


Assessment for Learning at New Hall – Knowing and sharing the next steps of learning

	In classroom	On Planning	At start of lesson	During lesson		At the end of the lesson	
	Display boards contain a range of scaffolding and modelling strategies for English and Maths (See non-negotiables)	<u>English</u> – New Hall's T4W sequence <u>Maths</u> - White Rose Maths planning. White Rose Maths Booklet dated.	Learning objective (LO) to be displayed on flipcharts. These should focus on the specific skills and relate to NC objectives.	Adult gives oral feedback and highlights good points during the lesson. This reviews key elements needed to succeed by the end and is identified in books using a <u>VF symbol</u> . Talk Partners - to engage all learners and to enable deeper understanding as children share and challenge each other's ideas.	Adult models good practise during lesson e.g. <u>Maths</u> Using a protractor accurately to measure degrees in an isosceles triangle <u>English</u> Correct use of inverted commas in speech	Self-Assessment (SA) Using 'Purple Polishing Pen' to edit and improve work. (Introduced in Year 2)	Adult marks ALL work against LO in green pen. <u>Highlighting</u> - 'Pink – Think' identifies an area to improve and linked to the LO 'Green – Go' Identifies an area of success and again must link to the LO. <u>CT</u> make comments but consider workload – marking to inform next steps in planning/learning use of the following to determine understanding of objective – LO - beginning LO - developing LO ✓ secure/ achieved. I - if work is independent A/S – if adult assisted
Questioning	On working walls to engage learners	Key questions identified for various stages of lesson	Key questions at start that identify what the children already know and to provide a scaffolding/direction for the learning in the lesson	Focus questions to check learning as children progress throughout the lesson but to also ensure they stay on track.		Questions at the end to highlight learning "What have you learned today?"/ "What are you better at now than you were at the start of the lesson?" Use of 'Learning Lollies' (or any random name finder) to include all and not just those with their hands up.	
Phase 1 (R)	Sounds as taught Tricky words Maths vocab No. lines /Numicon Calculation Policy	Differentiated independent activities. SEND	Learning Objective displayed on flipchart and differentiated for Maths and Literacy	VF given as children move between activities to check what they have been learning and to engage/ encourage other children to have a go. Questioning/modelling/guidance for independent activities. Pink highlighter used for children to trace correct letter formation.		Verbally discuss what was learned in lesson and share independent work. Questions in plenary.	Stampers used with children present to give VF immediately 
Phase 1 (Yr1)	Tricky words on laminates Word wall Handwriting Number lines /Numicon vocab Calculation policy	Objective Activity Vocabulary SEND	LO discussed with child. Dates in books.	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify and move learning on: LIVE MARKING. Pink box, word written x3 for children to practise spellings.		Verbal conversation at the end of the lesson to articulate learning. Questions in plenary	Stampers can be used Highlighters used LO - beginning LO - developing LO ✓ secure/ achieved. VF- Verbal Feedback given. At end of piece of work
Phase 2 (Yr2/3/4)	Key spellings Handwriting joins Word Wall Number lines X table Maths vocab Calculation Policy	Objective Activity Vocabulary SEND	LO discussed with children. Dates in books.	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify child task and support given: LIVE MARKING.		As above	Highlighters used LO - beginning LO - developing LO ✓ secure/ achieved. VF- Verbal Feedback given. At end of piece of work
Phase 4 (Yr5/6)	Key spellings X tables/grids Maths vocab & place value chart on desks. Calculation Policy	Objective Activity Vocabulary SEND	LO discussed with children. Dates in books.	Pink and green highlighters used to show dialogue between child and teacher. <u>Pink box</u> to identify child task and support given: LIVE MARKING.		As above	Highlighters used LO - beginning LO - developing LO ✓ secure/ achieved. VF- Verbal Feedback given. At end of piece of work.