

Questionnaire Feedback – Part 3

Thank you again to all the parents who completed the parent questionnaire. Please find below part 3 of our feedback. Further sections will follow in the coming newsletters from now until February half term.

Marking, Feedback & Greater Depth

As part of parents' evening consultations, we send a copy of the marking overview so that you can have a clearer understanding of the marking. This is sent by email and paper copies are available during the evening.

You said, we did...

We are reviewing our marking and feedback policy to make sure it is clear about the frequency and depth of marking. Research has shown that the best feedback to support children is to discuss it with them; i.e. 'on the spot feedback'. We call this Verbal Feedback. You may see 'VF' in their books to show that we have spoken to your child to help them with their learning.

You wanted to know more about Fix It, Check It, Push It

Ongoing formative assessment happens in each lesson through questioning, discussions and analysis of children's completed work. We follow the National Centre for Excellence in the Teaching of Mathematics (NCETM) guidance that "the next step is the next lesson" and that marking strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Therefore, instead of providing next steps for individual learners every lesson, we use whole class response questions. Choice of activity might be teacher-directed or child-selected as appropriate.

- Fix it - intervention/adult support for those who didn't really get it last lesson
- Check it - independent corrections/consolidation activity before moving on
- Push it - harder problem/going deeper task for those that are secure

You wanted to know more about Greater Depth

"The children who are judged to be writing at greater depth are children who stand out as writers. They are the children who take our breath away when we read their texts. There will not be many of these children and the number will vary from cohort to cohort. Whilst we cannot "teach" children to be greater depth writers, we can most certainly offer them opportunities, choices and ensure that any technical aspects of writing are secure and their use understood." (Focus Education, 2017)

The number of children achieving 'Greater Depth' will vary from year group to year group. With the introduction of the new National Curriculum, children are now assessed against a set of objectives to see if they are:

- Working towards end of year expectations: not yet reaching the standard expected for their school year
- Working at end of year expectations: at the level expected for their year group
- Working at greater depth: working more deeply within the expectations for their year. In KS2 maths and reading, this is referred to as 'meeting the higher standard'.

This change resulted in schools' assessment procedures assessing pupils against the objectives set for their year group. For example, a Year 2 pupil would be expected to be working to securely reach **end of year expectations** (Year 2 Secure). This meant that a child could no longer progress to a stage that was outside of their year group.

What is greater depth?

In addition to the term **end of year expectations**, the term **greater depth** is now used to measure a pupil's level of understanding. Achievement is now focused on the depth of understanding of the areas taught. Alongside this, the ability to apply this understanding in a variety of contexts rather than moving on to something new.

Therefore, more able pupils are no longer encouraged to move up to the learning being taught in the year above, but to now spend time ensuring that they have fully grasped the learning in their own year group and are able to explore this in variety of ways.

One analogy is that of exploring a house, you could quickly explore a large house by moving up floor to floor, however the house can be explored and experienced in far greater detail if you stop to explore the rooms on each level!

This means that pupils working at greater depth are expected to be able to...

- Apply their learning to different contexts, including other areas of the curriculum.
- Work independently.
- Apply their skills and knowledge consistently, confidently and fluently.
- Organise their ideas to make connections with other areas of learning.
- Use their ideas to help them work with new areas of learning.
- Clearly explain what they have been doing and why they know they are correct to others.
- Teach others what they have learned to enable them to learn too.

Therefore, greater depth is not...

- Working on content from the next year group.
- Practising the same concept with bigger numbers.
- Reading a more challenging text.

How is greater depth taught?

Those more able pupils working at greater depth are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level.

In summary, pupils need to be secure with the national curriculum requirements for their year group. If these are secured quickly, the children will be given activities that enable them to secure these requirements at greater depth.

Each year, the DFE publishes a Teacher Assessment Framework that sets out what children have to do to meet the expected standard for their Key Stage, and what they must demonstrate if they are working at greater depth.

Working at greater depth is NOT simply doing the same calculations with bigger numbers or reading more challenging books.

At the end of KS1 (Year 2), pupils are assessed by their teachers.

In KS1 reading, children who are working at greater depth can:

- In a book they are reading independently, make inferences on the basis of what is said and done.
- Predict what might happen on the basis of what has been read so far.
- Make links between the book they are reading and other books they have read.

In KS1 writing, children who are working at greater depth can:

- Write effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar.
- Make simple additions, revisions and corrections to their own writing.
- Use the punctuation taught in KS1 mostly correctly.
- Spell most common exception words.
- Use suffixes mostly correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly).
- Join some letters in their handwriting.

In KS1 maths, Year 2 children who are working at greater depth can:

- Read scales where not all numbers on the scale are given, and estimate points in between.
- Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts (e.g. 2×2 is the same as 1×4).
- Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 'Together, Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?').
- Solve unfamiliar word problems that involve more than one step (e.g. 'Which has the most biscuits: 4 packets of biscuits with 5 in each packet, or 3 packets of biscuits with 10 in each packet?').
- Read the time on a clock to the nearest 5 minutes.
- Describe similarities and differences of 2D and 3D shapes, using their properties (e.g. knowing that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

At the end of KS2 (Year 6), children are assessed by statutory tests, or SATs. Children receive a scaled score where 100+ is judged as reaching the age-related standard, and 110+ is reaching the higher standard.