



Feedback and Marking Policy

LAST REVIEWED: OCTOBER 2024

NEXT REVIEW: OCTOBER 2026

Signed: 

Position: Chair of Governors

Signed: 

Position: Headteacher

1. **PURPOSE & ETHOS FOR THIS POLICY:**

- Feedback and marking are two separate but interlinked elements of moving a child's learning forwards. The role of feedback and marking is to improve the learner and not the specific piece of work seen in a book. We therefore do not mark work for the purposes of external verification or evidencing of high-quality feedback happening during lessons
- High levels of effective feedback are proven to help children to make rapid progress. This is different to needing high levels of summative written marking in all of their books, which is not proven to have the same levels of impact on a child's progress

Education Endowment Foundation Research link:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

- Formative assessment techniques should be broad and varied and teachers should spend more time developing effective formative assessment strategies in every lesson that they teach, than they do on summative forms of written marking after a lesson has already finished (**APPENDIX A**)
- We believe that there are three main reasons for still needing written marking in all children's books:
 - 1) To acknowledge the effort and time spent by a child, showing them that effort is important and showing that an adult is interested in their written work
 - 2) To model to a child how they could improve or make progress with their work 'in the moment' – immediate written feedback - 'live marking' - during a lesson and not after the lesson has finished
 - 3) To ensure additional rigor in core fundamental literacy and numeracy skills across all different primary subjects. Modelling high expectations of spelling, punctuation, grammar, number formation, sentence structures, handwriting and presentation is an important feature of written marking

2. **OUR APPROACH:**

Both verbal and written feedback should redirect or refocus the learner's actions to achieve a goal. It should: **Be specific and linked to the learning intention only** – ticking or crossing next to a child's work is not specific or helpful for learning or challenge

Be accurate and linked to the child's current understanding, knowledge and accuracy

Be clear on what the learner can do next in order to make progress and be challenged

- A high level of verbal feedback should be heard and seen in all lessons. Teachers should be active during the lessons, intervening with children's learning, working directly with children or small groups and demonstrating a range of formative assessment techniques (**APPENDIX A**)
- During all lessons, teachers should be using written modelling in children's books and on whiteboards to demonstrate learning and intervene in misconceptions.
- Over the course of a week, every child should have written modelling and marking in their books at least 2-3 times in all of their books. **No child should be able to continue to respond to learning incorrectly for a sustained period without teachers noticing these misconceptions and intervening.**
- Core learning connected with SPELLING, USE OF CAPITAL LETTERS & PUNCTUATION, CORRECT LETTER AND NUMBER FORMATION & READING FLUENCY STRATEGIES should be evident in feedback and marking across all books, no matter what the subject area being taught
- Any adult working in a classroom, with a group of children or with an individual – teacher or TA – can and should intervene in verbal and written feedback. We do not specify the colour of pen to use or the need for a TA to denote their interactions differently to teachers.
- Over-reliance on the use of codes in written marking is not shown to be helpful unless there is an exceptionally high level of consistency between all staff applying and teaching these codes to children. We therefore only use the following codes in our marking policy:

CL = Capital letter reminder

- or FS = Full stop reminder

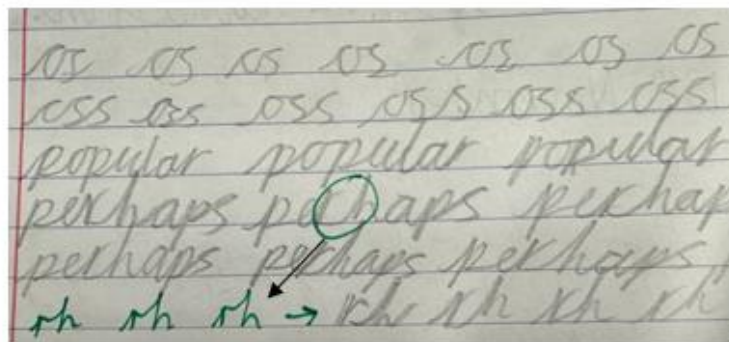
Sp = Spelling reminder – the correct spelling should then be modelled

Examples of helpful and unhelpful feedback and marking:

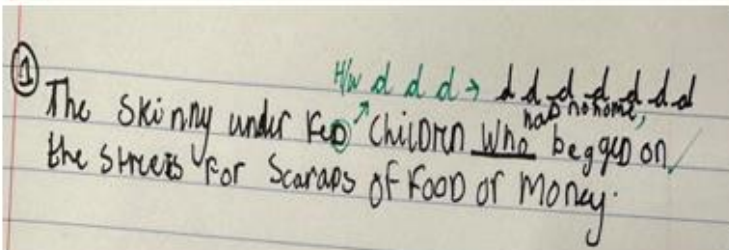
HELPFUL	UNHELPFUL
<p>Immediate feedback (at the point of teaching). Feedback closest to the point of teaching and learning can be particularly effective in driving further improvement and learning, especially for younger pupils (as long as there is appropriate consideration of the task, pupil and the class).</p>	<p>Feedback is less likely to be effective if it provides a general comment about a pupil's characteristics and will be unhelpful if it concerns behaviour in a lesson. Eg – Try harder! You weren't concentrating today!</p>
<p>Task-focused feedback: for example, telling pupils during an ordering task in maths that two items are the wrong way around and they should revisit the order and try again would be providing effective task-focused feedback</p>	<p>Less effective (person-focused) feedback would be to say, "I'm surprised you made this mistake - you're normally so good at maths." Lots of ticks and crosses on a child's work with no modelling of correcting mistakes or no challenge set to extend thinking is not helpful</p>
<p>Subject-focused feedback: for example, telling pupils during a piece of creative writing that they are using too many short, simple sentences and should try and use a range of conjunctions to expand their sentences would be providing effective subject-focused feedback.</p>	<p>Less effective (vague and general) feedback would be to say, "Try and make your writing more interesting." Marking that does not refer to success criteria or shared learning objectives will not help a child make subject-specific connections</p>
<p>Self-regulation-focused feedback: prompting a pupil to consider why their performance in a recent cricket game was less successful than a previous performance before asking them to use the feedback when practicing would be providing effective self-regulation-focused feedback. For example, "how do you think your performance compared to the last game?" "What do you think the causes/ differences were?" "How can we prepare better next time?"</p>	<p>Less effective (person-focused) feedback would be to say, "You normally play much better than that!" Written marking that only shows up the error instead of modelling or prompting (Extending thinking and pushing for challenge at all opportunities in written marking will be more helpful)</p>
<p>Summary feedback (at the end of a lesson/task, or the beginning of the next lesson). This often involves whole groups or classes and provides an opportunity for evaluation of learning in the lesson. For most children, the 'next step' is usually the next lesson.</p>	<p>Closed questions or summary feedback to cohorts of children who are not expected to participate in this reflection will not be effective summary feedback. (Directed questions, entry/exit tickets to a range of children and simple recall quizzes are good alternatives for this)</p>

Examples of effective feedback taken from a range of books in school (2024):

Handwriting:

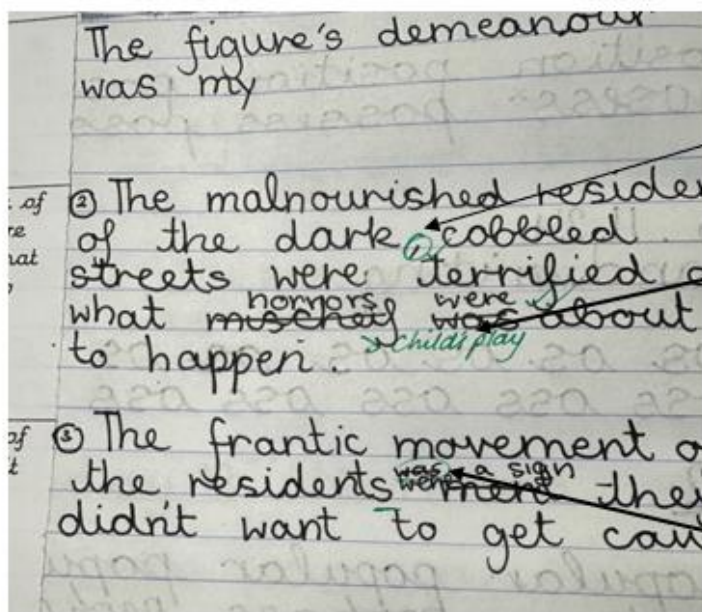


Picked up an incorrect join of an r to an ascender- child has joined from the bottom, which is incorrect and not good for fluency. Teacher modelled to the child the correct join, which should be to the top of the ascender and child followed.



Picked up an incorrect letter formation in an English lesson. Teacher modelled the correct join and formation and the child practiced.

English

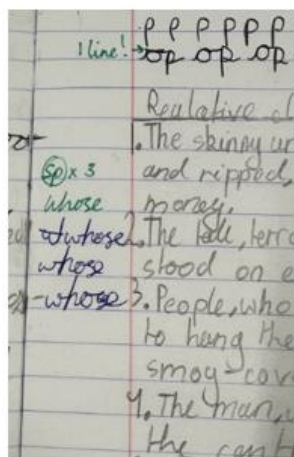


Lesson aim was to make the reader scared with implicit detail.

Marking shows punctuation errors picked up with a circle to show something was missing, which child corrected.

The child chose the word mischief to explain what a figure might get up to- the child's play and discussion that went with that written response showed them that this was not creating the right atmosphere to suit the lesson objective. The child replaced the word with horrors.

The teacher also intervened when the child used an inaccurate verb tense agreement- using was instead of were.



A spelling mistake has been picked up in the child's piece by underlining it with a green squiggle. The correct spelling has been given in the margin, where the child has been asked to write it 3 times.

the skinny & underfed children,
 who begged on the streets
 for scraps of food or money,
 The tall tenement houses, were
 sited on either side of the
 sludge lined street.

The skinny, underfed children, who were
 dressed in ragged cloths, begged
 in the streets for food and money.

The tall

Here the child had used a fragment instead of a relative clause as well as using an incorrect relative pronoun for the subject of the sentence. The adult has circled the mistake and given them the correct pronoun in the margin. An arrow to space below shows an intervention through dialogue has taken place, they have started the relative clause for the child to save time, and the child has then accurately gone on finish it.

Reading:

This set of questions are all based on the section...

1) How did Anousheh's trip into space make history? (1 mark)

2) Look at Anousheh's blog entry for September 25th. Find and copy a group of words that shows that Anousheh wrote her blog for others to read. (1 mark)

3) Look at Anousheh's blog entry for September 27th. Explain how Anousheh felt about being in space that day (2 marks).

1) It made history because she was the first female tourist in space

2) "everyone want to know." - tells me she was... what she's doing in space

3) She probably was having alot of fun so because she could do something and that so she could posted it on her blog

The class teacher has intervened through marking to get the child to begin to explain their thinking.

Wednesday 6th November.
 Retrieval

describing words.

Find and copy 3 adjectives that show that the places that they stay in are not very nice.

- Lonely
- Rotten
- Cold

What is Marinka doing when the story starts?
 Describing about people come to the sunset what being friends. is she? or is she doing a job? Build a story

What 3 things does Marinka think could be knocking her wall down?

- Wind
- Build over animal
- Crazy dead person

Here the child was stuck on the meaning of words to be able to answer the question, the adult intervened by adding in a definition so the child could complete the task.

When the child had not answered the question accurately, a question re-directed their attention to another section to enable them to retrieve the answer accurately.

predict

I predict that Daniel will have a worst worst journey in the nowhere Emporium. I think he will get captured from how the nowhere Emporium diss disappears in the darkness of night

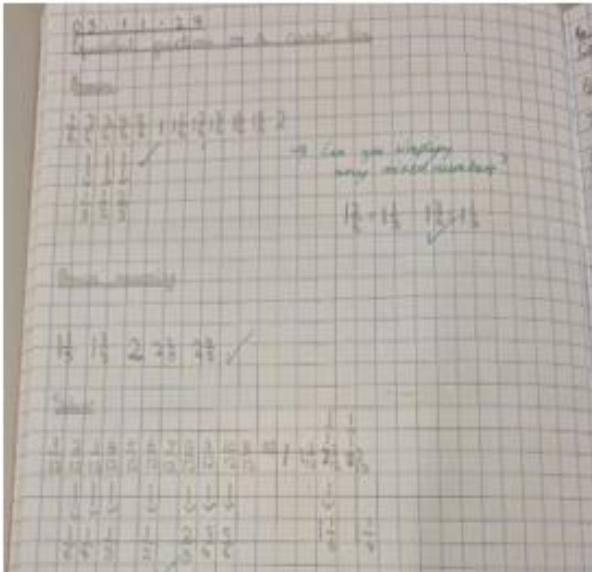
What makes you think this? of how the nowhere Emporium disappears a magically in the magical building of Daniel probably will disappear in the nowhere Emporium of how the em Emporium wondrous of, the magical curses, and how Daniel is intruded of what it sells.

Here a simple question was used to enable a child to develop her reasoning by thinking why her opinion was that. They had to think about the clues in the text that made them predict their answer to the prediction question.

Maths Immediate feedback - live marking

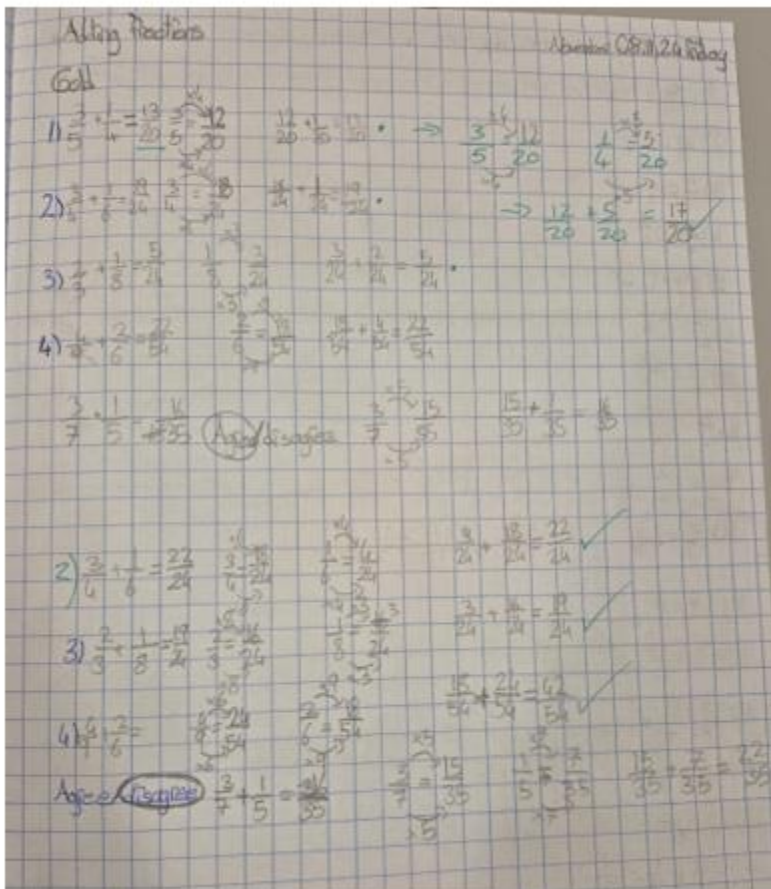
Green pen = teacher Blue pen = student

Having an answer sheet ready for teachers and pupils.



Teacher marking

Opportunity to practice learning from a previous lesson.



Teacher checking- notice an error arrow sign to check and do again

First steps provided

Incorrect number formation - practice

ADDING ON A NUMBER LINE WITHIN 20 SHEET 2B 6.11.24
Use the number lines to help you work out these addition facts.

- $6 + 7 = 13$
- $14 + 4 = 18$
- $9 + 5 = 14$
- $12 + 3 = 15$
- $15 + 5 = 20$
- $4 + 8 = 12$
- $11 + 4 = 15$
- $18 + 2 = 20$

Practice

4 4 4 4 4 4 4 4 4 4 4 4

2 2 2 2 2 2 2 2 2 2 2 2

18-10-24

- 30 31 32 33 34 35 36 37 38 39 40
- 40 41 42 43 44 45 46 47 48 49 50
- 20 21 22 23 24 25 26 27 28 29 30
- 70 71 72 73 74 75 76 77 78 79 80
- 50 51 52 53 54 55 56 57 58 59 60
- 80 81 82 83 84 85 86 87 88 89 90

7 → 7 7 7 7 7 7 7 7 7 7 7 7

4 → 4 4 4 4 4 4 4 4 4 4 4 4

Blue pen worked example

B Brackets
Indices
X ÷ DM
+ - AS

Practice
Example - $3 + 4 \times 2 = 11$ $5 - 10 \div 2 = 0$

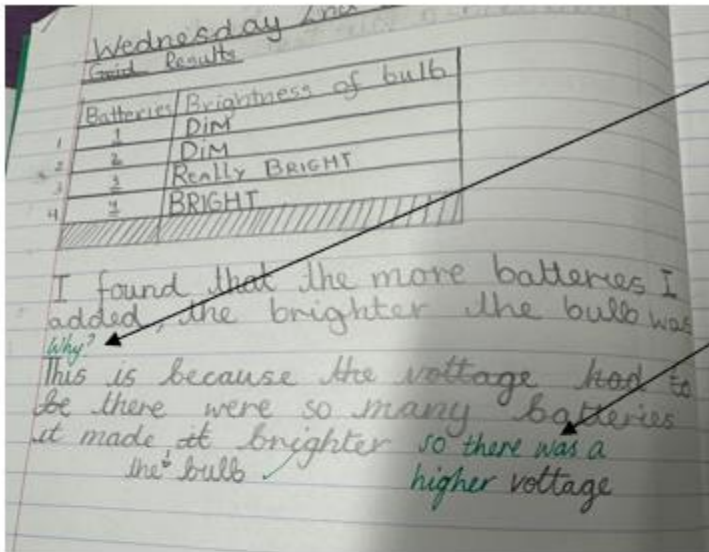
Green reasoning
Because it is 11

Silver
 $6 + 4 \times 2 = 14$ $4 + 4 \div 2 = 6$ $8 + 6 - 3 = 11$
 $5 + 5 \times 4 = 25$ $12 + 3 \times 2 = 18$ $2 \times 4 + 5 = 13$

Silver reasoning
True it is 11

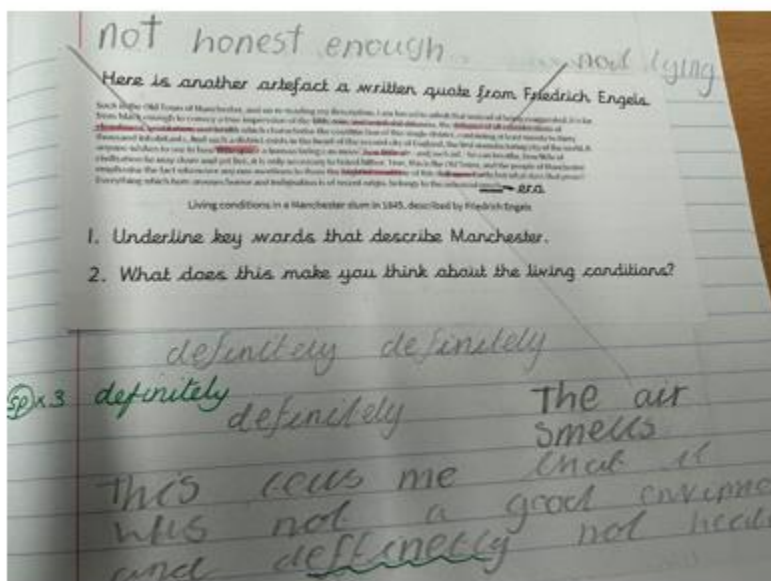
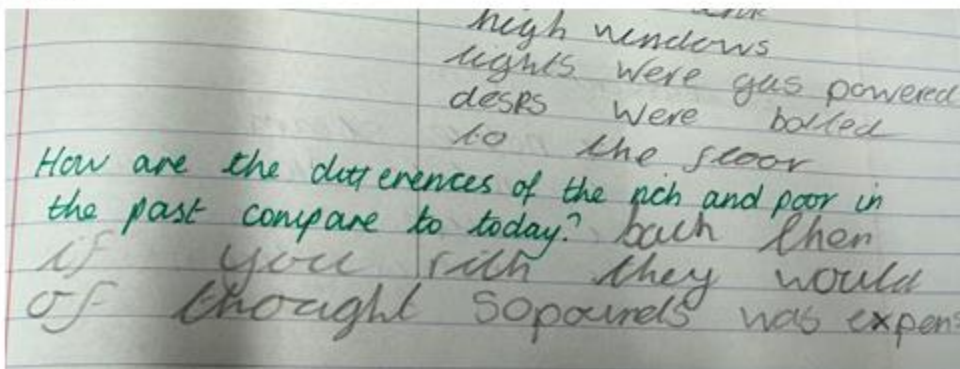
Gold
 $6 + 4 \times 3 = 3 \times 4 + 6$ $8 \times 2 - 20 = 6 \times 6 + 2$
 $2 \times 3 + 4 = 6 + 2 + 4 \times 9$ $4 \times 3 + 3 \times 6 = 6 + 3 \times 6$

Other curriculum areas:

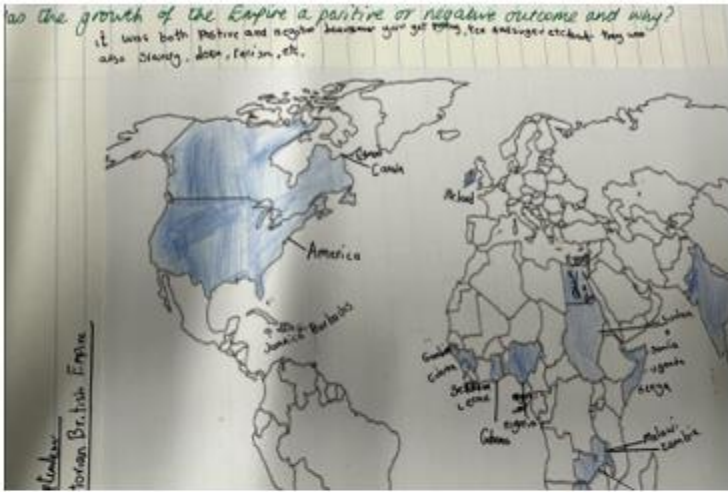


In this Science example, the adult has asked the child the question, 'Why' to encourage them reason scientifically in their conclusion. They have also asked a further question to extend their thinking and get the child to recall the correct terminology

In this example from a History lesson, the teacher has asked the child an extension question: to use a comparing skill to summarise their learning from the unit and think about the past compared to today.



In this example, again from History, the adult corrected a spelling mistake. Spelling is a target for this particular child and therefore it is right to pick them up across their curriculum books if they're words related to their common exception words for their year group.



In this Geography/History lesson, the child was asked to share their opinion based on what they had learned about an Empire's expansion and justify their view point.

What's your opinion on their beliefs about God?

I think their opinion is nice. they believe in science which is good.
I like how do they have no god and doesn't have a religious place

In this piece of feedback, which came from an RE lesson, the child had learnt about a religion that did not believe in a God. The child was asked to think about their own opinion on this in relation to their own beliefs and views- it gave them an opportunity to discuss their opinion respectfully.

3. MONITORING & REVIEW:

- The Curriculum and Assessment leader and wider senior leadership team will carry out monitoring visits specifically focusing on the implementation of the feedback policy.
- Phase groups of teachers and TA's will peer assess each other's books during phase meetings each term
- All phase leads will include the feedback and marking policy in their priorities when carrying out MER.
- Subject leaders monitor the way their subject is taught and assessed throughout the school. Feedback should inform future planning, and subject leaders need to be aware of the general progress of teaching methods and feedback throughout school.

Subject leaders and phase leaders have fed into this process to ensure that the policy meets the needs of their subjects and learners.

This policy will be reviewed bi-annually

A handwritten signature in black ink, appearing to read 'E Beardah', written in a cursive style.

EMMA BEARDAH, Headteacher

APPENDIX A - FEEDBACK & FORMATIVE ASSESSMENT IDEAS & EXAMPLES:

1) 'Making Every Primary Lesson Count' by Jo Payne & Mel Scott – Chapter 5, Feedback:

Reflective Questions

- ◆ Am I using immediate, verbal feedback as often as possible?
- ◆ Is the feedback the pupils receive kind, specific and helpful?
- ◆ Are my pupils working harder than I am?
- ◆ Do I ensure that the children have time to read, respond to and reflect on written feedback?
- ◆ Are my lessons flexible and based on feedback from the performance of pupils?
- ◆ Does my feedback foster a growth mindset and encourage the children to aim for excellence?

3. Checking versus Marking

How can I assess children's understanding without marking their work?

We all know that marking a set of books takes a long time; rarely does it take less than half an hour. Checking books, on the other hand, can take as little as five minutes per class, so it is a quicker way of achieving the same goal: teachers knowing what children can and can't do and what they need to learn next. Therefore, the strategies mentioned in this chapter follow the belief that checking children's work is more important than putting written markings on it.

Michael Tidd argues that "in the first few moments of looking at a piece of work, a good teacher can take in a fantastic amount of knowledge and understanding about how a child has understood a given taught concept".⁶ He explains that a few more seconds spent reading or reviewing the work can give a deeper insight into a child's understanding. Once a teacher has completed that short but valuable check of a child's work, it is up to them to decide whether some written marking will have any impact or whether making a quick note of a misconception or error will suffice.

Therefore, we are increasingly checking – rather than marking – children's work. Of course, pupils are keen to know that their work has been seen by their teacher and it is important that we look at what they have produced in order to appropriately plan what learning must come next. We use a simple tick, stamp or initial to show the children that their work has been checked – an important action for keeping them accountable and expectations high. It is the notes we make, the plans we change and the mini-interventions we

⁶ Michael Tidd, Why We've Got Planning and Marking All Wrong (Part 1), *Ramblings of a Teacher* (5 November 2015). Available at: <https://michaelt1979.wordpress.com/2015/11/05/why-weve-got-planning-and-marking-all-wrong-part-1/>.

Making every primary lesson count

prepare for the next lesson that really make an impact on that child and their learning.

The way in which you make notes, gathered during and after the lesson, can be varied to suit the individual – sticky notes or evaluation space on lesson plans, for example. Rather than laboriously commenting on every child's work, one idea is to start a feedback journal – a book in which notes can be added to store information for future reference and to feed into the learning. Notes can be made about what went well – particularly any pieces of work aiming for excellence, any misconceptions that need to be addressed and any pupils who need support in the next lesson. The information can be gathered in much less time, thereby ensuring that whole-class, group or individual oral feedback to pupils can be timely.

4. Speedy Marking

How I can reduce the time written feedback takes while enhancing its impact?



a whole working week and more. The key to effective marking is to know when it counts and how to speed it up. The following strategies can help to speed up the process of written feedback.

- ♦ **Answers.** This is particularly useful for closed maths tasks or grammar activities. On the surface this is very simple: have the answers available in some form so the children can mark their own work. When you dig deeper, it is how the answers are used that can affect the degree of learning taking place. For example, children can mark their own work near the end of a lesson or have access to the answers throughout the lesson, so at any point they can assess if they are on track. They can check their work, complete any corrections and evaluate their progress. They can choose to continue working to become confident, move on to something more challenging or get some help to address their errors. In addition, the children can mark each other's work and spot errors that someone else has made. This means that the teacher can simply check the work and focus on misconceptions and next steps as all corrections will have been made in the lesson.
- ♦ **Focus your attention.** This is particularly useful in English lessons. In extended written or grammar tasks, asking the children to underline certain elements can help you to quickly check to gauge their understanding. For example, in a lesson about fronted adverbials, a teacher might ask the children to underline the fronted adverbials they have used and circle the commas in their sentences. This not only brings the children's attention to the learning objective, but it also means the teacher can clearly see whether they understand the new concept or not. The same strategy can be used across many subjects to refocus attention on the learning objective.
- ♦ **Hold a pen.** Make sure that you, your teaching assistant and any other adults are armed with a pen during the lesson. Give the instruction that if they work with a

child, they should quickly mark their work to get an idea of how they can help. Also, any further explanation or input can be provided by the adult on the child's work. It is useful if the pen is a different colour to the child's so that any adult help is obvious when checking for a child's understanding. In our experience, children like having their work marked during the lesson as it gives them immediate feedback about their learning and how to take it forward.

- ♦ **Highlight it.** In all key stages, teachers at our school use highlighter pens to make marking speedy. We use pink to indicate the strengths in children's work and green to show where corrections are needed. Consistent colours and meanings across the school ensure that the children are clear about the feedback on their work and they can focus on the areas highlighted by their teacher (or a fellow pupil). If checklists for success criteria have been used, the colours can be used to indicate whether or not a child has achieved a criterion. Green highlighters are also used to emphasise mistakes which the pupil should correct independently. As pupils move through the school, a green dot can be put close to a mistake (near a calculation in maths or on a line of writing) to indicate where the children need to check, locate and amend their errors.
- ♦ **Numbered targets.** This strategy is doubly effective when it comes to written feedback: it takes very little time for the teacher to complete and, by its nature, it ensures the pupil reads and understands the comments on his or her work. If there are groups of children in the class with similar next steps, group these targets together and number them. Some teachers may not be happy with a numerical system as it could imply that some targets are more important than others, so different symbols or colours could be used as a code instead. When communicating these targets to the children, teachers only write the number (or other indication) in a child's book. Mostly, this can be done by writing T1 for target one and T2 for

marked. Using a different writing implement to ensure there is a physical difference can help the children to focus on the process of editing and improving their work. Pupils know that, when they are using a particular pen, they must be reading, responding to and reflecting on their teacher's marking.

6. Power to the Pupils

How can my pupils help me save time when giving feedback?

Jim Smith, also known as the 'lazy teacher' due to his strategies to reclaim a sensible work-life balance, asks the question: what if teachers worked less and their pupils worked more?⁸ With one teacher and up to forty pupils in a class, we simply do not have the time to correct every mistake. James, the teacher in the second opening scenario, is probably trying. An important part of our role in education is to teach and encourage children to become editors, spell-checkers, mistake-spotters and error-correctors.⁹

Simply saying "read it through" or "check for your mistakes" seldom has the desired effect. Instead, we must model the editing and correcting process and guide children through it. Similar to the process described in Chapter 4, we must move through a transfer of responsibility which begins with us modelling the skills required for finding and correcting the errors in our own work. One step along this continuum is the children working together to edit or check and correct work. Eventually, they will be better equipped and more confident when doing the same independently with their own work.

As they take the power in giving and getting feedback, there are three important things pupils should know:

- 1 **What are the expectations?** We can't expect a child who is new to Year 3 to know what a Year 3 piece of art should look like and what makes it successful. A high-quality model should be shared and discussed – pupils should be made aware of what elements they need to include in order to be successful. The expectations should be made crystal clear to the pupils before they give feedback to another pupil or on their own work.
- 2 **What should I do if I'm giving feedback?** Ron Berger calls this part of a learning journey a 'critique' and, as with other strategies for feedback, it can be oral or written.¹⁰ In primary classes, it is easy for children to get caught in the trap of giving superficial feedback – for example, commenting on presentation. Berger has three rules for giving feedback to a friend and we think these are useful to share with the children and model for them: be kind, be specific and be helpful. As teachers model this critique of their own or a child's work, these principles should be adhered to and mentioned regularly. In a video titled 'Austin's Butterfly', Berger guides children in giving effective feedback about a piece of art a school-boy has completed.¹¹ By carefully guiding the pupils with questions and referring to the original expectations, the feedback generated demonstrates how the process can lead to great improvement.



- 3 **What should I do if I'm getting feedback?** It's important to model how to behave when receiving a critique, either with another adult or child. An ethos of growth mindset and excellence will provide the foundations for positive attitudes towards feedback. Children should expect to work hard to improve a piece of work and they should respect any suggestions made to them. If the peer feedback is oral, the children must know that they can ask questions to their classmate and request help or suggestions. As with teacher feedback, peer feedback should not be a one-way process. Again, the 'Austin's Butterfly' video is ideal for showing children the power of feedback if it is listened to and acted upon.

7. Project It

How can feedback for one child provide feedback for all?

In recent years, visualisers have become commonplace in many primary classrooms. As well as being a useful tool for modelling, they hold an important place in providing timely and effective feedback during activities. In English and maths lessons, it is likely to be work in an exercise book which is projected for all to see, but in more practical sessions, like PE, design and technology or drama, it could be in the medium of a video or photo. Guided by the teacher,

pupils can discuss the effectiveness of the work displayed and give suggestions for improvements, remembering to be kind, specific and helpful as in peer feedback. While the feedback is given to the one pupil whose work is displayed, the benefits ripple throughout the class as other pupils react to what is said and begin to make comparisons with their own work.

Shirley Clarke, a champion of the use of visualisers for feedback in classrooms, explains its effectiveness as follows: "Evaluation needs to be constant – as the learning is happening – so that changes can be made or new thinking applied while the work is in progress rather than retrospectively."¹² She suggests this strategy is most effective when the teacher aims the discussion at where the pupil has best demonstrated the learning, not just where they have completed the task. For example, when a Year 1 child is writing about cold climates and describing the landscape, focus not just on their use of adjectives but their best adjectives and ones they've used beyond any class lists or displays.

8. Post a Comment

How can technology support or enhance feedback?

There is no doubt whatsoever that computers and other devices have transformed the classroom environment and broadened the learning opportunities available to our pupils. Tablets and laptops enable a better ratio of technology to pupils and some schools have aimed for one-to-one device provision. As well as opening up the scope for teaching opportunities, new technology (both hardware and software) has created a plethora of possibilities for feedback.

Shirley Clarke, *Active Learning Through Formative Assessment* (London: Hodder, 2014) (original emphasis).

More examples for teachers –

Formative assessment examples

1. Low stakes quizzes

Low stakes quizzes are a fundamental type of formative assessment example. They're also one of the most powerful and easy ways to assess pupils' prior knowledge and provide quick feedback to improve learning. They take between five and ten minutes at the start or end of class and can test one topic or a collection of topics.

They can also be used as part of a well-planned sequence of lessons to provide assessment on a given topic one week, one month and three months after it was initially taught. As well as spacing out the retrieval of learning like this, a low stakes quiz also provides an opportunity for interleaving topics together

2. Mini whiteboards

Mini whiteboards provide a quick, effective and low-stakes way to check whole-class understanding. To qualify as a formative assessment strategy, it must be followed by feedback to improve learning and students should have time to demonstrate the impact that the teacher's feedback has had.

Mini-whiteboards can be used to complement many of the examples listed below. Any task completed on a mini-whiteboard will be viewed as low-stakes by students because there will be no record of their response in an exercise book.

Consequently, students are often more willing to take risks when using a mini-whiteboard and are more likely to commit to answering a question than if they were required to write it into their book.

Be aware of the potential drawbacks to mini whiteboards such as students waiting and quickly answering when they see other answers. These can often be mitigated with good classroom behaviours and routines.

3. Diagnostic questions

Diagnostic questions are closed, multiple choice questions with very carefully selected answer options. One is the correct answer, the others (sometimes called distractors) are carefully chosen to reveal different misconceptions that have been carefully designed so that each incorrect answer relates to a specific misconception that can then be addressed by the teacher to improve learning.

Diagnostic questions can take a long time to formulate but they are a fantastic resource that can be added to departments' schemes of work for use year after year.

A key element of diagnostic assessment, diagnostic questions are becoming increasingly popular in mathematics lessons and there are many teachers online who are sharing their multiple-choice questions with the wider education community.

4. Problem pairs or example problem pairs

'Problem pairs' is a very useful formative assessment example for the start of the learning process, particularly when the teacher is introducing a new skill. It involves writing two very similar examples or problems on the board, one for the teacher to complete and one for the pupils to complete.

The teacher models a complete solution first and then all the students try to replicate the new skill independently using the other example. The teacher can use the students' solutions to see whether they have mastered the new skill or if further teaching is required. Problem pairs can be completed on mini-whiteboards to make it easier for the teacher to get whole class feedback while standing at the front of the room.

The image shows two worksheets from 'Third Space Learning'. The left worksheet is titled 'Follow me' and contains two problems: 'a Expand $4(y-5)$ ' and 'b Expand $2x(x+6)$ '. Each problem includes a 2x2 grid with 'x' in the top-left cell and arrows indicating the expansion process. The right worksheet is titled 'Your turn' and contains two problems: 'a Expand $x(3-x)$ ' and 'b Expand $6y(y-4)$ '. Each problem includes a 2x2 grid with 'x' in the top-left cell. Both worksheets have a 'THIRD SPACE LEARNING' logo at the bottom right.

Lessons are broken down into stages in an 'I do, we do, you do' structure. This encourages students to move from guided to independent practice. The 'Your turn' sequence allows students to work through a scaffolded example with the support of their dedicated tutor.

5. Examples and non-examples

Sometimes the most effective way to know if students have understood a definition is to ask them to write down an example and a non-example using the definition.

For example, a pupil could be asked to draw an example of a square and then draw a non-example of a square. This would enable the pupil to demonstrate that they know what a square is but also what a square is not. It takes an extra layer of thinking to understand the properties of something and then apply them to a non-example.

Correct examples are often easier to produce than correct non-examples, and students' errors effectively highlight the nature of their misunderstanding, which can then be directly addressed by the teacher.

In mathematics, a teacher could ask for an example and non-example of:

- Discrete data
- A prime number
- A function
- A quadratic equation with two positive roots

6. Exit tickets or exit slips

These are short low-stakes questions that are issued at the end of a lesson and often handed in as the pupil leaves the classroom. By incorporating them into their teaching methods, teachers can assess whether students have met the learning outcomes from the lesson to inform the teacher's plan for the following lesson.

In most cases, students won't receive their exit tickets back; their purpose is to provide the teacher with feedback about whether the lesson's learning objectives were achieved by the class. If the exit tickets reveal many incorrect answers, the teacher would need to address the misunderstanding with the class at the start of their next lesson.

7. Shadow tests

Shadow tests allow students and teachers to test whether a teacher's feedback following an assessment has been successful. A shadow test is a replica of another test but with slightly different questions.

In maths, the questions in the test and shadow test could be identical other than the numbers that they used. After students have received and acted on the feedback from the original test, a shadow test can be used to test whether the teacher's feedback has led to an improvement in understanding.

8. Comment-only marking

Grades and scores are not necessary for formative assessment and research has shown that they are actually counterproductive at improving learning. When students receive a grade or score for a piece of work, they are significantly less likely to read or act upon their teachers' feedback.

For this reason, marking work by only giving written feedback and having a dedicated time for students to act upon this feedback can enable any piece of work to become an example of formative assessment.

9. Metacognitive prompts

Giving students metacognitive prompts to complete at the end of maths lessons has been shown to significantly increase students' attainment compared to a randomised control group (Baliram & Ellis, 2019).

The teacher in the study used the students' responses to the following prompts to plan a ten-minute starter activity for the next lesson:

- 'Today, I learned...'
- 'I can now apply...to solve...'
- 'I understand...but still don't understand...'

These metacognitive strategies can be used to engage students in self-evaluation and quickly gain feedback about how well they have understood and achieved the learning objectives and what can be done in the following next lesson to improve learning.

10. One-minute papers

One-minute papers (or brain dumps) require pupils to spend a short amount of time writing down everything they know on a given topic (e.g. angle properties). The purpose of this activity is to assess prior knowledge so that the teacher knows where they need to begin teaching the new topic.

Below is an example.

Things I know:		
I think:	Topic: Angle Properties	Key Words:
	I would like to know: What do the angles add up to in bigger shapes? 	Acute Angle Triangle Right-angle straight line Isosceles Obtuse

11. Always, sometimes, never

'Always, sometimes, never' is an excellent activity that can uncover students' misconceptions quickly and allow the teacher to move learning forward. It is particularly effective in maths where students can be presented with a simple statement and to decide (and justify) whether the statement is always true, sometimes true, or never true.

12. Directed questioning

It can be tempting, particularly in a mixed ability class, to only take answers from students who have raised their hands. The danger of this approach is that some students will not even attempt to answer questions, knowing that they won't be called on if they don't raise their hand.

Having a 'no hands up' policy will instantly engage all students because they know that you could direct your question from anyone in the room. You can also utilise mini-whiteboards with this strategy by asking all pupils to put an answer on their board and then selecting one person to read out what they have written to the rest of the class.

13. Open-ended questions

Open-ended questions can help teachers to understand students' reasoning and thought processes, which allows them to better meet the needs of their pupils and improve learning. Even asking 'why?' or 'what do you mean by...?' can encourage students to expand their answers and uncover valuable information.

In maths, you could remove the text from an exam question, leaving just the image, and ask pupils to write down anything they know or can work out about the image. This formative assessment example can also encourage pupils to start questions by writing down anything they know even when they are not sure how to answer the specific question they have been presented with.

Another useful open-ended question that can be used in maths is 'how many ways can you find to solve...'. This type of effective questioning works particularly well with simultaneous equations. Students might suggest the methods of substitution or elimination, trial and error, or

drawing two graphs and seeing where they intersect.

14. Identifying misconceptions

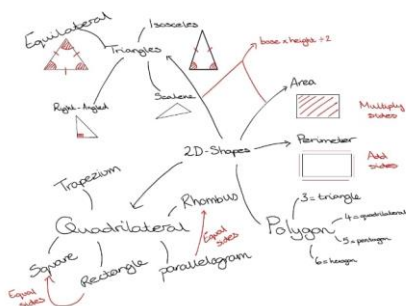
Instead of using questioning to identify students' maths misconceptions, teachers can present students with a mixture of facts and common misconceptions and ask them to separate them into the appropriate category.

An extension to this is to ask students to explain why each misconception is incorrect.

15. Concept map

This is similar to a one-minute paper but it explicitly encourages pupils to look for connections between topics. Students could draft their own concept map on a mini-whiteboard before contributing to a whole class version on the board.

The purpose is to give feedback to the teacher about the students' prior knowledge so that the new topic can be introduced at the most appropriate level.



Other formative assessment examples

Other formative assessment examples you may encounter are activities like Think pair share and Detective marking. We've not included them in our main list because both, for different reasons, can be difficult to manage effectively and thus take up classroom time that could be better used.

Think pair share where students work together to answer a question risks student just having a chat or one not admitting to their peer that they don't understand and just 'going along with' the other's answer.

Detective marking in which a teacher marks a test and writes down the number of correct answers without indicating which ones are correct will, for some students, just lead to confusion.

Knowing which formative assessment technique is likely to be successful with your class is a key part of being able to move the students forward as a result. It's our recommendation therefore you try any of the other formative assessment examples on this list rather than these two.