards in response to a question and then, simultaneously, show their responses. A big hit of feedback to the teacher.

<p>1) Board and pens to hand</p> <p>Ready to use anytime. Have systems in place to ensure it can happen at speed.</p>	<p>2) Question with goal & timeframe</p> <p>Ask students to produce particular type of response with clear goals. Timeframe given in minutes.</p>	<p>3) Build in thinking time</p> <p>Every student needs the time to think and explore schema. Don't interrupt with premature sharing.</p>	<p>4) Signal: 3-2-1 and show me</p> <p>Boards shown at the same time with a crisp routine. Held up for as long as you need to absorb responses.</p>	<p>5) Engage & follow-up responses</p> <p>After scanning the responses engage with a sample to discuss, deepen or correct as needed.</p>
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Check For Understanding: Effective teachers systematically check for understanding. We can't assume pupils have understood unless we get some feedback from them. It informs our next steps and secures their deeper understanding.

<p>1) Cold call asking what not if</p> <p>After input or practice, select a pupil to share thinking. 'What have you understood?'</p>	<p>2) Probe with a short dialogue</p> <p>Go beyond accepting a short response. Use Probing & Process Questions to check.</p>	<p>3) Follow-up with more checking</p> <p>Select another student and repeat the process with same/slightly developed question. 3 usually enough.</p>	<p>4) Explore details & differences</p> <p>Which answer is more accurate? Are there any misconceptions? Words used correctly? All valid?</p>	<p>5) Re-teach, defer or move on</p> <p>Decided on level of understanding. Move on or re-teach? More practice? Defer for another time?</p>
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Say It Again Better: Sets the standard for the depth of verbal response you expect, and supports pupils to produce high-quality responses. Initially accept basic, shallow responses but develop them each time.

<p>1) Ask a student a question</p> <p>Use one of the techniques to ask pupils to think about material and prepare to respond.</p>	<p>2) Acknowledge the first response</p> <p>Be as positive as possible. If it is half-formed, perhaps: "Yes, that's a good start, let's develop it further."</p>	<p>3) Give supportive feedback</p> <p>Ask pupils student to consider ways in which it can be improved. Terms, descriptions, reasons.</p>	<p>4) Invite to 'say it again better'</p> <p>Ask the same pupil to have another attempt. Checks for understanding, chance to practice and succeed.</p>	<p>5) Respond to improved response</p> <p>Praise and move on or add more detail and depth. Demonstrates they are capable of excellence.</p>
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Probing Questions: Asking questions which probe their schema for the ideas being discussed. Help pupils to make links between ideas to support long-term memory, to connect concrete and abstract ideas and to identify gaps in learning.

<p>1) Ask a pupil a question</p> <p>Use one of the techniques to ask pupils to think about material and prepare to respond.</p>	<p>2) Follow-up with a probing question</p> <p>What's the connection? Is that always true? Is there another example? What are the main reasons?</p>	<p>3) Listen and probe further</p> <p>If that's true, what about this? Is there another way? How is that similar or different to before?</p>	<p>4) Ask another pupil to continue</p> <p>After 3, 4 or 5 exchanges, repeat with further pupils to explore their schema, probing with each.</p>	<p>5) Check others' understanding</p> <p>After exchanges ask "What did you understand from Joe's response?" Ensures listening & engagement.</p>
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Process Questions: Encourage metacognitive talk during lessons. Discussions focus on the 'how do we know?' Modelling and rehearsing dialogue around these questions supports pupils to think in this way independently.

<p>1) Model your thinking</p> <p>During the instructional phase narrate your thought processes explicitly as you talk through problems.</p>	<p>2) Emphasis how and why</p> <p>Place emphasis on <i>how</i> we know what we know and <i>why</i> the answer is the answer as far as possible.</p>	<p>3) Ask pupils to explain methods</p> <p>After pupil response, follow up with a process question. Which method? Why that order?</p>	<p>4) Ask pupils to explain ideas</p> <p>If pupils are choosing from options they justify them. What made you think that? Where is your idea from?</p>	<p>5) Discuss similar alternative Qs</p> <p>Reinforce divergent thinking to show a range of responses can be valid even if some are better.</p>
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Feedback That Moves Forward: Pupils need to know how to deepen knowledge and improve performance. Effective feedback is understood, accepted and actionable. Pupils need to be motivated to apply effort to develop strategies.

<p>1) Focus forwards</p> <p>Explain actions to improve future performance. Best given part-way through a learning cycle than at the end (for opportunity).</p>	<p>2) Keep it positive & specific</p> <p>Framed positively to encourage. Highlight successes and be specific about <i>how</i> to improve.</p>	<p>3) Match message to pupil</p> <p>Learn how each pupil responds to feedback as a key part of your relationship building.</p>	<p>4) Avoid SatNav syndrome</p> <p>Try to change their capacity to produce excellent work rather than produce an excellent piece.</p>	<p>5) Over time reduce feedback</p> <p>Train students to generate more self-assessed feedback, using success criteria, examples etc.</p>
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Feedback As Actions: More effective feedback is framed as an instruction to do something rather than describing previous work. Tasks are set that address learning needs. *Below are five separate not consecutive methods.*

<p>1) Redraft or re-do</p> <p>Give opportunities to improve work by repeating it one or more times, taking on ideas about how to do it better.</p>	<p>2) Rehearse or repeat</p> <p>Seek improvement through repetition and rehearsal with prior learning to improve fluency.</p>	<p>3) Revisit & respond more Qs</p> <p>Rather than correcting previous questions, re-teach content and provide new questions.</p>	<p>4) Re-learn material & re-test</p> <p>Pupils identify specific details they found hard to recall & engage in specific retrieval practice activities.</p>	<p>5) Research & record</p> <p>Pupils lacking range of understanding on a topic need research tasks before improving work.</p>
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Whole-Class Feedback: Excellent way to give pupils timely, detailed formative feedback whilst minimising teacher workload (instead rapidly engages with details). Replaces individual comments with feedback given to the whole class.

<p>1) Read through students' work</p> <p>Collect in books. Ideally read them all but, if time is pressing, a sample can be sufficient.</p>	<p>2) Note the strengths</p> <p>Identify common strengths and note them down. It prompts the few not doing it. Showcase examples.</p>	<p>3) Note areas for improvement</p> <p>Make a manageable list of errors. Don't shame individuals with errors but address privately if needed.</p>	<p>4) Give the feedback</p> <p>Present the feedback to the whole class. Take time to highlight examples of excellence.</p>	<p>5) Give improvement time</p> <p>Give time to make immediate improvements. Pupils identify common errors in own work.</p>
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