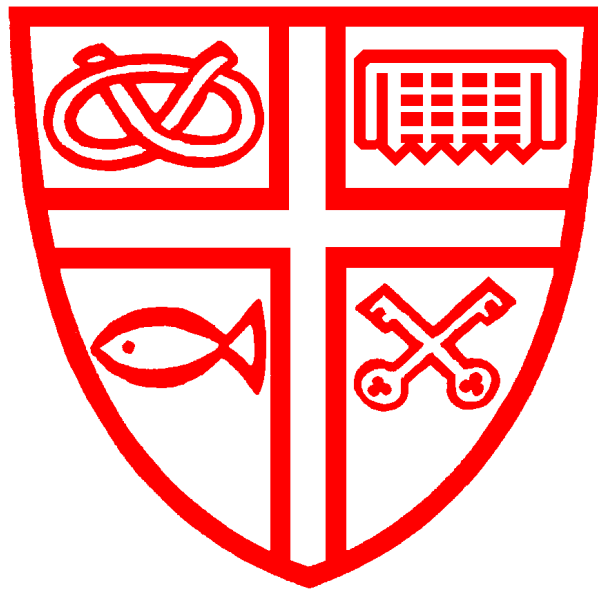# St Peter's CE(VA) Primary School

Love Christ
Love Learning
Love One Another

History & Geography

April 2021-2025

Vision Statement St Peter's (VA) CE Primary

"You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

Aim:

To ensure that the philosophy for learning that is held by St Peter's Primary school, along with the schools ethos, is embedded throughout the school. The policy provides clarity for expectations and links closely with the teacher's standards.

Positive Relationships:

At St Peter's we know that where excellent relationships between stakeholders exist the learning will be stronger. Children who feel valued then become engaged, motivated pupils who work hard and are proud of their work. Teachers need to take an active part in developing and fostering relationships with the pupils in class and their families. They will do this through:-

- Staff take an active interest in every pupil, their achievements outside of school, their interests friends and family, how they are feeling week by week using the learning journal and
- Staff motivate pupils through positive feedback celebrating their successes through stamps, stickers, certificates, Rock Star wins and small rewards in recognition of hard work, effort and achievement. These must follow guidelines in the behaviour policy and staff code of conduct.
- Staff and pupils work together to develop a set of class rules to follow in class that support the contents of the behaviour policy. (summary appendix 1)
- Staff know and understand different learning styles and use this information to recognise the best approach to maximise learning for each individual class.
- Staff take part in transition meetings, are informed by the SENCO and use the learning passports to fully understand the SEND needs of the class. This includes what reasonable adjustments need to be in place and what special resources need to be provided.

Related Policies / Documents

- Behaviour Policy (summary appendix 1)
- Staff code of conduct
- Home school Agreement (appendix 2)

Plan:

At St Peter's we recognise that developed, thorough, focused planning leads to effective teaching and learning. The specific plan for history and geography is as follows,

- Staff have a clear understanding of the wider curriculum and how the curriculum is built at St Peter's. They make pertinent links and connections amongst subjects, as well as devising activities to practise skills and learning.
- Staff will display a timeline in their classroom, that will include that class's previous topics, (in mixed classes, the older class will need to have all their previous topics up, even if the other class has not been taught it yet).
- Staff in KS1 will teach through a two year rolling program (In Year A, one geography topic (Explorers) and two history topics (Music through the Ages and Victorians) and in Year B, one geography topic (Planes, trains and automobiles) and one history topic (The Great Fire)).
- Staff in KS2 will teach through a four year rolling program.
  - Geography - Year A – Earth, Year B – Fire & Ice, Year C – Ebb & Flow, Year D – Air.
  - History – Year A – Stone Age and the Egyptians, Year B – Tudors and the Potteries, Year C – Invaders and Baghdad, Year D – Romans and the Greeks.
- In KS1 the topics will cover other subjects more widely, whereas KS2 topics are designated to that subject.
- Through our Rock Stars scheme there is a planned home project, which is geography related.
- Staff will follow the set structure in the geography topic, where we have three units throughout the year. In the Autumn term, they will cover vocabulary, locating features/places, explaining how the feature works/is formed and any science objectives. In the Spring term, they will carry out fieldwork for Earth and Ebb and Flow and carry out research for a case study for Fire & Ice and Air. In the Summer term, they will carry out fieldwork for Air and carry out research for a case study for Earth, Fire and Ice and Ebb and Flow.
- Staff will follow the set structure in the history topics. For example, for Year A, in the Autumn Term they will learn about the Stone Age, in the Spring term, they will learn about the Egyptians and then in the Summer term, they will compare the two topic's which they have learnt about that year.
- Staff will use the topic overviews to become familiar with the topic and the key knowledge, which needs to be taught by the end of the unit. It will include the key questions that will set the focus for each lesson and the integral technical vocabulary that needs to be used and learnt by both staff and children.
- Staff in KS2 will plan their topics together, using the progression map, to ensure progression is clear throughout the key stage and that the expectations of their year group is clear.
- The objectives are the same for each year group and throughout the year, which embeds the crucial skills. Progression is ensured by using the progression map that is linked to the objectives.
- Within each topic a hook, or wow activity, will be planned for the children to engage them in the topic.

- Staff will complete a weekly overview, which will outline an appropriate structure of the lessons to the topic.
- Staff will prepare a success criteria for each lesson. It will include the objective (with the structure Obj: Subject: Objective. Key question and a griffin based objective), what is expected and the three differentiated activities, Paddling, Swimming and Diving.
- For each history topic, a pre-teach activity is planned to support SEND children before the topic starts. Staff will also provide visual resources to support children who need it.
- Subject knowledge is strong across all topics and common misconceptions are understood and planning takes this into account.

Related Policies / Documents
- Longterm plans
- Curriculum planning file
- Class yearly objectives
- Topic overviews
- Progression Maps
- Weekly Overview sheet
- Success Criteria sheets
- Timeline

Teach:
For history and geography there have been clear objectives that will be repeated topic on topic, year on year. Each topic has its own key questions that form the basis of the lessons that are taught, through the use of a clear success criteria with differentiated activities to support the abilities of all children.

At St Peter's we recognise that each staff member brings different styles and skills to the table, which we celebrate. However, to ensure that there is a consistent approach across all subjects and all year groups, teaching needs to follow the following ethos as the foundation for their practise (see Teaching and Learning Policy for more detail).

History:
- Staff will follow the set structure in the history topics. For example, for Year A, in the Autumn Term they will learn about the Stone Age, in the Spring term, they will learn about the Egyptians and then in the Summer term, they will compare the two topic's which they have learnt about that year.
- At the beginning of each topic, staff will use the timeline in their classroom to show the current topic in relation to previously learnt topics.
- Each history topic will start with a vocabulary lesson, where the children will explore the vocab for that topic.
- Each history topic will end by completing the key questions piece of work.
- Through the use of the topic overview, the key questions are set for the topic and linked to the objectives. These key questions form the basis of a singular lesson, or series of lessons. Staff must ensure that all these key questions and objectives are covered during the topic.

Geography:

- Staff will follow the set structure in the geography topic, where we have three units throughout the year. In the Autumn term, they will cover vocabulary, locating features/places, explaining how the feature works/is formed and any science objectives. In the Spring term, they will carry out fieldwork for Earth and Ebb and Flow and carry out research for a case study for Fire & Ice and Air. In the Summer term, they will carry out fieldwork for Air and carry out research for a case study for Earth, Fire and Ice and Ebb and Flow.
- Each geography topic will start with a vocabulary lesson, where the children will explore the vocab for that topic.
- Each geography topic will end by completing the key questions piece of work.
- Through the use of the topic overview, the key questions are set for the topic and linked to the objectives. These key questions form the basis of a singular lesson, or series of lessons. Staff must ensure that all these key questions and objectives are covered during the topic.

Structure of Individual lesson:

- Individual lessons:
    - First 10 minutes of the lesson will be re-capping what was learnt in the previous lesson.
    - Introduce the key question that the children will be focusing on that lesson, or for the next few lessons and refer to the griffin objective to explain how they can work like that particular griffin.
    - Staff will then carry out an exposition, that should not exceed fifteen minutes. (Split or class expositions can be used, depending on what is appropriate for the lesson.)
    - Go through the success criteria that includes the differentiated activities (SEND, paddling, swimming and diving). Staff must ensure that children are directed to the appropriate activity.
    - Children are then to complete the appropriate activity, while staff provide teaching points to move on children's learning. Staff will check for misconceptions and will address them.
    - Staff will then carry out a plenary activity at the end of the lesson, ensuring to refer to the key question.
    - Children then need to self-assess at the end of the lesson against their learning objectives.

Related Policies / Documents

- Subject polices
- Learning environment / resources policy (appendix 3)
- Assessment for Learning Expectations (appendix 4)
- Class yearly objectives
- Topic overviews
- Progression Maps
- Weekly Overview sheet

- Success Criteria sheets
- Timeline

Review:
- Staff constantly review lessons and practise ensuring effective teaching and learning is happening, or understanding what changes need to be made to future teaching.
- Staff will consistently follow the feedback policy including frequency, codes, language.
- Staff will ensure that teaching points are related to the subject of the lesson, not English or Maths based. These will encourage the children to make their work better through the feedback questions or actions.
- Skills ladders are filled in after the history, or geography topic.
- Staff will analyse skills ladders to see where objectives need to be revisited to secure them and will plan lessons in future topics to address this.
- Subject leader will analyse skills ladders to ensure coverage of skills and identify any gaps.
- Subject leader will record report grades to track children's progress year on year.
- Follow-Me history games will be used in the following topic to recap key information learnt in the previous topic.
- At the end of each topic, children will complete a key question piece where they will answer all the key questions of the topic completely unaided.
- Children are given timely oral feedback throughout the lesson to ensure that misconceptions are addressed and to push learning on.
- Children know how well they have done through positive marking and feedback.

Related Policies / Documents
- Assessment Policy
- Feedback and marking strategies (appendix 5)

Professional Responsibilities:
- Staff model positive attitudes to learning.
- Parental support is encouraged to help support children at home and give parents a clear idea of what is expected of the children this is done through half termly data sharing, termly parents evening, open door policy and yearly written reports.
- Staff hold accountability for pupil outcomes and complete data analysis termly.
- Staff attend and provide continuing professional development, support and keep up to date with developments in education.
- Subject leader will attend relevant CPD opportunities and cluster meetings.

Appendix 1

Behaviour Codes

	Behaviours which require Parental Involvement	Sanctions
A1	Verbal or physical abuse to staff	• Fixed term exclusion, return on a behaviour plan.
A2	Verbal or physical abuse to peers	• As A1
A3	Serious damage to property e.g. damage to interactive board	• Parents asked to contribute to the cost to replace the item. • Privileges withdrawn – trip / playtime etc
A4	Leaving premises without permission	• Parents contacted.
A5	Putting others in danger	• As A1 – 2 days without play
A6	Bullying other children including any form of discrimination	• Follow anti-bullying programme with involvement of parents, including close supervision during breaks.
A7	Continued detrimental effect on others learning.	• Fixed term exclusion, return on a behaviour plan.

Behaviour procedures in class…

- Children will be given a verbal warning about their low level behaviour,
- If required another warning will be given this time as a yellow card.
- If behaviour continues the yellow card will be replaced by a red card – if a child receives a red card they will stay in 15 mins at lunch/break.
- If behaviour continues child will be removed to another class via the Headteacher for the remainder of the lesson.
- Fresh start each lesson for the yellow cards – but a log will be kept of all yellow and red cards given.
- 5 yellow cards or 2 red cards or equivalent in one week will trigger a green card plan which will be monitored by the class teacher and added to the behaviour log (B1)
- 5 red cards or more in a week will trigger a letter home to parents. (B1)
- If behaviour does not improve the following week parents will be notified and child will be put on another green card for the week, this will be monitored by the Headteacher and signed by the parents daily. (B1)
- Green all week will receive a sticker to share with parents via the learning journal and rewards at the end of each term.

Behaviour we will be given a reward for…	Behaviour we will be given a warning for…
• Effort • Good manners • Community actions • Extra home reading • Extra homework • How they play during play and lunchtimes • Teamwork • Being independent • Being rsponsible	• Talking unnecessarily or chatting. • Calling out without permission • Being slow to start work or follow instructions. • Showing a lack of respect for each other and staff, including answering back and questioning instructions. • Not bringing the correct equipment. • Disturbing other children. • Purposefully making noise to gain attention. • Swinging/ rocking on chairs. • Not doing the work asked.

Other Behaviours …

	Behaviours	Sanctions
B1	Ongoing low level behaviour in class	• See above.
B2	Minor, deliberate damage to property e.g. breaking a ruler or scribbling on a book	• Letter of apology (BL)
B3	Swearing or aggressive language	• Behaviour log – twice parents informed.
B4	Inappropriate behaviour	• Sent to Safeguarding lead or deputy lead. (BL) will follow safeguarding policy.
B5	Taking property from other people or the school.	• Parents informed (BL)
B6	Aggressive behaviour towards one another including pushing, shoving, hitting.	• Miss 1/2 days worth of play, inside with Headteacher / SLT - Parents informed. (BL)
B7	Disruptive, rough play	• 5 minutes by the wall. • Sent in opposite Key stage class at break, Headteacher at lunch. (BL)
B8	Disrespect to staff inc back chat, rolling eyes etc	• Lose a griffin point / yellow /red card

B9	Unkindness, name calling	• If a targeted child, Headteacher informed.

	Learning Behaviours	Sanctions
C1	Not correct uniform or PE kit.	• Warning – after more than one occasion in a run, letter home.
C2	Homework not completed.	• Given until the next day / stay in to complete.
C3	Reading Diary not filled in.	• Letter to parents to be signed, reminding them of expectations.
C4	Water bottle forgotten.	• Day 1 – use plastic cup, Day 2 - note to parents.

If in behaviour log more than 3 times for a type of behaviour, in a term parents will be informed.

Appendix 2

Home School Agreement

OUR VISION
At St Peter's CE (A) Primary School the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society.

The School
We will:
• work towards every child achieving his or her full potential as a valued member of the school community;
• ensure the best possible education for every child, academically, socially and emotionally;
• treat all children fairly and consistently;
• promote high standards of work and behaviour through building good relationships and developing a sense of responsibility;
• ensure each child's entitlement to a broad and balanced curriculum;
• hold regular consultation evenings to discuss each child's progress;
• let families know of concerns or problems that affect their child's work or behaviour;
• be open and available to discuss concerns and suggestions;
• set, mark and monitor classwork and homework in accordance with the school's policies.

The Family
We will:
• ensure our child attends school regularly, on time, dressed in school uniform and properly equipped;
• promptly inform the school of the reasons for any absence;
• support the school in maintaining good behaviour and discipline in line with school policy;
• ensure our child arrives at school and is collected at the correct time;
• attend Parental Consultation Evenings and discussions about our child's progress;
• notify the school of any change in circumstances which may affect our child's learning;
• support the school and its policies;
• support our child in homework and other opportunities for home learning.

The Pupil
I will:

- try my best at all times;
- take responsibility for my own possessions;
- wear the school uniform correctly and be tidy in appearance;
- do all my classwork and homework as well as I can;
- conduct myself in an orderly manner and obey the school rules;
- care for the school environment;
- take newsletters and other communications home promptly;

Appendix 3

Use of resources, including other adults and classroom organisation

	Success Criteria
General	- Room must be uncluttered and tidy. - If using a desk must only contain minimal equipment. - Reading encouraged through class library / recommended books or something similar. - Furniture layout matches pedagogic approach using, furniture is limited to the minimum. - Work stuck only on the boards provided.
Displays	- Presentation is mindful of purpose. - Current. - Any handwriting (staff / pupils is of the highest standard) - Literacy prompt board. - Numeracy prompt board. - Working wall – ideas from lesson / current learning is displayed. - Displays of children's work. - Griffin learning posters displayed. - Displays are only of use if they are used by the children or display the work that we are proud of. - Ideal if children can access and use the working wall themselves. - Children must be able to talk about all the displays up and how they use them.
Resources	- Clearly labelled and accessible – correct height for children to access safely. - No personalised resources (pens / pencils etc) unless warranted through Learning passport or behaviour plan. - The children must be able to access journals / word banks whenever they need. - Time must not be wasted giving out resources. - Children must have opportunities to choose their own equipment / resources. - Children must be responsible for their own equipment, looking after it and tidying away. Obvious they know how to use it effectively. - Resources are of a high standard – worksheets limited and only if could not be done without, resources not chipped / broken etc, bring something different to the lesson. - ipad trolley must be brought into the room – observed in / out. (y6 upstairs exception, another way must be developed)

Ethos	- Independence is encouraged – choosing resources, accessing equipment, 3B4 Me - Positive reinforcement is seen with praise / Griffin points given for children doing well. - Children can access own yellow/red card . - Expectation of looking after resources and tidying away is modelled by staff with their resources. - Expectation of work shown in best work displayed. - Work displayed is personal / unique to the child, encouraged to make work different.
Use of TA's	- The TA's are employed to work with small groups of children to improve their learning. - The majority of the TA's hours are from 8:30-12 then 1:00-4pm, during this time they are directed by teaching staff. - From 8:30-8:45 discussions of the day ahead and preparing the resources is expected. - After school TA's can be getting resources read for the following day. - TA's can be asked to cover for a short period / session which is not a regular occurrence as part of their job description. - If staff are having to step up to cover a member of staff for a sustained period of time, the school will pay them at HLTA rate.(pay policy) - If TA's are having to cover literacy and numeracy for a teacher we will endeavour to support them by asking another TA to go into the class to. - Some staff have contracted HLTA hours which requires them to plan, deliver and mark lessons on a regular basis. This will be timetabled in. - TA's will have varied roles in the classroom depending on the cohorts that they are with. These will include:- ✓ Working in groups to 'mop up' children who are not getting the work. ✓ Pre teach - for children who benefit from having prior knowledge of a subject. ✓ Follow a structured intervention activity ✓ Working with groups during lessons – marking that groups work. ✓ 1-1 support on issues ✓ Hearing children read. ✓ Helping to get resources together and filing them when they have been used. ✓ Displays ✓ Collecting in slips / money etc. ✓ Work with children on their IEP targets. ✓ No Child should be out of a lesson for more than 30mins in a morning or afternoon. - TA's will be keeping an intervention folder to record and monitor the impact of their interventions. - Children who are to take part in interventions are to be decided upon by teaching staff / subject leaders. - Work is to be led by teachers. - TA's to record when intervention taken place / reasons why it couldn't take place. - Impact to be monitored by both TA's and teachers. - We do not want to see ✓ TA completing who class marking.

	✓ Sitting listening to the exposition
	✓ Taking work home
	✓ Photocopying during lesson time (unless an emergency!)
	✓ Leading lessons while staff are marking.
	✓ TA's being left with biggest group or toughest children all of the time.
	✓ TA's always working with lower ability.

Appendix 4

Assessment for Learning Expectations

		Criteria
Ethos / Expectations	1.	The classroom is tidy and organised with well labelled resources that ensure independent learning.
	2.	Children's work is valued through display.
	3.	Children are engaged in their work and therefore Y/R cards are few.
	4.	High expectations are obvious for behaviour, standard of work and quality of work inc SEN
	5.	Behaviour policy is followed.
	6.	Displays focus on key learning of the term / half term giving temporary scaffolds as the children are learning.*
	7.	All children are valued and made to feel / encouraged to make a contribution to the class.*
	8.	Handwriting and number formation is continually addressed at the appropriate level.
	9.	It is obvious children take pride in their work.
	10.	Clear routines are obvious in class practise*
Diagnostic	11.	Skills ladders are completed and up to date in english and maths books.
	12.	Topic / Science skills ladders are completed and gaps are addressed in future learning / planning.
	13.	Completed unit starter tests are used in maths weekly from Y2 onwards.
	14.	Topic overviews are completed fully by staff/ children for staff to understand what the children know and what they want to learn about.
Exposition	15.	Learning pathway is referred to in the lesson and is completed by the children.
	16.	Staff make pertinent links during teaching with prior learning, reasons for learning and end goals.
	17.	Objectives are very clear, shared and children can discuss what they are. They MUST come from the skills ladders for all subjects.
	18.	Share high expectations – clear picture of what of work is expected / standard of work / model what they should be doing.
	19.	Information being delivered is clear and has been planned in to reduce cognitive overload*
	20.	Task information is shared quickly, pertinently and supported visually. No time is wasted for groups*
	21.	Use exposition to ensure groups of children have the correct focus ie split exposition.
	22.	Success criteria for lesson / piece of work generated and discussed.
	23.	Interesting pedagogies are being used.*
Tasks	24.	Time completing activities is maximised.*
	25.	Differentiated tasks meet the needs of pupils. (Desirable difficulty)* these are clear on obj / success criteria (GDS)

	26.	Work challenges children and is not something they have demonstrated they can already do.
	27.	Staff have an understanding of where the learning has come from and how it is building up*
	28.	Guided work teaches specific work to pupils / builds on prior knowledge / fills gaps from previous work.
	29.	Success criteria and relevant vocab is displayed during lesson.
	30.	Application of core skills / learning / tables / spellings is planned for.*
Plenary	31.	Objective is referred back to and assessed against. Successes highlighted.
	32.	If appropriate handwriting criteria / number formation is assessed against – consistently.
	33.	Peer assessment evident regularly but not daily.
	34.	Targets in journals half termly are referred to / celebrated when met.
Feedback	35.	Marking codes used consistently.
	36.	Blooms words used in feedback to ask a question or give an action at least 3 x weekly.
	37.	Success criteria / obj stickers are marked by staff and pupils.
	38.	Teaching points (verbal feedback) evident to move children on in learning (ensuring maximum achievement from skills ladders)*
	39.	Teachers will insist that work is always improved for all subjects.*
	40.	Corrections are marked accurately*
	41.	Positive comments in feedback .
	42.	All bare necessities highlighted and addressed.
	43.	PAMs are completed half termly and information in journals kept up to date.

Appendix 5

Feedback and Marking Strategies

In Lessons	
Action	*Impact on children*
Mini Plenaries: The teacher will stop the lesson for a variety of reasons; • make a teaching point for a common misconception. This could then be denoted with teaching point symbol and word for reminder. • ask pupils to reflect on work • ask children to share work that they feel meets the objective or they are proud of.	• Children will be more firmly on task and as the objective is reinforced through discussion they will have a clearer understanding on whether they have met the objective or not. • They will get back on track or not spend too long on a misconception. • Children will be prompted to be meeting objectives and can ensure that they do. • Children will feel that they have already been successful. • Children can magpie ideas from each other and see best examples. • Children will have already identified where they have met the objective
Expectations 'Bare Necessities' Self Checked: Staff insist that before they mark work, children have checked for errors of work ie spellings, punctuation. To eliminate repetitive marking of the same thing.	• Children understand the responsibilities they have to their own work. • Unnecessary corrections have already been addressed. • Children will have to think harder about what they are producing. • Common errors will not have to marked as they will already have been changed.
'Shoulder Surfing'/ Teaching Points:	• Children are having immediate feedback and understand what

Staff move around the room looking at work and addressing common errors – spellings, punctuation and grammar. **Or** The staff move around the room checking on work and giving teaching points and asking questions to develop the child's work and thinking – a teaching point code is then used and a change in the work should be evident from that point onwards.	they have to change on the spot. • Misconceptions are therefore not solidified and pupils feel more successful. • Common errors will not have to marked as they will already have been changed. • Children are moved on within the lesson rather than waiting for feedback from the previous day. • Misconceptions are therefore not solidified and pupils feel more successful. • Challenging questions can ensure the work moves to a deeper level. • The teacher will have a clear idea of what needs to be the focus of the next lesson. • Hints or scaffolding can be put in at the point of learning to improve subsequent work. • Children start to work at a higher level within the lesson – progress achieved.
Success Criteria: These are used by the staff to set expectations and extensions. They are used by the pupils as reference during self-assessment and to help to understand what 'good' looks like.	• Children know what they need to include / complete to be successful. • After self-assessing against the success criteria they know which areas they have done well in and which need to be worked on. • After self-assessing the children can edit and improve their own work before the teacher sees it as they know what to include. • Staff can use pupil's assessment for their own marking and have a clear understanding what the child understands by the way that they mark the success criteria. • Staff can use the success criteria to set and suggest targets for individual pupils so they know what to focus on.
Goes over answer in class: Staff can read out / share answers with a group / whole class in the lesson.	• Child understands what they have got wrong and can also understand why that may have happened. • Children can identify their own common errors and make corrections.
Peer and Self-assessment: Children use the success criteria to mark their own or others work. They write positive comments and discuss areas of focus. The children also mark against the objective on the sticker.	• Children will understand more fully the objective and the necessary things that they need to include in their own work. • As they are more reflective they will be less likely to make the same errors in future work. • They get to see other examples of work during peer assessment which can help with expectations.

After Lessons	
Action	*Impact*
Marking Codes: A variety of marking codes are used across the body of work that identifies common errors, which the child needs to correct. P,sp,CL,BW, //	• Children can independently correct errors in their work. • Children learn from their mistakes – which should reduce in number.
Marking Against the Objective: Staff can use the objective sticker and mark	• The child knows how well they have done that lesson. • Staff can use when reflecting on the body of work at

dot, 1 tick, 2 ticks how well the child has achieved the objective.	each data point.
Focus On: Using the arrow code which directs children to which part of the success criteria the child needs to focus on during the next lesson / editing and improving session or give one word as a prompt for next times work.	• Children are aware of what they need to focus on next time and can self-manage that or go on and make changes to address the point.
Marking Successes: Staff * where they see one element done well. Stickers and positive comments can also be used.	• Children have positive feedback • Children can spot what it is they are doing well
Diving Deeper Questions: Questions used when teacher wants to promote deeper thinking through questioning including explanations of choice of words, why things are incorrect etc.	• Challenging the children to be more analytical about their own work through use of questions. • Questions promote metacognition.
Whole Class / Group / Verbal Feedback: Address an issue that was a common problem for all the class or group through input.	• Gets feedback particular to their own need. • The child can see it was an area of development for more pupils than just them. • The pupil has 1-1 feedback on need.
Numbered Actions: At the end of a piece of work the teacher gives an action number which correlates to a task to do on the board. Which the child completes at the beginning of the next lesson.	• Gets feedback particular to their own need. • The child can see it was an area of development for more pupils than just them