



# RAVENSTHORPE PRIMARY ACADEMY

Respectful, Proud, Aspirational

## Checking for Understanding Policy

Adopted	Autumn 24
Review Timetable	Every 2 years
Renewal Date	Autumn 26

Document Control		
Date	Notes	Initials
Autumn 2024	Policy Developed	RB

## AN EVIDENCE-BASED POLICY

This policy is underpinned by evidence of best practice from the Education Endowment Foundation (Appendix 1). The work of Dylan Wiliam has been used to support the development of this policy alongside the work of Tom Sherrington through the Walkthru instructional coaching guides.

## WHY DO WE CHECK FOR UNDERSTANDING?

*“Assessment is the bridge between teaching and learning.”*

Dylan Wiliam May 2024

For children to make rapid progress, it is vital that we know what children can do, know what they cannot and are able to use this evidence to plan accordingly.

## HOW DO WE CHECK FOR UNDERSTANDING?

Throughout the lessons classroom staff regularly check for understanding. Questioning is used to ascertain children's understanding using the following techniques to promote active engagement. For this reason, we have a **no hands up** policy.

Technique	When to use
Thumbs up, thumbs down	To get a class poll response to a yes/no to a closed question or true/false to a statement
Four corners Four possible answers stuck in the four corners of the room. Children move to the correct answer.	To get a snapshot of whole class understanding. When a movement break is needed.
Walkthru: Cold Calling p.90	All lessons to keep everyone involved and engaged. Pupils can be chosen strategically.
Walkthru: Think, pair share p.92	All lessons This can be used as part of the cold call. Opportunity for teachers to circulate and 'listen in'.
Walkthru: Show me boards p.94	Particularly useful in maths or where short answers are required.
SUHUPU Stand up, Hand up, Pair up,	An active way of children sharing their ideas whilst the teacher 'listens in' to responses. Useful for when a movement break is needed.

In addition, children's outcomes are used to gather evidence: the work children produce or tests they complete.

## HOW DO WE GIVE FEEDBACK TO CHILDREN?

### Within the lesson:

Explicit instruction is used in the '**I do**' part of the lesson. Classroom staff check for understanding in the '**we do**' part of lesson and go back to '**I do**' or give more opportunities for '**we do**' as necessary before allowing children to have a go independently in the '**you do**' part of the lesson.

When we have checked for understanding (Walkthru p.96) probing and process questions are used to deepen understanding. Teachers and HLTA's may choose to:

- Re-teach and re-model using the visualiser and allow more time for understanding or practice. This could be on an individual, group or whole class basis.
- Move on to the next part of the learning if understanding is sufficient.
- Timely defer some of the learning to a future lesson.






## WITHIN OR AFTER THE LESSON?

- Where the learning has not been mastered, it can be useful to frame feedback as actions for children (Walkthru p.106). Classroom staff could select from the following:
  - Redraft or re-do
  - Rehearse or repeat
  - Revisit and respond to more questions
  - Re-learn material and re-test
  - Research and record
- To reduce workload, whole class feedback can be used (Walkthru p 108). Children can respond and improve individually or work in pairs and peer edit.
- Time must be built into lessons to respond to marking and feedback.
- Books should show that misconceptions have been addressed and that children are learning.

## **MARKING KEY**

All work must reviewed by the member of staff leading the lesson or intervention. Work can be self-marked, peer marked or teacher marked. However, teacher's and HLTA's should review all work and indicate if the child has achieved the learning objective as per the marking key. It will be assumed that work has been completed independently unless indicated otherwise with the use of 'S'.

Teachers mark in **blue** pen. Children edit in **green** pen – it is known as 'the green pen of greatness'.

	Achieved learning objective
	Achieved learning objective showing deep understanding
	Working towards learning objective
	Response is correct
	Response is incorrect and needs correcting using a green pen by the child
I	Independent work
S	Supported work
Pink highlighter	'Pink to think' Used to draw attention to an error, misconception or something that needs improving

Written feedback in the form of instructions or annotations to be kept to a minimum and only used for children who can read them competently.