



## St Nicholas Priory CEVA Primary School HMI Project 1

**Key Objective: Staff providing effective feedback to pupils and pupils providing effective feedback to adults in order to accelerate rates of progress in a lesson :  
8 weeks from Tuesday 9<sup>th</sup> May to Friday 7<sup>th</sup> July**

The focus will be kept alive through lower corridor display, assemblies (Fridays), certificates, postcards home, learning walks, book-looks, InSeT twilights, speaking to learning ambassadors and governor involvement

**Children** – At the start of the project gain view from LAs, meeting Thursday pm, 20<sup>th</sup> April, children to decide what they need from staff in terms of feedback – Why-How-Why(Sinek) model, whole school assembly project launch 12<sup>th</sup> May. Chn will be taught skills to self-assess against a success criteria (green & gold standard rubric) constructed by the teacher, before being able to assess their OWN work against a rubric. They will be taught the value of providing high quality feedback to staff, being self-critical using a rubric. Children will be taught the importance of their role in providing feedback to the teacher in order that the teacher can facilitate next steps. They will be given opportunities to complete tasks, to show in their responses to staff, their progress against the rubric. Examples of self-assessment against a rubric will be displayed on a board (Debbie) in the lower cupboard. LAs will be asked to find examples of good quality and nominate pupils in assemblies (Fridays).

**Outcome:** Children will be expected to use appropriate language associated with being able to articulate what they are learning, why they are learning it, bright spots and challenges and what has helped them. They will also be able to provide more specific reflection at the end of a session of learning. Children will be using reflection and feedback as a motivator for further learning.

**Parents** – Newsletter to launch the project – to be sent home on the 12<sup>th</sup> – available on website, guidance on giving feedback to their children provided for reading, spelling and maths (Emma) . Any newsletters will state pupils who received a certificate during the project.

**Outcome:** Parents will notice their child being more articulate in conversations about learning in school, being able to discuss what they learnt and what they did better at. Parents will be invited to a special celebration for all those children who have received certificates during the course of the project and pupils given an opportunity to share their success by showing their work in their books.

**Teachers & TAs** – present project draft plan to SLT 3<sup>rd</sup> May and to all staff, following amendments made, 9<sup>th</sup> May, focus on Why-How-What (Sinek) model. Staff to have a clear understanding as to what success will look like . Staff need to add to displays in lower corridor. Staff to ensure at least once a week postcards are sent home (by post) to at least 2 pupils. TA briefed for display. Display to incorporate reflection learning hero and appropriate vocabulary. There is an expectation that throughout the lesson there will be an ongoing learning dialogue between adults and children which provides an opportunity to gather assessment information. There will be a reference to the learning objective throughout the lesson and a reflection at the end. Teachers will use information provided by pupils to plan next steps daily. Teachers will construct rubrics in order learners can self-assess. *These will be co-constructed with pupils with significant guidance from staff.*

**Outcome:** Great clarity around expectations for embedding AFL within a lesson.

**Leaders (Governors – Jemma & Harry have expressed interest in the project)** - Staff in year group to present at least 2 certificates for pupils at year group meetings weekly. HT and ADHT will conduct book-looks in maths, discovery & T4W, with, where possible, shadow maths and literacy leads with a focus on the improving quality of pupil reflection.

HT & ADHT will focus on an aspect of the project on alternate Fridays assemblies, launching the project on the 12<sup>th</sup> May, following up on the 26<sup>th</sup> May, 9<sup>th</sup> June, 23<sup>rd</sup> June and 7<sup>th</sup> July. Project updates – bright spots and challenges agenda item at SLT. Share with governors – specifically Jemma/Harry (could they be involved in book-looks?). Nominated staff member to be responsible for the portfolio (Cheryl).

**Outcome:** Monitoring of lessons and books should show a significant improvement on a daily basis of children being more specific about feedback, acting on self reflection, peer reflection and comments from adults.

## What's happening each week?

Pre-launch w/c: 18<sup>th</sup> April – begin display campaign around school and carry out baseline opinion with LAs and volunteers from classes. Trial classes (3K, 5A and set 4 maths set in year 6)

Week 1: w/c 8<sup>th</sup> May – staff training on 9<sup>th</sup> May including members of staff presenting examples of what this might look like from a trial the week before. Whole school presentation on the 12<sup>th</sup> & newsletter to parents. Introduce the Learning Heroes (Cheryl) and how Reflection will support visible learning – ie evidence of pupils learning. Focus – “why – how – what” to be understood/shared with all parties – chn, staff, parents, leadership. Start portfolio – this *might* include baseline examples of current self assessment and feedback to pupils. Publish schedule to staff & governors.

Week 2: w/c 15<sup>th</sup> May – (Sch Imp Gov sub-committee meeting today, **HMI project shared to governors by JL**). Following staff training and whole school launch on the 9<sup>th</sup> May, teachers share the focus for this week: **To create and use a success criteria, using a rubric, detailing green & gold standard in order pupils self-assess against this.** Teachers add to portfolio(Cheryl). Begin reflection display in corridor (Debbie). Focus on Learning Hero called Reflection. Teachers to ensure lesson structure incorporates opportunities to include ‘cold or grapple task’, reference the learning objective, create a learning dialogue for AFL throughout the lesson and allow for reflection time at the end of the lesson (10 minutes). Teachers using appropriate vocabulary to develop pupil response. **SLT agenda item.** Teachers choose first children to receive postcards home – a la Reflection graphic. **Book-look by HT & DHT, pupil premier leader, focus on T4W & maths books – pupil premium children in all year groups inc Y1.** (Governor invite). At the end of this week all pupils will have self- assessed against a rubric in at least maths, reading and writing. Total quantity produced so far: 3 examples. Contributions to Debbie for display need to include name of pupil please.

Week 3: w/c 22<sup>nd</sup> May –At staff meeting to share with each other pupils who have made greatest improvement in ability to self-assess against a rubric – these examples will be added to the portfolio. **On 26<sup>th</sup> May we will be having a project led assembly. Learning Ambassadors will need to choose ONE pupil from their class to receive a certificate.** At the end of this week all pupils will have been trained to assess, against a rubric in maths, reading or writing and will have at least 3 examples in each subject. **Total of 9.** By now there should be evidence of consistency in lesson structure which is facilitating shared learning at the outset and reflection at the end ( 10 minutes ). **At Tuesday briefing staff told that their LAs must choose pupils who provide high quality feedback for assembly Friday 26<sup>th</sup> May.**

Week 4: w/c 6<sup>th</sup> June – **Book-look by maths and English shadows – more able pupils in all year groups inc Y1. Learning walk (1) – with a focus on discussing with pupils the value of feedback – “Can you show me where you have provided detailed feedback to your teacher about your learning? Can you show me an example where you have read and acted upon your feedback?”** There needs to be several individuals who participate in the learning walk in order to monitor

how the 10 minutes at the end of the lesson has been consistency used for reflection. Governor invite. Postcards via teachers and certificates at year meetings continue. Postcards via teachers and certificates at year meetings continue. SLT agenda – Next week rubrics must be presented to Cheryl. At the end of this week all pupils will have been able to allow the LAs to look at their feedback in order they be nominated for the 9th June assembly and all pupils will have gained confidence in providing both written and verbal feedback to staff. By the end of week four all pupils should have six examples to share with adults in maths, reading and T4W . Making a total of 18 examples over time. Teachers to present focus children’s books at pupil progress meetings which start this week showing children’s growing ability to reflect on progress and next steps. Books will show teachers’ attention to pupil comment

Week 5: w/c 12<sup>th</sup> June – Book-look by HT & DHT focus on T4W & maths – pupil premium chn in all year groups inc Y1. Governor invite. Learning walk (2) – governor invite - with a focus on discussing with pupils the value of feedback – “why do we use feedback – and can you show me an example where you have read/listened to your feedback?” Postcards via teachers and certificates at year meetings continue. Examples of rubrics for success presented to Cheryl – shared at Tuesday briefing. By the end of this week all pupils will have completed at least four peer assessments, be able to explain the meaning of reflection and the value of feedback, when asked, and most will have received either a postcard home or a certificate. At the end of this week the lesson structure should be firmly embedded and consistently implemented. Pupils should be consistently using the key vocabulary to describe their progress pathway ( see below)

Bev Hall interim visit on the 12<sup>th</sup> June

Week 6: w/c 19<sup>th</sup> June – staff meeting – 15 minutes maximum – staff to share examples of good practice, using examples of pupils work, before & after – in reading, maths or T4W. These examples must be offered to Cheryl for the portfolio. Postcards via teachers and certificates at year group meetings continue. Book-look with LAs – led by HT &/or DHT – learning ambassadors to select good examples of pupil response to adult. These pupils will receive a postcard home . By the end of this week children will have 8 examples of reflection in maths, reading and T4W - total 24

Week 7: w/c 26<sup>th</sup> June – Book-look (Governor invite) DHT/HT/Pupil Premium leader – focus on maths & T4W book s of PP chn – what’s the progress compared to the books seen week 2? Learning walk (3) with Learning Ambassadors. By the end of this week some pupils will have spoken and shown work to LAs and DHT or HT during a learning walk. By the end of this week pupils will be fluent using the appropriate vocabulary and phrases to reflect on bright spots and challenges In T4W, maths and reading books all books all pupils will be completing all blue pen feedback in the majority of lessons

Week 8: w/c 3<sup>rd</sup> July (Final week) 4<sup>th</sup> July evaluation staff meeting – bring examples for portfolio & share bright spots and challenges – why where pupils successful? Who wasn’t and why not? Learning walk - Monday (4) – governor invite – focus on why do we use feedback, what is the value of reflection? Agree next steps and share next focus at staff meeting – as this’ll be in the autumn term we are focusing on the arts and SMSC as a whole school with our REAL projects – therefore responsibility taking may well be our 8 week project – stage 1 will be to identify with pupils why taking responsibility for our own learning is important. Final project assembly – 7<sup>th</sup> July – Learning ambassadors (with volunteer from each class) meet to evaluate the project – reflecting on the summary notes made at the first meeting (20<sup>th</sup> April). By the end of this week teachers and pupils are familiar with the new lesson structure: periodically reflecting on progress so far against the LO using a rubric and reflecting on learning and the progress they have made at the end of each lesson, using blue pen.

Week 9 w/c 10<sup>th</sup> July A group of children will attend the final presentation at Queenshill

Parents invited to a special celebration for all those children who have received certificates and to see their work.

**Key Vocabulary**

Bright spots , challenges, evidence, progress, reflection, mistakes/errors

I found.... Challenging however I can now...

I am pleased with my progress In the lesson today because now I can

Previously I struggle with ... and now I'm able to ....

# Learning Heroes

## The 6 Rs



### **Reflection**

I know I can learn just as much from my mistakes as I can from my successes but only if I reflect on the things I have done. I need to look at my work and analyse what I have done well, and what I need to work on.

## NEXT STEPS:

HMI Project 2 Autumn Term – to follow on from this first project we will be using the Learning Hero *Responsibility* with a focus on children developing responsible citizenship – offering a service / contribution to the community as their project outcome. Real project outcomes will require staff in their early summer term planning for the autumn term to incorporate:

1. Service to the community
2. The arts