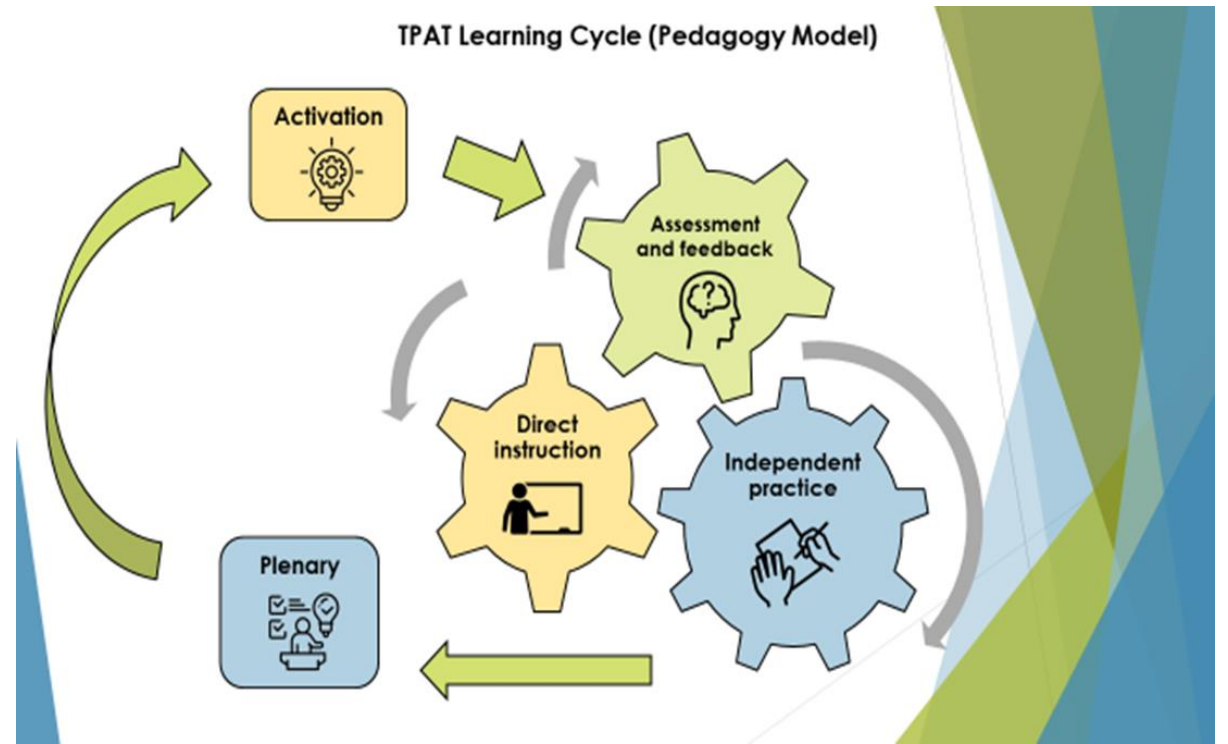


Assessment and Feedback and Mullion Primary School

As part of TPAT's Learning Cycle




Our approach addresses the natural forgetting curve, recognising that without regular review and application, information is likely to be forgotten. By implementing consistent review practices and active engagement strategies, we help students reinforce their learning and improve retention. This systematic approach not only supports all students but is particularly beneficial for our disadvantaged students, who may require additional support to achieve academic success.


WalkThrus – approach to questioning and feedback

PROCESS QUESTIONS


1-2-3-4-5




MODEL YOUR THINKING




EMPHASISE HOW AND WHY



ASK STUDENTS TO EXPLAIN THEIR METHODS AND REASONING



ASK STUDENTS TO EXPLAIN THEIR IDEAS AND CHOICES




ASK HOW SIMILAR ALTERNATIVE QUESTIONS OR PROBLEMS MIGHT BE APPROACHED

TEACHING WALKTHRUS
QUESTIONING & FEEDBACK
AID|A|P|T


- Rosenshine says that more effective teachers typically ask process questions.
- The EEF suggests teachers should encourage metacognitive talk during lessons.
- Discussions should focus on questions such as 'how do we know?' or 'how do we work it out?'
- Modelling dialogue around these questions helps students to think in this way independently.

THINK, PAIR, SHARE


1-2-3-4-5




ESTABLISH TALK PARTNERS FOR EVERY STUDENT




SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



CIRCULATE TO LISTEN AS PAIRS ARE TALKING




USE COLD CALL TO SAMPLE PAIRS' RESPONSES

TEACHING WALKTHRUS
QUESTIONING & FEEDBACK
AID|A|P|T


- There are many times when it is beneficial for students to engage in a structured discussion.
- Pairs are a powerful way to involve all students in rehearsing and sharing ideas.
- In conjunction with Signal, Pause, Insist, teachers can switch from whole-class listening and back to paired discussion in a dynamic orderly manner.

CHECK FOR UNDERSTANDING


1-2-3-4-5




COLD CALL, ASKING WHAT, NOT IF




PROBE WITH A SHORT DIALOGUE



FOLLOW-UP WITH MORE CHECKING DIALOGUES



EXPLORE DIFFERENCES AND DETAILS




RE-TEACH, DEFER OR MOVE ON

TEACHING WALKTHRUS
QUESTIONING & FEEDBACK
AID|A|P|T


- A central idea in Rosenshine's Principles is that more effective teachers systematically check for understanding from students.
- We can't assume students understand unless we get feedback telling us what they have understood.
- The information we receive informs the next steps in a learning sequence.
- The checking process itself also helps students to secure deeper understanding.

PROBING QUESTIONS


1-2-3-4-5




ASK A STUDENT A QUESTION




FOLLOW-UP WITH A PROBING QUESTION



LISTEN AND PROBE FURTHER



ASK ANOTHER STUDENT TO CONTINUE




CHECK FOR UNDERSTANDING FROM OTHERS

TEACHING WALKTHRUS
QUESTIONING & FEEDBACK
AID|A|P|T


- It is important to ask questions that make students probe their schema for the ideas being discussed.
- Well-chosen questions can support students to make links between ideas, to rehearse explanations to support long-term memory, to connect abstract and concrete examples and to identify knowledge gaps and misconceptions.
- Probing questioning can develop into a habitual questioning style.

COLD CALLING

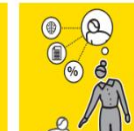
1-2-3-4-5



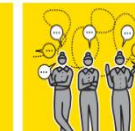
ASK THE CLASS THE QUESTION



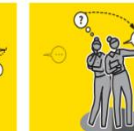
GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO THE ANSWERS

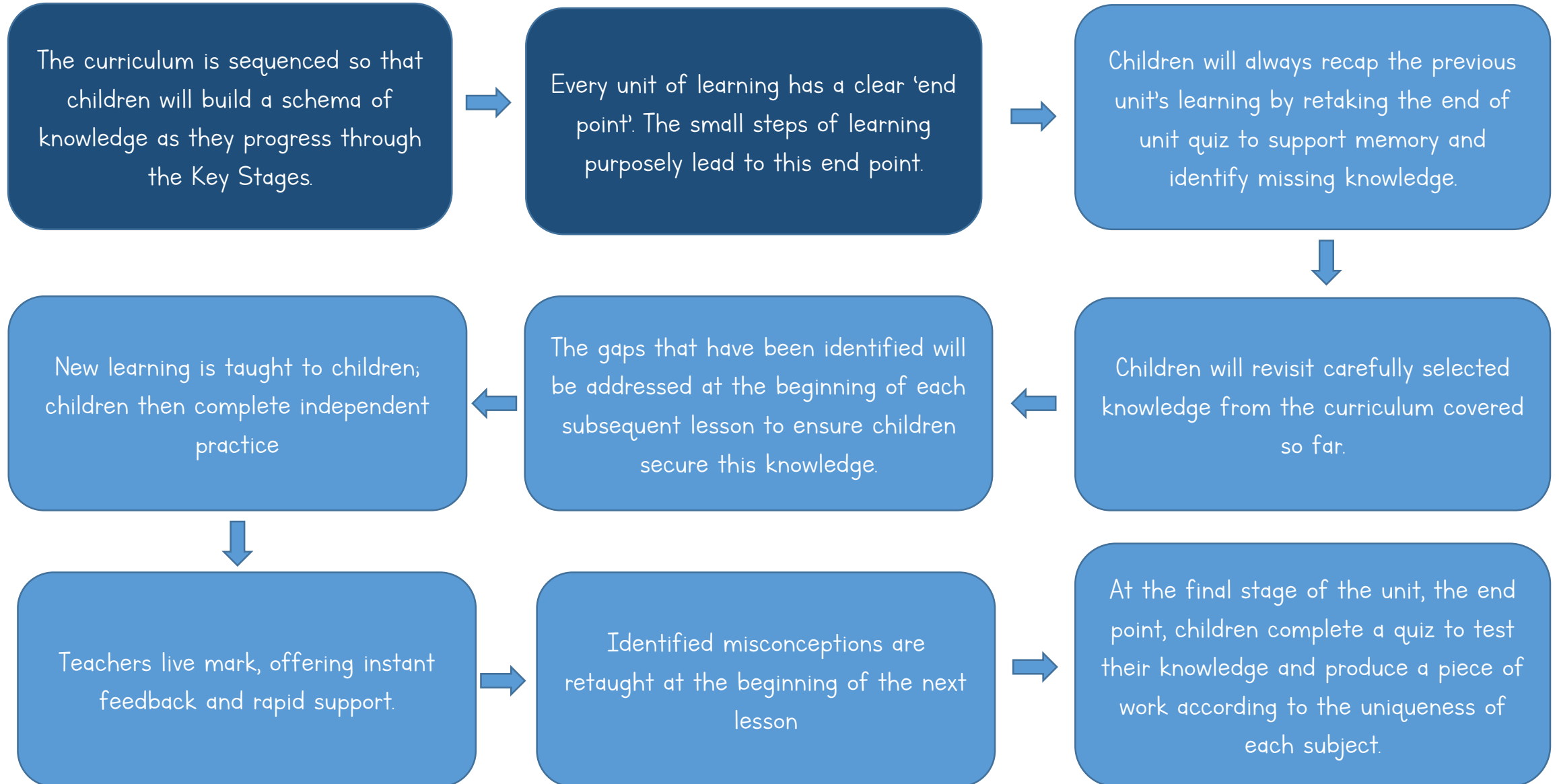


SELECT ANOTHER STUDENT AND RESPOND AGAIN

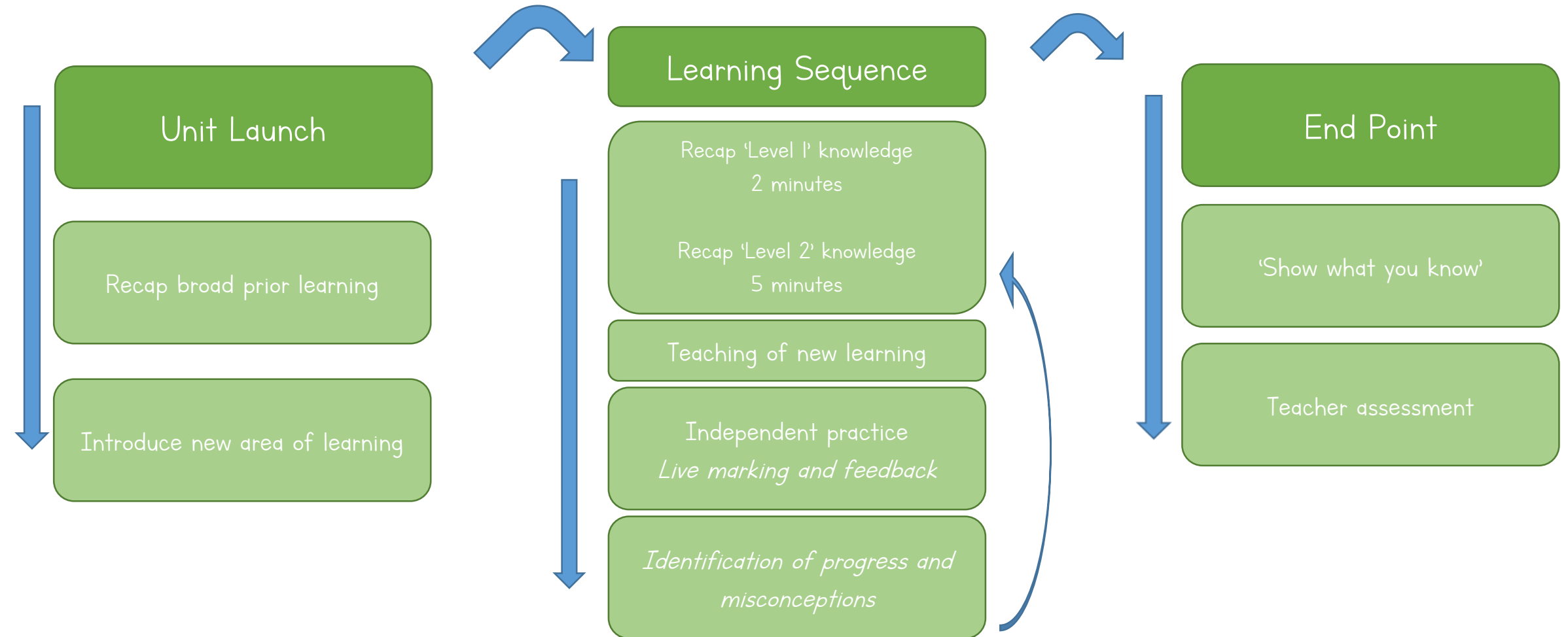
TEACHING WALKTHRUS
QUESTIONING & FEEDBACK
AID|A|P|T

- This technique helps address two main purposes of questioning: making all students think and providing feedback to the teacher about how things are going.
- If you allow 'hands up' or calling out, you only get responses from volunteers.
- Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information to plan your next steps.

Guiding Principles



What does Assessment and Feedback look like in a typical sequence of learning?



An Approach to Assessment and Feedback: Advantage Project

Unit Launch

Repeat previous unit end point quiz

Recap broad prior learning
'Spacing'

Socrative quizzes

Teachers will use Socrative App to recap prior learning. Children will access the quiz on iPads. Teachers can collect quiz outcomes to identify gaps in learning and misconception. This will inform the Level 1 knowledge in the sequence of learning.

Showbie

Children can access prior learning learning sequences that are relevant to new learning, for example, in Geography, children could recap lessons on lines of latitude prior to learning about biomes.

Introduce new area of learning

Lesson slides are shared on **Showbie**. This allows children to have key information in front of them, that can annotated and reviewed as needed by individual pupil.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

Socrative quizzes will be designed to recap core prior learning so that it is revisited regularly and retained.

Showbie

Previous lesson resources can be shared to recap prior core knowledge.

Recap 'Level 2' knowledge
5 minutes

As above: **Socrative** and **Showbie**.

Teaching of new learning

Showbie: add stuff here

SEND adaptations using iPad accessibility features

Independent practice

Showbie:

- Sharing of videos
- Research
- Publication: speech, video recording

Incl. Explain Everything

- Revisit teacher direct instruction
- Watching an instructional video

End Point

Quiz

Socrative embedded into Showbie:

Children will complete a quiz to demonstrate their accumulative knowledge from the unit. Teachers can pick up on final misconceptions before children complete the final 'show what you know' assessment.

'Show what you know'

Children will first demonstrate their knowledge of the individual learning objectives. They will then bring this information together to answer the overarching enquiry question through the key disciplinary concepts.

Use of apps

- **Freeform**
- **Keynote**
- **Pages**

A Subject Specific Approach to Assessment and Feedback: Phonics

Unit Launch

Recap broad prior learning
'Spacing'

In RWI phonics lessons, children will routinely revisit learning through speed sound lessons. This is an approach where they are taught one new sound which is then embedded within the speed sound pack.

Introduce new area of learning

New phonic sounds are taught daily at either set 1, set 2 or set 3 levels. They are taught one new sound which they then learn to read in words (both real words and nonsense).

Learning Sequence

Recap knowledge
2 minutes – 'Recap it!'

All phonics lessons will consist of a recap of known sounds. These will begin the speed sounds lesson before the new sound is introduced. The new sound then gets put 'in the pack' for review.

Any sounds that the children cannot recall quickly are set aside for re-teaching.

Teaching of new learning

- Introduction of a sound a day
- Oral blending with the sound
- Recognising the new/ revisited sound
- Modelling of reading strategies (Special Friends, Fred Talk, Read the Word)
- Reading the sound in words
- Spelling with the sound

Independent practice

After the speed sounds lesson, children will apply their skills to read with a partner in 'partner practice' reading. Children will take matched reading books home to practice reading at home.

End Point

End of Block assessment

Children will be assessed at the end of a set of sounds. Any sounds that need to be revisited, will be secured before progressing.

End of Term assessment

Each half term, the children are individually assessed to identify how many sounds they know and how well they can read these in words.

These assessments are used to inform Read Write Inc groupings and also any tutoring requirements.

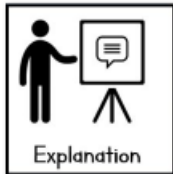
A Subject Specific Approach to Assessment and Feedback: Reading



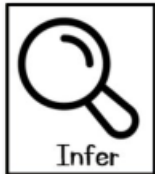
Unit Launch

Recap broad prior learning
'Spacing'

In Reading, children will routinely revisit learning through the 6 reading domains:



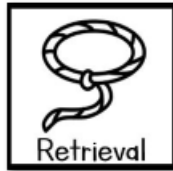
Explanation



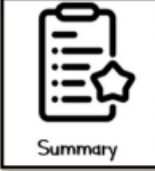
Infer



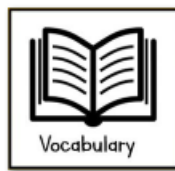
Prediction



Retrieval



Summary



Vocabulary

Introduce new area of learning

New areas of learning are introduced progressively when children have secured prerequisite skills.

Learning Sequence

Recap knowledge
2 minutes – 'Recap it!'

All reading comprehension lessons will begin with vocabulary recaps. This will enable the opportunity to assess word-level comprehension and address misconceptions.

This will be in the form of:

- My turn, your turn to develop oracy
- Green word cards
- True or False definitions
- Synonyms/ antonyms games

Teaching of new learning

- Introduction of two new words
- Teacher modelled reading fluency
- Partner practice or echo reading
- Teacher modelled reading skills such as skimming, scanning, key word identification, evidence and impression

Independent practice

- After modelled reading, children will access reading independently for 60 seconds.
- After each modelled question, children will access independent practice in the same reading domain and using the skills modelled by the teacher.
- Independent reading will also be conferenced over a two week period where the teacher will facilitate discussions around children's independent reading.

End Point

End of Block assessment

Children will be assessed half-termly using the Star Reading assessment tool. This will provide a proximal reading range to support independent reading choices.

After each AR book, children take a comprehension quiz. They must pass this with a score of 85% or above.

End of Term assessment

Children will apply their accumulative knowledge across a term through NFER assessments, testing reading stamina and their comprehension across the six reading domains.

NFER assessment will be used to carry out question level analysis that informs streamed reading groups.

A Subject Specific Approach to Assessment and Feedback: Book Talk



Book Talk

Unit Launch

Recap broad prior learning
'Spacing'

In 'Book Talk' pupils are learning to talk about books informally – reflecting on likes and dislikes – and using their summary skills to recap on the '**Big Story**' of the key events so far.

The BIG story



Introduce new area of learning

New books are introduced via '**Author Spotlights**'. They children have a chance to find out about the author, the book and other books written by the author. They are introduced to the genre, and can discuss books they've read in this same genre.

Learning Sequence

Recap knowledge = Level 1
2 minutes – 'Recap it!'

Pupils will be given opportunities to revisit previous authors and books. This is to reinforce the author-book connection. This may be in the form of:

- Odd one out
- Hidden reveal character and covers
- Guess who (characters from the books)
- Guess the setting

Recap knowledge = Level 2
2 minutes – 'Recap it!'

Recapping on the current book. This can be through the **Book Talk Journal**, **Author Spotlight**, discussion and is informal and relaxed.

Teaching of new learning

Reading the story and informal, relaxed 'Book Talk' are the main focus of this learning. We are teaching the children how to '**dive in**' to a book.

Independent practice

There will be opportunities to explore summary, prediction, explanation through engaging tasks along the way as modelled in reading journals. These are delivered as tools for recording **theories and queries** and compiled into the class **Book Talk Journal** which mimics the activities of their independent reading journals.

End Point

End of Block assessment

Accelerated Reading quiz – at the teachers discretion, children can take the Accelerated Reader book quiz for the class story.

Book reviews are also a useful way to reflect on a class book. The sharp focus should be on pupils own reading interests and how this book measures against this.

End of Term assessment

Children will apply their accumulative knowledge across a term through NFER assessments, testing reading stamina and their comprehension across the six reading domains.

NFER assessment will be used to carry out question level analysis that informs streamed reading groups.

A Subject Specific Approach to Assessment and Feedback: Writing



Unit Launch

Recap broad prior learning
'Spacing'

The curriculum has been mapped for a breadth of writing experiences. Each unit has a focus on spelling, punctuation and grammar and a genre-specific toolkit. For example, an adventure story might have a description toolkit.

Across the curriculum, fiction and non-fiction genres have been planned to build understanding throughout the children's journey from Early Years to Year 6.

Units also include identified actions from the cold write assessments.

Introduce new area of learning

In writing, children will be introduced to a new unit of learning and then complete a 'cold task' to write in the style of the unit. This is to create a benchmark for progress.

They will then explore the text type and learn the story using the storytelling framework.

'I can.' lesson objectives will lead to the children gaining the knowledge and skills to apply through their writing. Grammar and punctuation will be woven through the writing unit.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

All writing lessons will start with the recall of **knowledge** specific to word classes. This will take the form of quizzes, non-examples, same/different etc.

Recap 'Level 2' knowledge
5 minutes

All writing lessons will continue with the recall of **knowledge** specific to current learning. This takes place through a '**recap it!**' This will recap the previous year's learning or the previous day/week's learning. This will often be SPaG related content.

Teaching of new learning

New vocabulary will be taught at the start of the lesson.
New learning will follow the sequence of the unit plan.

Independent practice

- 'Practise it' enables children to practise the fluency aspects of the new learning
- Self-marking and live marking provides instant feedback
- 'Apply it' enables children to master the learning and deepen understanding, through reasoning and problem solving
- Same-day intervention for rapid support in pupils not yet fluent

End Point

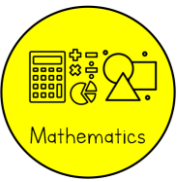
End of Block assessment

Children will complete a 'hot task' where they will write an innovated version of the text type they have learnt. One per half term will be assessed using the Babcock Assessment Framework.

End of Term assessment

Children will apply their accumulative knowledge across a term through NFER assessments, testing Grammar, Punctuation and Spelling.

A Subject Specific Approach to Assessment and Feedback: Mathematics



Unit Launch

Recap broad prior learning 'Spacing'

In Mathematics, children will revisit prior learning from the 'strand' of maths about to be studied in their upcoming block. Fluency in the pre-requisite skills required to access new learning are revisited through Morning Maths Fluency, and through recapping prior knowledge in the **'Recap it'** elements of each lesson in a new unit. Children will recap pre-requisite skills from prior year groups, relevant to the small step of the lesson.

'Recap it' in each lesson will sit within the following strands of mathematics:

Place value
Addition and subtraction
Multiplication and division
Fractions
Ratio and proportion
Algebra
Measurement
Geometry: properties of shape
Geometry: position and direction

Introduce new area of learning

In Mathematics, children will be introduced to the strand and specific block of maths they will be studying through their **'Maths Journey'**, detailing the sequence of learning.

'I can.' lesson objectives will lead to the children gaining the knowledge and skills to recall key number facts and reason and problem solve with fluency.

Learning Sequence

Recap knowledge 2 minutes – 'Recap it!'

All maths lessons will start with the recall of **knowledge** specific to current learning. This takes place through a **'Speedy Single'** (question/s related to the previous day's learning (or previous year, if a new block is commencing); then a **'Recap it!'** element **of the lesson**. This will recap the previous year's learning (if it is a new block) or the previous day/week's learning.

The 'Speedy Single' and 'Recap it!' will address misconceptions, if relevant, from the previous lesson/s. It will enable adults to ensure children are secure in the pre-requisite skills required to access the new learning, and to support pupils that are not ready with **'same-day intervention'**.

Teaching of new learning

- Small steps
- Teacher model techniques: 'Learn it'
- Check understanding, using iPads, mini whiteboards, Socratic 'quick questions'
- 'Ping pong' style of my turn, your turn
- Pupil talk to reason and stem sentences to unpick and embed key mathematical structures within the learning

Independent practice

- 'Practise it' enables children to practise the fluency aspects of the new learning
- Self-marking and live marking provides instant feedback
- 'Apply it' enables children to master the learning and deepen understanding, through reasoning and problem solving
- Same-day intervention for rapid support in pupils not yet fluent

End Point

End of Block assessment

Children will complete ongoing assessment throughout a block to demonstrate their accumulative knowledge focusing on fluency, problem solving and reasoning.

End of Term assessment

Children will apply their accumulative knowledge across a term through NFER assessments, testing arithmetic and reasoning.

A Subject Specific Approach to Assessment and Feedback: Science



Unit Launch

Repeat previous unit end point quiz

Recap broad prior learning
'Spacing'

In Science, children will revisit the areas of knowledge relevant to the new learning:

Biology

- Animals Including Humans
- Living Things and their Habitats
- Plants
- Evolution and Inheritance

Chemistry

- Everyday Materials
- Rocks
- States of Matter
- Properties and Changes of Materials

Physics

- Seasonal Changes
- Light
- Forces
- Electricity
- Sound
- Earth and Space

Introduce new area of learning

In Science, children are presented with an enquiry question for each lesson.

Learning Sequence

Recap 'Level 1' knowledge
5 minutes e.g. Explorify activity

All Science lessons will begin with a discussion based activity designed to recall Level 1 knowledge and then use it to explain and justify thinking 'like a scientist'. Explorify activities and Concept Cartoons are used as discussion prompts.

Recap 'Level 2' knowledge
5 minutes

Review prior learning from unit, including misconceptions identified in previous lesson.

Teaching of new learning

- Vocabulary
- Small steps
- Teacher Model
- Check understanding

All lessons include one of the 5 scientific enquiry areas and a working scientifically focus.

Independent practice

- Explore it - Explain it
- Effective deployment of TA
- Live marking - Purple Pen
- Instant feedback
- Rapid support
- Children refer to previous learning in book

End Point

Quiz

Children will complete a quiz to demonstrate their accumulated knowledge from the unit. Teachers can pick up on final misconceptions before children complete the final 'show what you know' assessment.

'Show what you know'

Children will first demonstrate their knowledge of the individual learning objectives. They will then bring this information together to answer an overarching enquiry question through the key disciplinary concepts.

Working Scientifically

Assessment of working scientifically skills are assessed through ongoing observations through the unit, as this disciplinary knowledge is taught alongside the substantive scientific knowledge.

If further evidence is needed, a working scientifically investigation, such as a TAPS comparative / fair test with a particular focus area can be carried out.

A Subject Specific Approach to Assessment and Feedback: History



Unit Launch

Repeat previous unit end point quiz

Recap broad prior learning
'Spacing'

In History, children will revisit the substantive areas of knowledge, relevant to the new learning:

- Chronology
- Movement and Migration
- Society and Culture
- Achievement and Legacy
- Government and Monarchy
- Economics and Trade



Introduce new area of learning

In History, children are presented with an enquiry question. 'I can.' lesson objectives will lead to the children answering the enquiry question in the final lesson.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

Substantive areas of knowledge, relevant to the new learning:

- Chronology
- Movement and Migration
- Society and Culture
- Achievement and Legacy
- Government and Monarchy
- Economics and Trade

Recap 'Level 2' knowledge
5 minutes

Review prior learning from unit, including misconceptions identified in previous lesson.

Teaching of new learning

- Small steps
- Teacher Model
- Check understanding

Independent practice

- Effective deployment of TA
- Live marking
- Purple Pen
- Instant feedback
- Rapid support
- Children refer to previous learning in book

End Point

Quiz

Children will complete a quiz to demonstrate their accumulative knowledge from the unit. Teachers can pick up on final misconceptions before children complete the final 'show what you know' assessment.

'Show what you know'

Children will first demonstrate their knowledge of the individual learning objectives. They will then bring this information together to answer the overarching enquiry question through the key disciplinary concepts.



Cause and consequence



Similarity and difference



Change and continuity



Significance



Interpretations



A Subject Specific Approach to Assessment and Feedback: Geography

Unit Launch

Repeat previous unit end point quiz

Recap broad prior learning
'Spacing'

In Geography, children will revisit the substantive areas of knowledge, relevant to the new learning:

- Location Knowledge



- Human and Physical Geography



- Place Knowledge



- Map Skills



- Fieldwork



Introduce new area of learning

In Geography children are presented with an enquiry question. 'I can.' lesson objectives will lead to the children answering the enquiry question in the final lesson.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

All geography lessons will start with the recall of Location Knowledge learned so far, from EYFS to current year.

All lessons will start with Recap on prior, relevant vocabulary.

Recap 'Level 2' knowledge
5 minutes

Review prior learning from unit, including misconceptions identified in previous lesson.

Teaching of new learning

- Small steps
- Teacher Model
- Check understanding

Independent practice

- Effective deployment of TA
- Live marking
- Purple Pen
- Instant feedback
- Rapid support
- Children refer to previous learning in book

End Point

Quiz

Children will complete a quiz to demonstrate their accumulative knowledge from the unit. Teachers can pick up on final misconceptions before children complete the final 'show what you know' assessment.

'Show what you know'

Children will first demonstrate their knowledge of the individual learning objectives. They will then bring this information together to answer the overarching enquiry question.

A Subject Specific Approach to Assessment and Feedback: Art



Unit Launch

Repeat previous unit end point quiz

Recap broad prior learning
'Spacing'

In Art, children will revisit prior **artists** they have studied, focusing on the key vocabulary and the skills:

KSI:

- Drawing
- Painting and Collage
- Sculpture and 3D

KS2:

- KSI prior learning
- Painting and Mixed Media
- Textiles
- Drawing and Collage
- Photography

Introduce new area of learning

In Art, children will be introduced to the **aspect** of art they will be studying, beginning with the exploration of an artists work.

'I can.' lesson objectives will lead to the children gaining the knowledge and skills to create their own composite piece in the style of the artist studied.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

All art lessons will start with the recall of **knowledge** categories specific to current learning:

- Artists



- Techniques



- Media and Materials



- Colour Theory



- Effects



Recap 'Level 2' knowledge
5 minutes

Review **prior learning from current unit**, including **misconceptions** identified in previous lesson.

Teaching of new learning

- Small steps
- Teacher model techniques
- Check understanding

Independent practice

- Regular use of sketchbook with annotation of process
- Children refer to previous learning in sketch book
- Instant feedback
- Rapid support

End Point

Quiz

Children will complete a quiz to demonstrate their accumulative knowledge from the unit focusing on key vocabulary and definitions.

Composite Piece of Artwork

Children will apply their learned skills to create a piece of artwork in the style of the studied artist.

Children will evaluate their work and celebrate by displaying their artwork in a 'class gallery'.

A Subject Specific Approach to Assessment and Feedback: RE



Unit Launch

Repeat previous unit end point quiz

Recap broad prior learning
'Spacing'

In RE, children will revisit the learning of the Religion they are about to study:



Judaism



Islam



Hinduism



Christianity

Introduce new area of learning

In RE, children are presented with an enquiry question. 'I can.' lesson objectives will lead to the children gaining the knowledge and understanding to reflect on the enquiry lesson as an outcome.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes eg. quiz

All RE lessons will start with the retrieval of one beliefs on the religion being studied. There will be an opportunity to compare between this and other religions.

Recap 'Level 2' knowledge
5 minutes

Review prior learning from unit, including misconceptions identified in previous lesson.

Teaching of new learning

- Teach vocabulary
- Small steps
- Teacher Model
- Check understanding with key questions
- Practice opportunities

Independent practice

- Effective deployment of TA
- Live marking
- Purple Pen
- Instant feedback
- Rapid support
- Children refer to previous learning in book

End Point

Quiz

Children will complete a quiz to demonstrate their accumulative knowledge from the unit. Teachers can pick up on final misconceptions before children complete the final 'show what you know' assessment.

'Show what you know'

Children will first demonstrate their knowledge of the individual learning objectives. They will then bring this information together to reflect on their learning through personal reflection.

A Subject Specific Approach to Assessment and Feedback: Design Technology



Unit Launch

Repeat previous unit end point quiz

Recap broad prior learning
'Spacing'

In DT, children will revisit prior learning from the 'aspect' of DT about to be studied, including taught vocabulary:

- Food and Nutrition



- Mechanisms



- Materials



- Digital World



- Electrical Systems



- Structures



Introduce new area of learning

In DT, children will be introduced to the aspect they will be studying.

'I can.' lesson objectives will lead to the children gaining the knowledge and skills to create a final product which they will then evaluate.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

All DT lessons will start with the recall of knowledge and key vocabulary of the current aspect being studied.

Recap 'Level 2' knowledge
5 minutes

Review prior learning from current unit, including misconceptions identified in previous lesson.

Teaching of new learning

- Small steps
- Teacher model
- Check understanding

Independent practice

- Effective deployment of TA
- Instant feedback
- Rapid support
- Children refer to previous learning in DT book

End Point

Quiz

Children will complete a quiz to demonstrate their accumulative knowledge from the unit. Teachers can pick up on final misconceptions before children complete the final 'show what you know' assessment.

Creation of Product and Evaluation

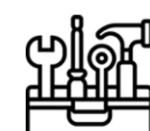
Children will apply their learned skills to create the final product in the make phase of learning. Children will then evaluate their product.



Design



Finger fluency



Make



Evaluate

A Subject Specific Approach to Assessment and Feedback: Music



Unit Launch

Recap prior learning

In Music children will revisit prior learning from the 'aspect' of Music about to be studied, including taught vocabulary:

Singing



Listening



Music Theory

(Including notation, structure, pulse, rhythm, tempo, timbre, pitch and dynamics)



Playing Instruments



Improving/composing



Introduce new area of learning

In music, children will be introduced to the aspect they will be studying. The learning sequence will begin.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

All Music lessons will start with the recall of knowledge and key vocabulary of the current aspect being studied.

Recap 'Level 2' knowledge
5 minutes

Review prior learning from current unit, including misconceptions identified in previous lesson.

Teaching of new learning

- Listen and Appraise (different relevant genres)
- Warm up
- Small steps

Independent practice

- Children practise taught skills
- TAs deployed effectively to support

End Point

Performance

Children will demonstrate their progress and accumulation of knowledge through performance. This can be to an audience or simply recorded for the children to watch, review and celebrate achievements.



Quiz

Where appropriate quizzes will be used for pupils to demonstrate knowledge in areas such as music theory.

A Subject Specific Approach to Assessment and Feedback: Physical Education



Unit Launch

Recap broad prior learning

In PE, children will revisit prior learning from the 'aspect' of PE about to be studied (and other fundamental movements), including taught vocabulary.

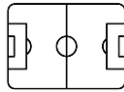
- Locomotion: walking, running, dodging, jumping



- Ball Skills: hands, feet



- Attack and Defence



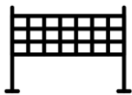
- Dance



- Gymnastics



- Net or Wall



Introduce new area of learning

In PE, children will be introduced to the new aspect of PE and commence the first lesson of the sequence.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

All PE lessons will start with a warm up, recapping why we warm up and the effect it has on the body.

Recap 'Level 2' knowledge
5 minutes

Review prior learning from current unit, including misconceptions identified in previous lesson.

Teaching of new learning

- Small steps
- Teacher model or share video from 'Complete PE'
- Check understanding

Independent practice

- Effective deployment of TA
- Instant feedback – use of iPad to record movements.
- Rapid support

End Point

Children will apply the correct skills in order to engage in an aspect successfully.

Fundamentals of Movement
e.g. balance and coordination

Fundamental of Movement Skills
e.g. 180° pivot on either foot

Movement Sequences
e.g. 180° pivot and pass

Task Application
e.g. skill selection to attack in basketball: 180° pivot, pass, running, receive ball, shoot