<u>**How is a teacher's assessment of students' work evident in their books?**</u>

Examples of best practice are included on the pages which follow.

1. **The curriculum is clearly responsive to the identified needs of the students. *How would the child know?***
   a. Stuck in copies of Next Step Sheets containing clearly worded and student-friendly Next Steps.
   There is a risk that feedback can be inaccessible/ incomprehensible to the student, particularly when it is feeding back on skills not knowledge. E.g. if a student didn't make a clear and concise point which answered the question, they are unlikely to be able to do it just by being told that they didn't (even though it seems like a manageable piece of feedback it receive) – how do you know what you don't know? Evaluative adjectives such as 'clear' or 'concise' are relatively subjective and difficult for a student to identify what they didn't do, as they thought they were writing a 'clear' and 'concise' point – why would they be deliberately trying to write anything but this?
   b. Single lesson DIRT activities which offer an activity in which a student demonstrates immediate progress against a target are removed (see OBHS policy and justification) and replaced with well-planned, responsive resources sequences of lessons.
   c. The curriculum narrative following the Next Steps reflects the areas identified as needing further teaching. Learning Objectives state clearly the knowledge/skill gap being addressed in the lesson and this can be clearly linked back to the Next Steps sheet. Students could date the Next Steps sheet to track the lessons which have addressed the identified area.
   This replaces the focus on creating stand-alone DIRT lessons or activities in which the teacher creates a task which the students can tackle with independence and which move students from A (not being able to do X) to B (demonstrating that they can do X). The contrived nature of these tasks generates false positive results. Would the students be able to do X again in a new context or without the carefully designed DIRT task.
   d. High quality instruction and PCK are at the heart of good teaching and students learning. The teacher establishes what the students are trying to achieve (B) and identifies the progress they have made against this (A). The teacher makes a judgement using high level PCK about the best way to get students from A to B.
   e. Levels of challenge are visible within the lessons linked to the Next Steps in order to ensure that all students have the opportunity to make progress. The teacher directs students towards the challenge tasks, where appropriate, based on their knowledge of the learners as individuals.
   f. Teachers' assessment of students' books might take place a few lessons before an assessment/ more substantial independent task. Students would then
   g. SPaG issues/ mistakes/ misconceptions are addressed through lesson activities – carefully chosen or created to specifically focus on this issues identified in the students' books. These could make up a series of starter activities or be something along the lines of a 'spot the mistakes' paragraph for students to correct.

2. **Students take ownership over their own and their peer's assessment – not seeing the teacher as the only source of feedback within a classroom.** *How do we ensure that this is accurate and valued by students?*
   a. Student-friendly (clear and accessible) mark-schemes are planned into lesson activities and resources to ensure that students understand the language of them and how to accurately apply them. Teachers use modelling and live assessment to quality assure student feedback.
   b. Students colour code or annotate work prior to books being collected for assessment. Teachers can use their assessment of students' self/peer assessment to inform the Next Steps set, and/or the way in which the peer and self-assessment tasks are set up next time.

3. **High quality students work is recognised and praised.**
   a. Model paragraphs/ responses are created and shared with the class featuring high quality work from their peers. If students are happy (we have found that they usually are), they are a named contributor to the model work.
   b. Positive Points are issued with a specific statement regarding the praise-worthy feature of the students' work.
   c. Habits cards are issued to students to reward them for the work assessed.