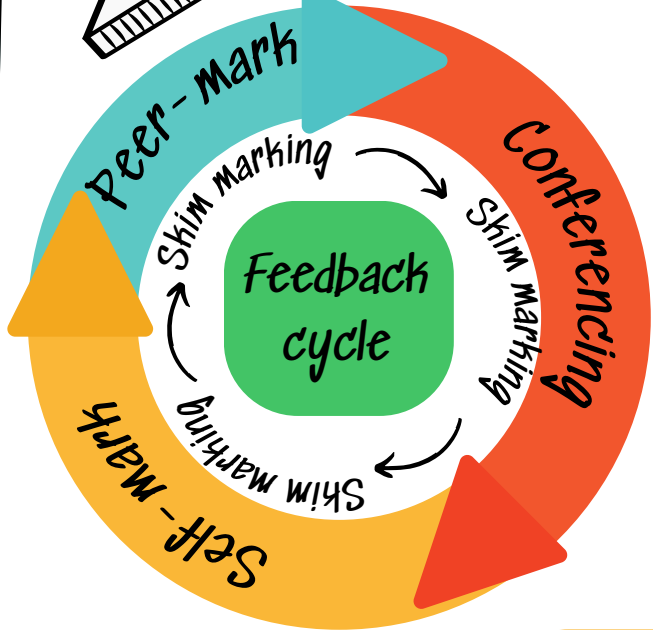




# Live Response and Feedback Procedure

- Whole class response strategies**
- No hands up
  - Team Stop signal
  - Partner Talk
  - Choose two
  - Paraphrase
  - Word wave
  - Choral response



- Marking colours**
- Teachers (Red)
  - Teachers (Yellow)
  - Support staff and students (Green)
  - Children (responses to conferencing) (Blue)

- Assessing learning intention & sticker**
- WTS (1 green check)
  - EXS (2 green checks)
  - GDS (3 green checks)

**QUIZ**

Quizzing takes place regularly throughout all lessons in order to ensure constant formative assessment. Children can be moved into the conferencing group based on the outcomes of the quiz questions to address misconceptions or further scaffolds may be given to ensure support with independent learning. Regular quizzing also enables the development of the transfer of knowledge into long term memory.

**Conferencing**

Pupil conferencing is a one-to-one or small group discussion between teacher and pupils that takes place regularly to discuss learning progress and attainment. (C) comments are written by the teacher and responded to in green pen by the children in the conferencing group, during the session. All children have one conferencing comment in English and Maths per week and one subject specific comment in History/Geography or Science per week.

**Self-mark**

Self-marking is a way of encouraging children to evaluate and assess their own learning. The advantage of teaching children how to self-assess their work is that they have to think about what they've done well and what they could do better next time.

**Peer-mark**

Peer-marking, is a method of assessing children's work where students look at a partner's work and assess it. A clear success criteria needs to be established for peer assessment to work so the child reviewing it can understand if it meets the criteria. Children can then provide oral feedback to their peer, detailing the strengths and areas for improvement within the piece of work.

## Evidence-informed practice Mixed ability groupings

"On average, pupils experiencing setting or streaming make similar progress to pupils taught in mixed attainment classes. The evidence suggests that setting and streaming has a small negative impact on low attaining learners, and a small positive impact for higher attaining pupils." (EEF, 2021)



### Written Feedback

"The impact of written feedback is typically a little lower than the overall impact. The average months progress is 5 months." (EEF, 2021)



### Oral Feedback

"The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months." (EEF, 2021)