

**Rationale**

“Learning...is defined as a change in long-term memory” (Kirschner, Sweller and Clark, 2006). Classroom feedback and the use of formative assessment should be clearly focused on the residual, facilitating and disciplinary knowledge outlined in each curriculum area’s Schemes of Learning and should function to support the change in students’ long term memory for each type of knowledge. Assessment within and across lessons should function to inform the teacher of each student’s progress in regard to retention of residual knowledge and ability to demonstrate disciplinary knowledge.

**Mechanisms and Routines**

**Feedback and Assessment Mechanism 1 - Immediate Feedback On Lesson Content**

- During each lesson, circulating around the classroom provides an opportunity to provide **feedback at the point of learning**. This monitoring of work is particularly necessary during the ‘Do Now’, ‘You Do’ and ‘Exit Task’ sections of the lesson.
- This immediate feedback should encompass subject-specific feedback, address any arising misconceptions, and should include Literacy or Numeracy feedback where appropriate to the task.
- Spend a brief amount of time giving individual feedback to a student. If feedback takes longer than this, the teacher should assess whether a re-teach of the topic or concept is required.
- Provide individual or whole-class feedback is specific, precise and clear.
- Feedback should focus on **correcting or extending residual knowledge and disciplinary expertise**, and **extending the ability to apply residual knowledge and disciplinary expertise**.
- Feedback should be at a level which is appropriate to current performance and designed to facilitate further progress.

**Feedback and Assessment Mechanism 2 – Next-Lesson Feedback**

- It is expected that teachers will reflect on students’ books/folders/work at the end of each lesson in order to assess understanding and progress with regard to residual and disciplinary knowledge, and to inform forward planning.
- Teachers are encouraged to take note of common errors, not only to address in the following lesson, but also to add to schemes of learning in order to address these potential misconceptions when the topic is delivered in the future.
- Teachers should use their findings to plan the following lesson, where any remaining misconceptions and areas for improvement can be addressed. Feedback should be delivered to students, who will demonstrate their improvements using green pen. The teacher will re-teach as required, or give feedback which will allow students to further their attainment when acted on.
- Feedback in the following lesson may be provided in a variety of formats, including verbal instruction, modelled responses to tasks and re-teaching of material.
- The impact of feedback will be ascertained through the green pen responses of students in their work.

**Feedback and Assessment Mechanism 3 – The Use of Formative Assessment**

- Each unit of work in each curriculum area identifies residual and disciplinary knowledge that students must assimilate into their long-term memory (retention of curriculum content is the mechanism by which progress is gauged).
- It is expected that all teachers use knowledge retrieval tasks within and across their lessons in order to assess the retention of residual and disciplinary knowledge.
- These tasks should form the ‘Do Now’ and ‘Exit Tasks’ activities.
- ‘Do Now’ tasks should assess knowledge retention over time and across topics studied. They should form part of a teacher’s assessment of students’ learning – the ‘change in long-term memory’.
- ‘Exit Tasks’ should be designed to test the learning during each lesson, and should tell the teacher if students have learned that which was stated as the intended learning in the statement ‘By the end of this lesson you will know...’.
- Low-stakes quizzes should also be used to assess the retention of knowledge across time.
- Questioning in lessons is a vital mechanism for formative assessment, and teachers should use regular questioning of students in the classroom during the ‘I Do’ and ‘We Do’ sections of the lesson.

**Lead Staff**

SHW – AHT Quality of Education  
SLE – DHT Delivery

**Links** – This strategy runs in conjunction with the following documents:

- \*NBA Lesson Model
- \*NBA Curriculum Strategy
- \*NBA Summative Assessment Strategy

**AIP Linked Outcomes**

| Quality of Education |                    | Behaviour and Attitudes |  | Personal Development |  | Leadership and Management |                |
|----------------------|--------------------|-------------------------|--|----------------------|--|---------------------------|----------------|
| P1-10                | S1-3, S5-9, S14-15 | P7, P12                 |  | P1, P9               |  | P1-4                      | S1-5, S11, S13 |