

DRAYTON PARK PRIMARY SCHOOL

PLANNING, REVIEW & FEEDBACK POLICY



Our marking system moves away from conventional written marking systems which most schools have used for many years. We incorporate a continuous cycle of planning the learning, reviewing the learning and giving feedback to the children about their learning. Review and feedback of learning is given in a timely fashion and uses alternative strategies to written feedback (i.e. marking in books). The system ensures that gaps in learning are filled promptly and effectively, while encouraging independence and self-reflection in children. It teaches children strategies to use so that they are able to address their own misconceptions and begin to understand how they learn best. It enables teachers to review each lesson and adapt their approach to meet the needs of the children in the subsequent lesson. Feedback is given to children in a number of ways, the majority of which is through verbal methods and through small ‘filling the gaps’ groups. Whole class gaps are also filled, particularly in ‘Gap Filling Weeks.’ Gap filling activities are recorded in books in the following lesson.

How the system works:

Teachers outline their lessons for the week on a Weekly Plan – **see supplementary document #1**. Learning intentions are planned in advance but may be amended depending on the children’s learning in each lesson. If the children do not learn what is intended, then the lesson will be repeated in a different way and this will be amended on the timetable. This is a working document and should reflect the flow of the childrens’ learning throughout the week.

Teachers may choose to plan in as much detail as is appropriate to them, ensuring they are well prepared to teach each lesson. We believe that time is better spent on creating interactive visuals (i.e. flip charts and PowerPoints), resources and prompts (i.e. success criteria) and thinking about the best ways to fill gaps in learning, rather than filling in prescriptive and detailed plans.

For more detail about the planning process **see supplementary document #2: Planning and Analysis of Learning Supplementary Notes**.

Teachers produce Success Criteria Checklists for each lesson. These provide children with steps to success and help children to retain information, thus enabling them to be more independent in lessons. They also stop a child from sitting in class feeling unsure about what to do next.

Within lesson time, teachers facilitate a range of formative and child-led assessment strategies:

- With the support of the teacher, children mark their own answers. They correct incorrect answers and then answer them again or explain where they went wrong;
- Children assess themselves against the success criteria. Sometimes, peers will also assess each others’ work with the aid of a checklist;
- Use of mini-whiteboards to see children’s responses;
- Low stakes quizzing where the children are tested on knowledge learnt in a lesson;
- Targeted questioning and dialogic discussion;
- Self and peer assessment;
- 1:1 or small group verbal feedback given by the teacher;
- Extension set within a lesson, either individually or for the whole class;
- Children writing daily reflections about their learning;
- Children using mark schemes to mark and comment on their work

All these different strategies create autonomous and independent learners who are much more likely to learn from their mistakes and embed knowledge much more deeply. All these strategies are set to improve children's metacognitive skills.

At the end of the day, teachers review all of the children's work from that day and record their findings onto the Daily Analysis of Learning Template - **supplementary document #3**. Teachers record strengths, areas of misconception and gaps in learning (for individuals, groups or the whole class). They think about strategies and resources they could use to fill those gaps. Those children who are identified have further teaching in the subsequent lesson, either in groups or individually. If there is a whole class misconception, then this can be taught through re-teaching the lesson, ideally in a different way. We call these moments, 'filling the gaps.' The Daily Analysis of Learning Template supports the teacher in structuring the next day's lesson, ensuring they teach it in the best possible way. These analysis sheets can also be used to inform next steps in their planning and teaching.

See **supplementary document #2** - Planning and Analysis of Learning Supplementary Notes - for further detailed guidance of this process.

Monitoring and Development:

Childrens' books are reviewed by senior managers. **See supplementary document #4** – Curriculum Monitoring Sheet. Feedback is given verbally to each teacher after each check and support and professional development opportunities are provided as needed. Areas for development are checked again at a later date to ensure continued improvement.