

Lancashire Assessment Support Team

Formative Assessment Project

2024 - 2025



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Introduction

'Children, young people and their families are safe and achieve their full potential.'

Lancashire Children, Young People
and Families Partnership Vision

Welcome to the fourth Lancashire Formative Assessment Project!

This was a thoroughly enjoyable project involving schools working in collaboration, to research and develop teaching and learning within their own setting. Each school focused on key areas to develop over the course of the project, culminating in a presentation afternoon where all developments were shared, not only with each other but with Headteachers, Governors and members of the Local Authority. In addition, each school prepared a case study of their findings to share for a wider audience.

I would like to take this opportunity to thank all schools and colleagues involved in the project, for their dedication, hard work and positive approach to the development of teaching and learning.

We hope this document and the case studies will encourage further development of teaching and learning in your setting.

Best wishes,

Mike Thompson FCCT

Curriculum and Assessment Coordinator
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Aim

The aim of the project was to develop formative assessment practice in primary schools around Lancashire, enhancing teaching and deepening learning.

Ten schools from across Lancashire were identified to take part in the project. The Headteacher from each school nominated two teachers to attend training and to lead the project in their school. The overall focus of this year's project was the use of **Questioning to support Formative Assessment**. Teachers were asked to focus on key Questioning strategies relevant to their setting, and implement these in their own classes. Once established and reviewed, the teachers could introduce the new strategies to the rest of the school. Headteachers were asked to support the teachers and be open to new teaching practices within the school.

Timescale

The project was planned to last one academic year, with the first training day at the beginning of October and the final presentation day in July. The project included two training days and a final presentation day, which all took place in-person. As schools are confident with the use of video-conferencing and on-line meetings, additional shorter meetings were held virtually to check-in with the teachers and Headteachers throughout the year.

• Sept 2024	Initial online meeting to welcome schools and colleagues to the project
• Oct 2024	Training Day 1
• Dec 2024	On-line meeting to refocus the project (teachers)
• Jan 2025	Training Day 2
• May 2025	On-line meeting to refocus the project (teachers)
• July 2025	Presentation day with colleagues giving feedback to school governors and representatives from the LA

Books

Schools were given copies of several books to support their research:

- **Outstanding Formative Assessment**; Clarke, S (2014); Hachette
- **Rosenshine's Principles in Action**; Sherrington, T (2019); John Catt
- **Powerful Questioning**; Chiles M (2023); Crown House

At the end of the project, the books remained in the schools, allowing other teachers access to the research, in order to develop their own pedagogy.



Training Days

Training Day 1

The first training day recapped the key principles of formative assessment with references to EEF, Shirley Clarke, Dylan Wiliam, Barak Rosenshine, Chartered College of Teaching, and many more. Teachers were advised to review the research with regard to their own setting and apply then key messages appropriately. Training covered many different aspects, including:

- Establishing a positive culture for learning
- Encouraging pupil participation and responses to questions
- Questions to scaffold leaning
- Questions to develop metacognition
- Multiple-choice questions
- Questioning taxonomies – Bloom's and SOLO
- Hinge point questions
- Different question types
- Questioning as feedback
- Questions to check understanding before, during and after lessons

Teachers were asked to identify aspects of questioning to investigate and develop in their own classroom and teachers were advised to review this with their Headteachers to make sure the areas aligned with the school development plan. As the year progressed, the teachers were encouraged to share the strategies and their findings throughout the school.

Training Day 2

The second training day provided opportunities for teachers to discuss and review the impact of the new strategies in their classroom, and for further training on questioning strategies and their use in formative assessment. During the afternoon, a school from the previous year's project gave feedback on their development of formative assessment during the project and since completing the project.

Presentation Day

Schools prepared a brief presentation and review of the project: the actions taken and the impact on teaching and learning in their setting. The school's headteacher, a representative of the Governing Body, school advisers and representatives of the LA Education Improvement Service were all invited to attend the presentation.

Participating Schools

Advisers from the Lancashire School Advisory Team used their knowledge of schools to suggest schools that might benefit from participating in the project. An initial discussion was held with the Headteacher to ensure the school had capacity to develop teaching and would benefit from the project. Headteachers were advised to nominate teachers from different key stages. These teachers should be confident to implement new strategies in their classroom and who could lead training for the whole school.

Ten schools participated in the project:

- **Larkholme Primary School**
- **Caton St Paul's CofE Primary School**
- **Asmall Primary School**
- **Coupe Green Primary School**
- **Chorley All Saints' CofE Primary School**
- **Manor Road Primary School**
- **Bradley Primary School**
- **Primet Primary School**
- **St Anne's CE Primary School**
- **Water Primary School**

Evaluation

Questioning is a key strategy within formative assessment enabling teachers to engage pupils, deepen understanding and allow teachers to check and understand the learning taking place. Narrowing the focus of this year's project to questioning resulted in greater positive impact on learning. The strategies implemented by teachers have been more meaningful and resulted in longer-lasting changes in teaching and learning. Many schools reported that pupils were more engaged in lessons and that teachers were able to adapt their teaching sooner and more accurately.

Schools were chosen from across Lancashire and differed in size and characteristics of the pupils. This diversity added to the discussions during the training days.

During the year, online meetings were planned to support teachers between the in-person training days. These shorter meetings allowed teachers to swap ideas, and share examples of success. This maintained colleagues motivation and focus on the project.

Schools and teachers participated and remained committed to the project throughout the year. A few unexpected changes in staff were accommodated by the schools with little impact on the project.

Acknowledgements

Organisers would like to thank all the headteachers, governors and teachers of the participating schools.

Thank you to the staff of Larkholme Primary School who helped to coordinate the project.

Claire Gilmour	Mike Ronson	Gemma Smith	Karen Moore
Ian Gittins	Ben Chaffe	Liz Sharples	Heather Scott
Sarah Evans	Michael Tomkinson	Paul Rawlings	Nicola Waldron
Elizabeth McKay	Olivia Wilson	Ellie Lomas	
Jenna Littlewood	Emma Brooks	Katie Littlefair	
Jayne Webb	Charlotte Doidge	Stephen Warburton	
Sarah Partington	Caroline Marsden	Katie Bee	
Christopher Holmes	Zabina Kausar	Carl Haworth	Sadia Bashir
Karen Marshall	Susanne Heald	Louise Otto	
Sharon Taylor	Karen Fisher	Lynsey Johnson	Lami Tahir
Elaine Williams	Ian Richardson	Mike Thompson	





Larkholme Primary School

Formative Assessment Presentation – 4th July 2025

Presented by Gemma Smith and Mike Ronson

School Background

Larkholme Primary School is a one-and-a-half form entry school situated in the coastal town of Fleetwood. Over a number of years, Fleetwood has seen increasing levels of deprivation which has been reflected within our school setting. Despite close proximity to these areas of deprivation, we are also uniquely positioned close to more affluent areas, less than a mile down the road from the private school, Rossall. Our school location deprivation indicator is in quintile 2 (less deprived) of all schools. However, the pupil base is in quintile 5 (most deprived) of all schools. 50% of our pupils live in the 25% most disadvantaged neighbourhoods in the country; 30% live in the 5% most disadvantaged areas. Because our children come from a range of backgrounds, it is important for us as a school to provide a range of activities and experiences which will help them to develop as individuals both within and beyond their school lives.

We are a larger than average school with 277 children currently on roll split between 12 classes. 91% of these children are white-British; 96% speak English as their first language. The percentage of children with SEND is 15.1%, 3% of these have an EHCP. Our number of children looked after (CLA) is 1.3% - more than double Lancashire's average. At 34.9% FSM, we are nearly 10% higher than the national average.

We were last inspected by Ofsted in October 2024 where we maintained the 'good' standards identified at the previous inspection in 2019.

School Improvement Plan (SIP)

Our School Improvement Plan has identified the following three priorities:

- To develop progressive whole-school oracy and vocabulary strategy to enhance language acquisition
- To embed formative assessment and teaching and learning strategies
- To ensure pupils make consistently good progress in writing

Project Focus

With the School Improvement Plan (SIP) in mind, we chose to focus on developing oracy through the form of questioning as our form of assessment strategies to support our children's language and communication skills. We hoped this would enable them to become more engaged in their learning, develop a deeper understanding of key vocabulary and to support them to become effective communicators. The way in which this was delivered varied slightly between year groups:

KS1 - Year 1 - ABC and Stem Sentences

KS2 - Year 6 - ABC and Hinge-Point Questions

Implementation – Year 1

When I first received my class of 18 in September, many children were presenting as highly dysregulated, with significant barriers to learning. The cohort struggled with basic classroom expectations – sitting for even short periods and listening and maintaining attention were significant challenges. It quickly became clear that behaviour for learning i.e. clear routines and consistency, building positive relationships and a well-structured environment, needed to be prioritised to enable meaningful and effective progress.

Recognising the high level of need, I worked closely with my partner teacher and our school SENDCo to gain a deeper understanding of individual barriers to learning. We carried out WellComm screenings across both Reception and Year 1. These assessments provided valuable insights and enabled early identification of language and communication difficulties which were a key factor in the class's struggles. The results confirmed that the majority of the class were working below age-related expectations, particularly in language, understanding and vocabulary. In response to this we developed language rich opportunities throughout the school day to develop communication skills. This is where I then began to implement my chosen formative assessment strategies to develop with my class.

The first strategy (ABC) I chose due to the lack of productive and appropriate class discussion and engagement on the carpet. Initially there was lots of chatter and talking over one another and lack of reasoning behind answers given by the children. The visual prompts up in the classroom and careful modelling supported the children to develop their reasoning behind giving answers and extend their sentences a little more.

Implementation: Year 1

A - Agree 👍	Agree I agree with this because... I also think that... I feel that...
B - Build 🌐	Build I can add some more to that... To build on that I want to say... Another reason...
C - Challenge 👎	Challenge I disagree with this because... I don't think that because... That is wrong because...

Impact

- Notable improvements, ability to engage - even my lowest learners were able to access the strategies and have a go.
- Still work to do however, the class is more significantly settled / increase in ability to listen, follow instructions and participate. This laid the foundations for the children to make academic progress across the curriculum.
- Class discussions are more meaningful and children are able to think more about the nitty gritty as they aren't having to worry about the full sentence as the stem sentences are there to scaffold them. The children are communicating in full sentences and making sense now. Deeper class discussions with the combination of ABC and stem sentences, collaborating ideas has improved.

"I like to share my ideas and they help me say my sentences."

Implementation – Year 5/6

Despite teaching an older age group, the speaking and listening skills in my Year 5/6 class were extremely limited at the beginning of the year. I quickly realised that they had developed a plethora of bad habits which needed to be undone. Children were generally disengaged during discussion and lacked active participation. I sensed that this was not so much due to being disinterested but because they simply didn't have the knowledge or skills required. During speaking and listening tasks, they struggled to construct purposeful and extended conversations; much of their talk was 'disputational' where children would agree or disagree with little clarification and were reluctant to challenge and/or elaborate upon each other's ideas. Most of all, their range of vocabulary restricted their ability to maintain a meaningful conversation.

As a result, I decided to use 'ABC' as a means of encouraging and scaffolding discussion, allowing children to present their thoughts in a structured and purposeful way. I planned explicit opportunities for discussion within lessons (Maths, Science and History in particular), through a range of activities such as 'Diamond 9' and 'Which is the odd one out?'. This really encouraged children to make contributions without there necessarily being a right or wrong answer. An especially effective example of 'Diamond 9' happened during discussion about which of the Ancient Greek's legacies were most important, while 'Which is the odd one out?' was useful on many occasions but particularly during our 'Properties of Materials' Science unit.

I also introduced 'Hinge-point questions' into my teaching as a means of assessment. This often took the form of Kahoot-style quizzes where I could identify an immediate divide

The slide is titled 'Implementation: Year 5/6'. It features a central graphic of a diamond shape divided into nine sections, labeled 'Diamond nine'. To the right of the diamond is a legend for the 'ABC' framework: 'Agree' (green), 'Build on' (yellow), and 'Challenge' (red). Below the legend, there are three columns of text providing examples of how to use the framework:

- Agree:**
 - I would argue the same as X because...
 - I think X is correct because...
 - The reason I agree with X is that...
- Build on:**
 - Building on what X said...
 - I'd like to add to X's point by saying...
 - What X said made me think of...
- Challenge:**
 - I'd like to challenge X's point since...
 - I think differently to X because...
 - I understand your point but have you considered...?

At the bottom left, there is a section titled 'Which is the odd one out?' with three images (a wooden plank, a stone, and a book) and a question mark icon.



between children who were ready to move on to an independent task or challenge and those who required more support. These questions were specifically designed to include common misconceptions so that I could see where the misconceptions were. I also used 'Can you convince me?' cards on occasions where I sought a more in-depth and reasoned response.

Impact

Having a structure to follow, I found that children quickly became more confident in expressing their ideas. Initially, discussion required lots of modelling and was a little robotic while they familiarised themselves with the strategy, however this improved to a point where discussion was much more fluid and the stem sentences were actually no longer required. Children were beginning to use the sentences naturally and without being prompted yet discussion was still ultimately guided by myself. It also helped to widen the children's vocabulary and they were more assured in their reasoning. Pupil voice highlighted how ABC had helped them because they now only had to concentrate on the point they wanted to make rather than how they were going to express it. The children also explained how using ABC made them listen more attentively to others and think more deeply about their own ideas.

"I enjoy debating in class. I feel confident in expressing my opinions... it makes me think deeper about my ideas."
Year 6

"I like that using ABC makes me listen more carefully to others and analyse what they are saying instead of just disagreeing with them."
Year 6

Introducing 'Hinge-point questions' was key in allowing me to make timely interventions on the spot as opposed to after marking children's work or the following day when the opportune moment had probably passed. Having purposely designed the hinge-point questions myself, I found that I was able to pre-empt where the misconceptions would arise.

Being multiple-choice questions, children were also less pressured to provide their answers, providing me with a more accurate picture.

Next Steps

- Highlighted the need for oracy from EYFS onwards – bad habits formed further up school are difficult to undo
- Conduct a staff audit to establish current practice across school
- Lead a staff meeting in Autumn term to ensure consistent AfL approaches across school (including EYFS)
- Clearly plan for talk opportunities in every lesson to inform formative assessment
- Each classroom should be 'oracy-rich', supporting and encouraging talk



Caton St Paul's Church of England Primary School

Context

Caton St Paul's CE Primary School is situated in the small village of Caton in the Lune Valley. We are largely surrounded by farmland and fields, but we are also within close reach of Lancaster city centre, Morecambe Bay and only a short journey away from the Lakes.

Key School Statistics

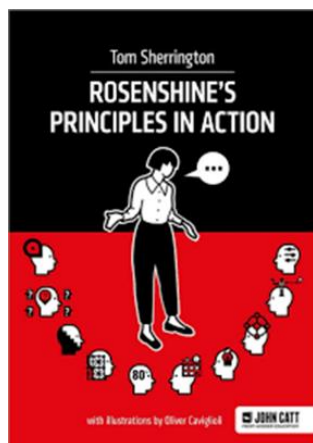
- Number on roll: 163
- Mixed age classes in KS2
- EAL: 2
- 6 Classes and a preschool.
- SEND register: 18
- PPG: 8

Aims for the Project

- To ensure all pupils become 'active learners' in all lessons.
- To ensure teachers are skilled in their ability to use formative assessment strategies in class.
- To ensure formative assessment strategies have a positive impact on children's learning and confidence.

Implementation

We planned our training and evaluation through different phases through the year. All training was based on research from the core texts of the course and further reading from EEF guidance documents.



Phase 1 – Autumn Term – Introducing the Ideas

Rosenshine - We began by training all staff (teachers and learning support) on Rosenshine's principles of instruction. These formed the base of our understanding and reminded staff of some of the core aspects of quality first teaching.

Questioning – We provided inhouse CPD for teachers and support staff on different question types including: high stakes and low stakes; open and closed and hinge point questions (which staff had received previous training on).

Cognitive Load – At the end of autumn term, we used time during INSET to complete whole class training on cognitive load theory and the practical implications of this in our classrooms.

Phase 2 – Spring Term – Embedding Talk Strategies

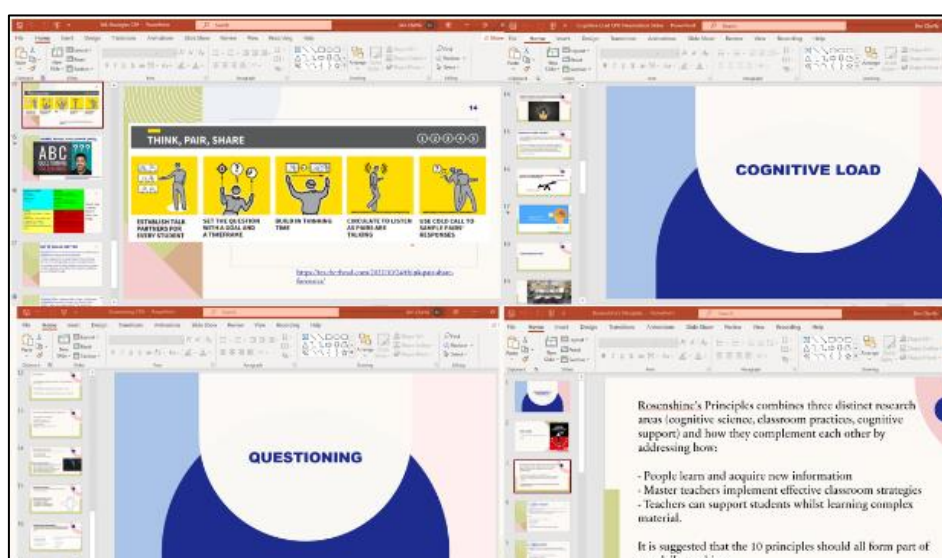
Once foundations were in place, we worked together as a staff to decide upon 3 main talk strategies to work on throughout the remainder of the school year. They are outlined below. All staff were trained on how to use these and the language to use with the children. One of the benefits of the approaches that we chose was that they could be used in tandem with each other.



Think, Pair, Share – We spent time revisiting this strategy as many of the teacher used 'pair, share' regularly with positive results, but we decided to have an extra focus on providing thinking time.

Agree, Build, Challenge – We decided on this strategy to ensure that children were encouraged to extend their answers to questions and be actively listening to the responses of others. We provided sentence stems, classroom resources on tables and classroom displays. The children needed to be trained to use this strategy and that involved a good amount of teacher modelling. As a staff, we created different sentence stems for the different key stages in school.

Say it Again Better – This strategy was used in order to extend the explanations that the children have given. Specific examples would include asking for a child to rephrase an answer after some thinking time, or to use some subject specific vocabulary in answers.



Phase 3 – Summer Term – Monitoring and Adjustment

Throughout the summer term, we revisited the talk strategies that we had implemented through staff meeting time. We slightly adjusted some wording on TPS statements and discussed different ways of phrasing 'Say it Again Better' to make it feel more positive and supportive to the children. We completed pupil voice across school and looked at the overall impact of the project.

Impact

From the evaluative work completed in summer term, we have separated impact statements into staff and pupil feedback. These are briefly outlined below.

Staff Feedback

Behaviour – Implementation of talk strategies led to greatly improved learning behaviours. Staff, particularly in the younger year groups, all agreed that shouting out and disruption in lessons had reduced as all of the children had been given the opportunity to both speak and be heard.

Assessment – Staff found that, when using the talk strategies, they had created many more opportunities to assess the in the moment understanding of the children which allowed lessons to be adapted quickly, resulting in better outcomes for the children. Visualisers being available in all classes supported this adaptation, particularly with written activities.

Confidence – Staff observed that children appeared more confident with their speech in small group and whole class situations. In worship, children have become increasingly skilled at speaking clearly in front of larger audiences. Teachers had mentioned that less confident children had been able to offer much greater detail in their responses than ever before.

“It helps the children to listen to each other more effectively and their collaboration has improved dramatically.” (Year 3 Teacher)

“Children feel heard and valued and are increasingly enthusiastic about sharing ideas.” (Year 5 Teacher)

Pupil feedback

Learning from others – Pupils often stated that the use of talk helped them learn from their peers and develop their understanding. They could see things from different perspectives and shape their learning in different ways.

Building confidence – Pupils stated that being able to think and talk to partners before speaking in front of the class helped them feel able to contribute. They felt that they had time to rehearse and formulate clearer ideas and responses.

Learning from feedback – Pupils knew that they had a voice in class, could say what they think and then learn from peers and teachers if they made an error. The children outlined the importance of talking to each other, hearing further developed answers, having a chance to reshape their spoken answers and getting feedback on mini whiteboards.

“The think bit helps me to decide what is important so I don’t just say something random.” (Y3 SEND pupil)

“When you pair and share it helps you get ideas if you’re not sure.” (Y2 pupil)

Next Steps

- Reinforcing all of the key messages again to new staff
- Further investigating whole class feedback models
- Work towards producing further training around the topic of metacognition.





Ormskirk Asmall Primary School



Paul Rawlings (AHT and Year 5) and Michael Tomkinson (Attendance lead and Year 6) – July 2025

Context of the school

Ormskirk Asmall Primary School is, as the name suggests, a small school with 145 children currently on roll. The postcode area is generally considered quite affluent, though some areas have pockets of deprivation.

Key Features

7 classes from Reception to Year 6

Approximately 20 children per class

Gender balance: 74 boys and 71 girls

Attendance is 96% above national average of 95%

FSM: 21% this is below the national average of 25%

PP: 23% this is below the national average of 25%

SEND: 29% this is above the national average of 18%

EAL: 10% this is below the national average of 23%

Intent from the Formative Assessment Project

To develop formative assessment across the school by providing teachers with a range of strategies to quickly and effectively assess the WHOLE class DURING the lesson. Teachers would then be more confident to accurately identify if they should recap or move the children on. To do this, teachers will:

- **Use ABC questioning** throughout the school
- **Use hinge questions** within all lessons through a range of strategies
- Incorporate **Bloom's Taxonomy** within our Enquiry Questions in History and Geography planning.

ABC Questioning

- A.** Agree with the initial response (with an explanation why)
- B.** Build on the initial response by adding more or changing one thing
- C.** Challenge the initial response by giving an alternative.

The intention of ABC questioning was to encourage children to listen to the responses of others and try to tackle non-participation in lessons.

Hinge Questions

Hinge questions were intended to give teachers a far more detailed assessment of the class during the lesson in order plan effectively and to implement adaptive teaching when and where it is most impactful.

Bloom's Taxonomy

As part of our strategy to plan for hinge questions within the lesson, we wanted to ensure that these questions were suitable challenging and were encouraging the higher order thinking necessary to access the upper Key Stage 2 curriculum.



Implementation

We gathered information through a range of methods including staff meetings, pupil voice, staff voice, learning walks, recordings and book scrutiny.

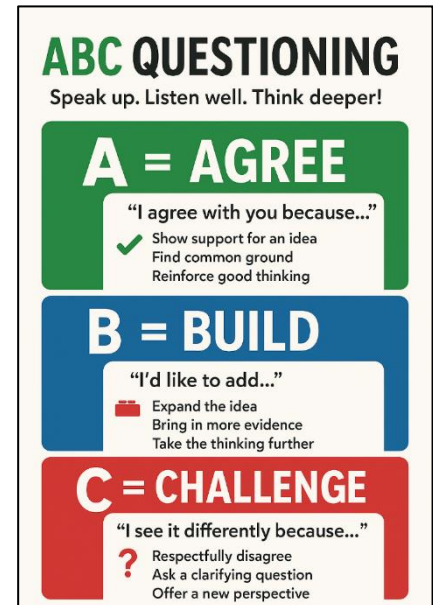
Following our Formative Assessment sessions, we used staff meeting time to feedback what we had learned and shared our plan going forward. Watching a



video by Dylan Wiliam (<https://www.youtube.com/watch?v=vDNclzOsXDA>) helped the staff to 'buy in' to the importance of effective formative assessment and allowed us to reflect on our own practice.

ABC Questioning

Following the staff meeting, we asked all teachers to implement ABC questioning across all lessons. The poster below was shared in classes as a prompt and a reminder.



Hinge Questions

First, we needed to find out what we already knew about formative assessment as well as sharing ideas and, as a collective, creating an action plan.

Our current ECT's were familiar with hinge questions as it formed part of the Early Career Framework modules. However, they didn't necessarily have a range of methods to assess the class as a whole. The more experienced staff were familiar with the concept of hinge questions although they had never called it a hinge question and was often used near the end of the lesson in preparation for the next lesson.

Over a number of staff meetings, we built on writing hinge questions within lesson plans and sharing ideas on the best methods for formative assessment. These included using whiteboards, fingers, pointing to a corner of the room, quizzes using Kahoot.



Use of hands up (Before)



Use of Kahoot mini quizzes (after)

Bloom's Taxonomy

When looking at our curriculum and specifically the enquiry questions we were looking to include, we realised that some of our learning was not yet providing the opportunity to the higher-level questions and thinking that we were striving for. This led us to review our curriculum, particularly that of History, Geography.

Impact

ABC Questioning

ABC Questioning was the strategy which teachers said was easiest and quickest to implement and had a hugely positive impact encouraging participation from the whole class. Below are some teacher responses to our follow-up survey.

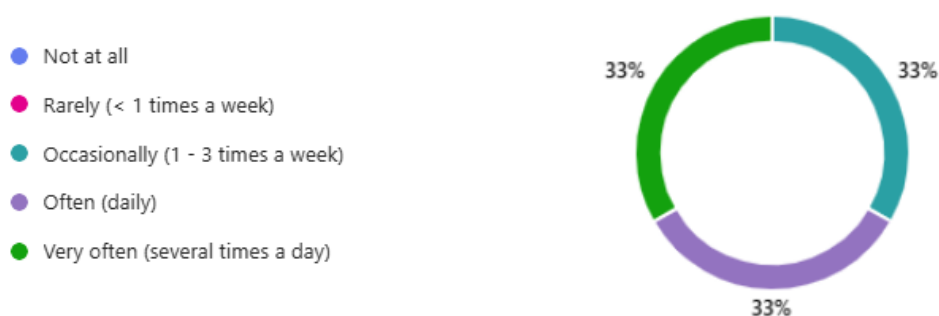
In what way has ABC been helpful in the classroom?

"Expands children's answers, helps them to develop their responses, encourages them to recall additional details and information from learning. Generates more in-depth class discussions."

"It allows the children to challenge each other's thoughts and concepts. The children are then able to verbally explain their reasoning and access the deeper thinking of a subject matter."

"It has encouraged children to reflect and listen to the answers of the previous children. Ensuring children engage with the whole discussion and not just focusing on what they want to say."

Teacher: How frequently have you been using ABC questioning in class?



Hinge Questions

Upon reflection of our own teaching at the start of the project, the staff admitted to using the hands up method or 'randomly' choosing children too often. In one recorded lesson, the teacher directed questions towards individual children for most of the questions asked overall. The process was repeated at the end of the term (following staff training) and the teacher's use of ABC questioning was

clearer resulting in more detailed answers. Children pointed to different sides of the room for true or false statements, used whiteboards to show working out and a multiple-choice quiz using fingers for answers as part of the hinge question.

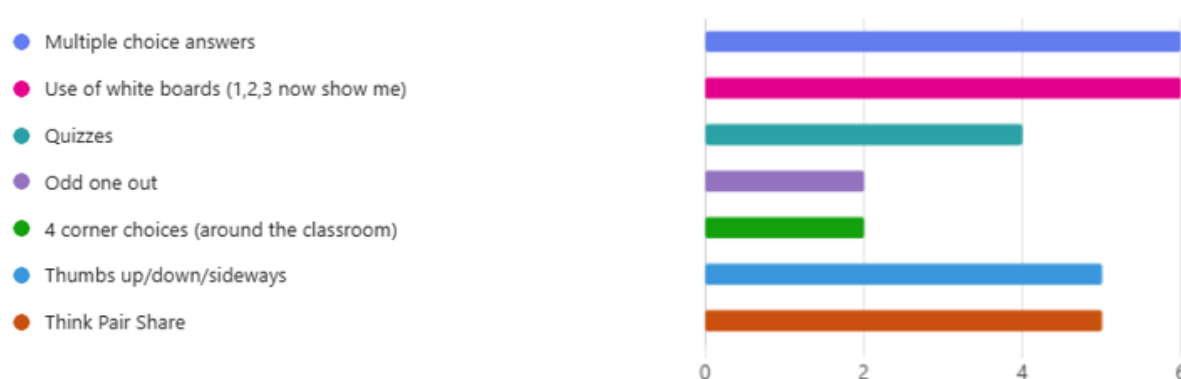


In this case, many children were ready to move on so did. However, the children that didn't quite understand formed part of a small working group with the teacher's support. This was done in a discrete way with the teacher saying, 'Today, I'd like to work with X, Y, Z' and is now a part of normal classroom practice. The teacher changed the layout of the classroom to allow for this (see image below) with some other classes following suit.

During several learning walks we could see these methods happening more consistently within lessons. This was backed up through informal and formal conversations with staff and children.

As highlighted in the key feature section, our SEN is higher than national average mainly due to the fact that class sizes are small and some parents see this as desirable factor when choosing a school. Also, we have a good reputation with SEN children. However, this means there's a number of children within each class that can lose focus easily so gaining and keeping their attention is vital.

Teacher: Which formative assessment strategies have you been implementing this year?



"When planned for effectively it not only shows who is ready to move on but what the specific gaps are for those children who are unsure."

"I can then correct any misconceptions or adapt the lesson if children are not ready to move forward and need extra support."

Bloom's Taxonomy

Following our review of our curriculum, we have updated our history and geography curriculum to a program which incorporates far more opportunities for higher order thinking and deeper levels of questioning.

Outcome

"I feel empowered to adjust my teaching mid-way through the lesson."

Next Steps

ABC Questioning

- Build on use of ABC and how the information gathered through ABC questioning can inform the teacher's next steps.

Hinge Questions

- Include potential hinge questions and methods of assessment within ALL lesson plans.
- look at the quality of the questions and ensure that the questions are not leading, which could bias the responses. Ask if it is:
 - Linked to objective

- Clear and concise question
- Challenging multiple-choice questions
- Time efficient – less than 2 minutes
- Plausible distractors – common misconceptions

Bloom's Taxonomy

- When monitoring our updated curriculum planning, look to implement questioning which develops children's higher order thinking skills.
- Refresher staff meeting to share best practice

Coupe Green Primary School



Coupe Green Primary School

Presented by Emma Brooks and Katie Littlefair.

About our School.

Coupe Green Primary School is located in Hoghton. Hoghton is between Preston and Blackburn.

We are a relatively small school meaning we have the luxury of smaller classes but we do have limited space within our classroom. We are very lucky that our school is surrounded by lots of greenery and lots of outdoor space.

Organisation

Coupe Green is organised by mixed classes in KS2, one reception and preschool mixed class and our KS1 classes are single year groups.

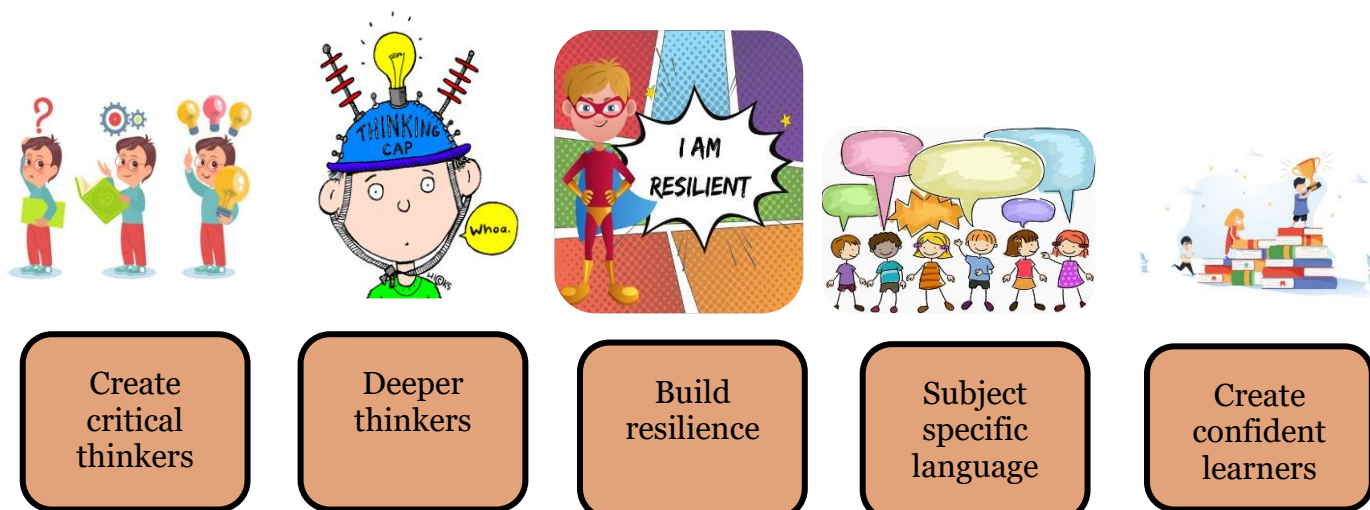
- 149 children- 90 boys and 59 girls
- 21 pupil premium
- 33 children on the SEND register
- 0 EAL
- 2 looked after children and 2 previously looked after children
- 4 children in KS1 using the engagement model curriculum

Things we needed to consider.

1. We have lots of children within our school with neurodiversity so we needed to consider a variety of assessment
2. Complex needs - including behaviour needs
3. Individual curriculums
4. AFL has to support varied curriculums and needs to ensure all are challenged
5. We currently have an enquiry-based curriculum
6. Our planning based on a key question



What we wanted to work on.



Our Focus: ABC Questioning

Why ABC?

Passive Learners - We have noticed as a school that within our classes we have the same children who share ideas, answers questions and get involved with class discussions. This is due to their confidence and enthusiasm for learning. However many of our children are reluctant to get involve during lessons and lack the confidence to share opinions and ideas.

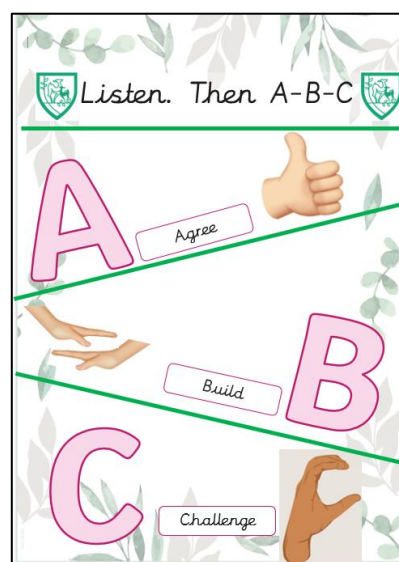
Consistency - We have worked really hard over the past two years to ensure our learning is consistent across all year groups. ABC questioning enables us to do this in all year groups so the children know our high expectations for answering questions and listening to others.

Listening to Others - We also found that our children can be easily distracted, daydream and fail to show peers they are listening. We wanted to highlight the importance of listening and being respectful to others before the children even move on to agreeing, building upon and challenging.

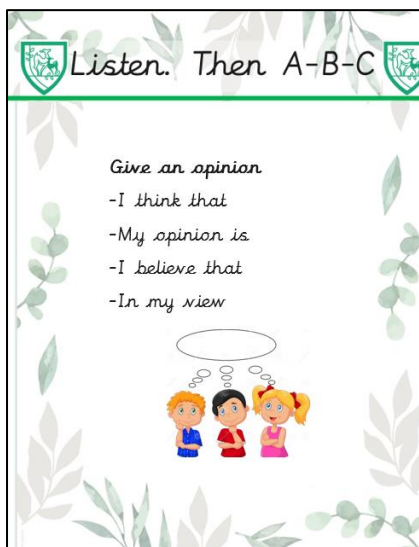
Thinking Time - We noticed when reflecting upon our own practice that we do not give children enough thinking time. This is for lots of different reasons such as the pressures of the curriculum and time constraints of the school day.

Resources We Created

This poster is displayed in classrooms. We created hand gestures to ensure all children are active participants within lessons and have fun. The hand gestures mean that we can easily assess children and move learning on.

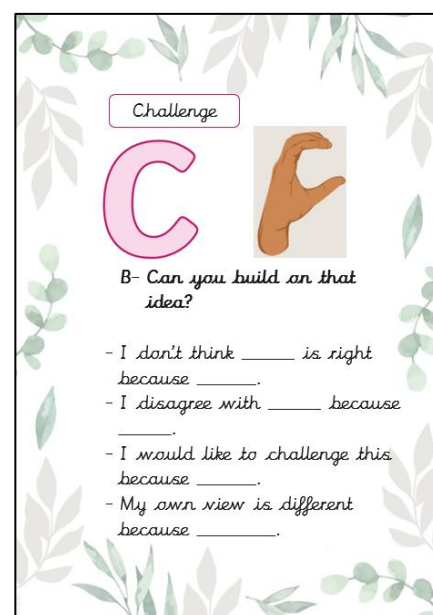
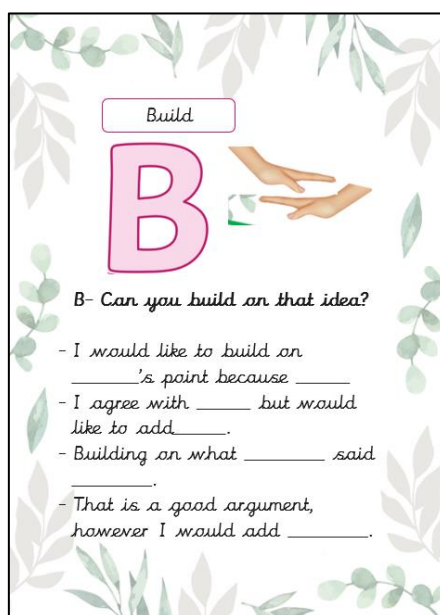
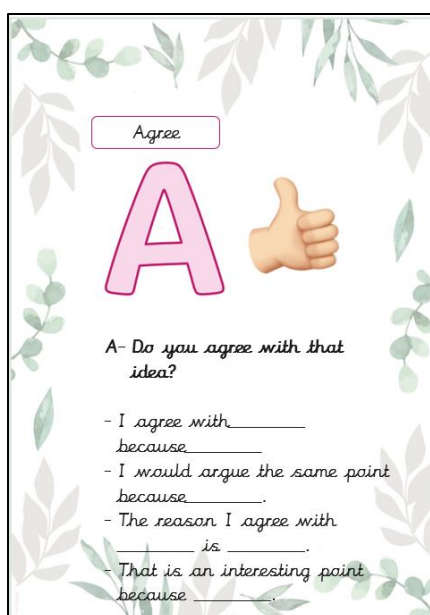


Poster



It was really important that the first page showed the importance of listening to others and being respectful as this was one of the areas of development.

As a whole school we are working hard to create a positive environment where children are respectful, active listeners and active participants rather than passive learners.



These are our sentences stems that children can use during class discussions. We wanted the booklet to be accessible and adaptable for all subjects so we only needed to create one version.

Implementation

Both Year 1 and 3/4 trialled the ABC booklet within our classrooms
- Autumn 2024.

Refined sentence starters and took our ideas and booklet to a staff meeting to launch across school. Poster and booklet provided for classroom use. - Spring 2025.



Staff Feedback

“Children are more confident using key vocabulary and contribution to classroom

“ABC is great across the curriculum and takes no extra time in planning.”

“It scaffolds children’s answers and expands children’s answers.”

“Children are more focused in class discussions and listen to classmates

Children’s Feedback

“ABC help me because they give you ideas of how to build a sentence. It helps me explain my ideas.”

“I know peoples' opinions.”

“They give me confidence.”

“It helps me organise my ideas into a sentence.”

“The hand movements are fun!”

Our Next Steps

1

We want to ensure consistency throughout the school with ABC ensuring all children feel confident.

2

Children to agree, build on and challenge without booklets to answer questions confidently.

Chorley All Saints' CE Primary School

All Saints' C. Of E Primary School & Nursery Unit

Love to Learn, together with the Lord

'Show me your ways, LORD, teach me your paths.' - Psalm 25:4



Presented by

- **Caroline Marsden**
 - Assistant headteacher
 - Leader of: KS2, Curriculum, RE, Worship, English, MFL and PSHE
 - ECT Induction tutor and mentors
 - Year 6 teacher
- **Katie Bee**
 - Assistant headteacher
 - Leader of: EYFS/KS1, Assessment, Maths, Early reading, Phonics,
 - ECT Induction tutor and mentors
 - Year 5 teacher

Context

All Saints' is a Church of England, one form entry voluntary aided Primary School.

- Number on roll – 190 children
- Nursery – 31 children
- EAL – 21%
- PPG – 66%
- SEN – 28%
- We are a church school, of which we are very proud. We have great links with our Parish church, local churches and Blackburn Diocese. Our Church and school leaders have a shared vision of serving our community and allowing all to flourish.
- Our school is led by the Headteacher (Sarah Partington) and supported by two Assistant Headteachers (Caroline Marsden & Katie Bee). Also key to the Senior Leadership are the Pastoral Lead, SENDCo and School Business Manager.
- The Governors work very closely with our community supporting us in our commitment to providing pupils with the best possible education, spiritual wellbeing, key social and creative skills, confidence and self-esteem and to help them achieve their full potential.

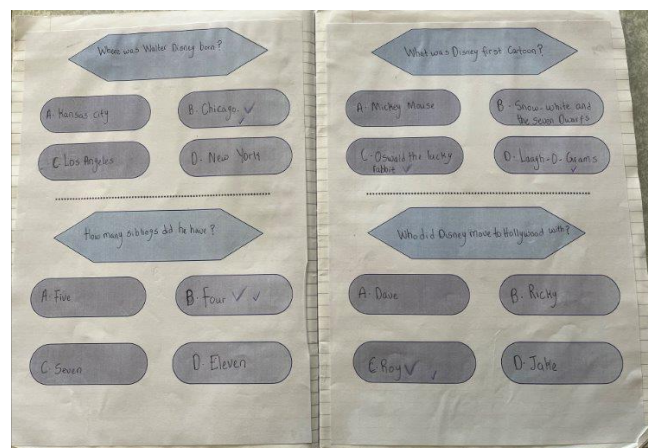


Multiple Choice Questions

- Use multiple choice questions throughout lessons.

We found:

- That it helps to check understanding, to identify misconceptions and address them.
- Recap on previous learning.
- Promotes deeper thinking.
- Links to ABC.
- Increases engagement (Who wants to be a millionaire?)
- The children have started to create their own multiple choice questions to question and challenge each other.
- Instantly identifies children who require extra support/intervention.



What next?

- Focus on improving writing and editing throughout school
- Marking Policy – Assessment Policy
- We want to develop editing skills in writing
- Visualisers, highlighting specific skills/ focus etc.
- Continue to use Pupil Voice approach, ABC and multiple choice questions.
- Introduce Hinge Questions.

Formative Assessment Project 2024-25

By Susanne Heald (Year 2 teacher) and Louise Otto (Year 6 teacher)

Manor Road Primary School

Clayton-Le-Woods

Chorley

School Demographics

We are a single form entry community primary school in Clayton-Le-Woods, in the borough of Chorley in Lancashire.

253 students

51% girls

49% boys

7.1% PP

6.7% BAME

15.8% SEND

44.6% summer born



OFSTED 2023

In our latest OFSTED visit, in 2023, it was noted that we have an ambitious curriculum and lessons are well-taught, with challenge built in to learning and regular checking for misconceptions. 'Sticky learning' was identified as our main area for development.

What does the school do well and what does it need to do better?

- Leaders have designed an ambitious curriculum for pupils. They have set out the essential knowledge and skills that pupils should learn. Learning is thoughtfully sequenced and teachers implement the curriculum effectively. Teachers adapt the curriculum so that learning is well matched to the needs of pupils. As a result, pupils achieve highly.

- Teachers expertly deliver the curriculum through activities that spark pupils' interests and match the intended curriculum outcomes. Pupils, including the most able, are regularly challenged to deepen their learning through thoughtfully designed activities. In lessons, teachers constantly check that pupils understand the concepts and methods being taught. This means that they can swiftly address any misconceptions before moving on to new learning.
- In some subjects, teachers' checks do not cover the precise content that pupils have learned over time. This prevents them from identifying accurately, and building on, what pupils should know and remember. Leaders should ensure that assessment strategies are more refined so that teachers can build more effectively on pupils' prior learning and, in turn, help pupils to know and remember more.

School Improvement Plan 24/25

SIP 3: To continue to improve sticky learning in non-core subjects	• Ensure that pre and post learning assessments are planned for and undertaken • Adapt planning in light of pre-learning assessment analysis • Introduce one book per subject to allow pupils to refer back to previous learning • Introduce new planning formats for History, with new lenses. • Look for ways to incorporate more opportunities for learning from first hand experiences • Look for ways to incorporate using the outdoor areas to enhance learning opportunities • Ensure that topics covered are as meaningful and fun as possible		From Autumn 2024	Regular staff meeting discussions Subject Leaders to monitor planning and work as well as Pre/Post learning opportunities and outcomes Subject Leaders to observe / monitor lessons, planning and	Across the school teachers use assessment to check pupils understanding in order to inform teaching Assessment processes prioritise identification and response to gaps in learning Assessment is used to help pupils embed and use knowledge fluently Assessment is used to develop pupils understanding (and not simply memorise disconnected facts) Pupils are able to learn from increased first hand experiences and the outdoor areas	
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Following the OFSTED report, we were confident in our teaching across the school but we recognised and acknowledged that we could refine our children's 'sticky learning'.

This was something we had already realised as a staff, acknowledging that our children were not always retaining learning year on year. SLT decided to approach this issue directly through the School Improvement Plan for the following year.

When this assessment project opportunity arose, it provided an ideal opportunity for us to focus directly on strategies for tackling and improving knowledge and learning retention through questioning.



Strategies to target the SIP

As a whole school, we had already begun to integrate strategies for improving our assessment strategies for non-core subjects so this assessment project offered us an opportunity for further development.



Plants Year 2

Our unit learning objectives

- I can observe and describe how seeds and bulbs grow into mature plants
- I can find out and describe what plants need to grow and stay healthy

Our Scientific Enquiry Skills

- comparative/ fair test
- research
- observation over time
- pattern-seeking
- identifying and classifying
- problem-solving

Our Working Scientifically Skills

- questioning
- prediction
- setting up tests
- observation and measurement
- recording
- interpreting results
- evaluating

Unit Vocabulary

Vocabulary that I know in this unit

seed	bulb	plant	water	light
temperature	growth	healthy	mature	observe
germinate	compare	fair test		

☐ I don't know it
 ☐ I know what it means
 ☐ I can use it in a sentence

Learning objectives and vocabulary cover sheets for History, Geography and Science, including the scientific enquiry and working scientifically lenses for Science.

Seaside Holidays Past and Present Assessment

- 1.) At what time of year are the main holidays in the UK?
- 2.) What might you do at the seaside now?
- 3.) What counts as a source in history?
- 4.) When was Queen Victoria on the throne?
- 5.) What did Victorian people do at the seaside?
- 6.) Why could only rich people go to the seaside at first?
- 7.) Why did seaside holidays become more popular during the Victorian times?

Pre- and post-learning questioning for the above subjects.

at seaside times.
out seaside times.

- 10.) What does 'beyond living memory' mean?

Formative Assessment Project Focus

What is SOLO Taxonomy?

All pupils, from Nursery to Year 6, use SOLO Taxonomy in their learning. SOLO (Structure of the Observed Learning Outcome) Taxonomy is a model of learning that is split into five levels of understanding. Each level has a name, a symbol and an action.

Name	Symbol	Action	Description	Example: What did you learn from reading the article about the food we eat?
Prestructural	•	When topics are unknown, learners start at a prestructural level. Learners have not yet grasped the idea or may need help to start.	When learners have one relevant idea, they are at a prestructural level. Learners pick up one aspect of the task and their understanding is disconnected and limited.	We eat food.
Unistructural		When learners have one relevant idea, they are at a unistructural level. Learners pick up one aspect of the task and their understanding is disconnected and limited.	When learners have one relevant idea, they are at a unistructural level. Learners pick up one aspect of the task and their understanding is disconnected and limited.	The food we eat comes from plants and animals.
Multistructural		When learners have several relevant ideas, they are at a multistructural level. They know several aspects of the task but have not made any connections between them.	When learners have several relevant ideas, they are at a multistructural level. They know several aspects of the task but have not made any connections between them.	The food we eat comes from plants and animals. These plants and animals are mostly raised on farms or grown in gardens. It can take some time before the plants and animals are ready to eat.
Relational		When learners are able to link ideas, they are at a relational level. They develop a deeper understanding by making connections.	When learners are able to link ideas, they are at a relational level. They develop a deeper understanding by making connections.	The food we eat comes from plants and animals because they are the source of the essential nutrients required for life and health. These plants and animals are mostly raised on farms or grown in gardens because agriculture enables greater produce to meet the needs of large populations better than hunting or gathering. It can take some time before the plants and animals are ready to eat as it takes a long time to grow a seed into a wheat plant ready to be harvested, processed, made into bread and transported to a supermarket.
Extended Abstract		When learners are able to take the related ideas and extend them, they are at an extended abstract level. Learners can use their understanding at the relational level to generalise, predict, evaluate or create new understanding.	When learners are able to take the related ideas and extend them, they are at an extended abstract level. Learners can use their understanding at the relational level to generalise, predict, evaluate or create new understanding.	The food we eat comes from plants and animals because they are the source of the essential nutrients required for life and health. These plants and animals are mostly raised on farms or grown in gardens because agriculture enables greater produce to meet the needs of large populations better than hunting or gathering. It can take some time before the plants and animals are ready to eat as it takes a long time to grow a seed into a wheat plant ready to be harvested, processed, made into bread and transported to a supermarket. After reading the article, I think the food we eat in the future will be very different from what we eat today. This is because a greater concern for the impact of our diets on our planet will lead to us eating more unprocessed foods, less meat and more plants. My preference for this choice is that more young people are choosing their food for the health of the planet rather than choosing it to follow a family tradition.

We chose to focus on SOLO Taxonomy for our assessment project as we thought that this would help us to refine our planning to make lesson objectives more tightly matched to desired outcomes, leading to increased opportunities for embedded learning. We planned to use an overarching question, followed by targeted questioning throughout each unit to help us to identify children's learning retention levels.

We initially trialled SOLO with Year 6 and Year 2 in History followed by a second trial unit in Science for both year groups.



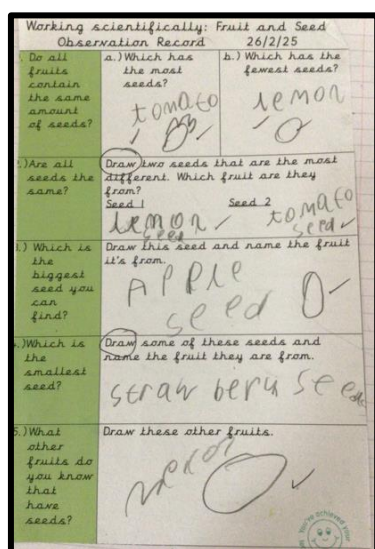
Year 2: Science Outcome: Plants

Big Question: How do plants grow?

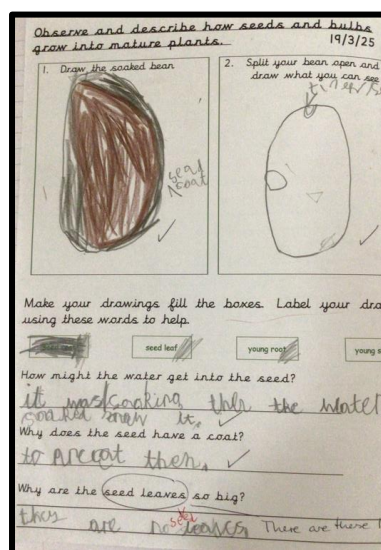
KS1 Science Plants SOLO Taxonomy NC Objectives: Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Lesson 1: Part 1: Pre-learning quiz for Y1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Pre-structural: no Y2 objectives covered yet Part 2: Observe and describe how seeds and bulbs grow into mature plants Are all seeds the same? Working scientifically, children closely examine a range of fruit seeds, comparing sizes, shapes, colour and quantity. Uni-structural: children can identify and compare seeds Lesson 2: Observe and describe how seeds and bulbs grow into mature plants What is inside a seed and what does it do? Children dissect a soaked runner bean and describe what they see inside, describing what they think each part is for. Multi-structural: children have lots of ideas about the inside of a seed but don't yet understand how they work Lesson 3:	Observe and describe how seeds and bulbs grow into mature plants How do seeds germinate and grow over time? Children plant and observe the growth of sunflower seeds over a period of 3 weeks. They make detailed drawings of germination and explain what happens to their seed, step-by-step. Relational: children can now explain how their seeds grow their roots first, followed by the shoots with seed leaves and then the first true leaves. Lesson 4: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Do seeds need light in order to germinate? Children respond to a concept cartoon: The seeds won't germinate if I put them in the dark cupboard. They will start to germinate better under bright light. The amount of light doesn't make any difference. They will start to germinate better in the dark. Test out theories by carrying out a whole-class investigation with one seed on a bright windowsill and another in a dark cupboard. Extended abstract: children can make predictions and write hypotheses Lesson 5: Post-learning quiz covering Y2 objectives.
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I planned lessons around the SOLO taxonomy strands to try to ensure most children could show elements of multi-structural, if not extended abstract by the end of the unit. Lesson 4 was carried out independently for assessment purposes.

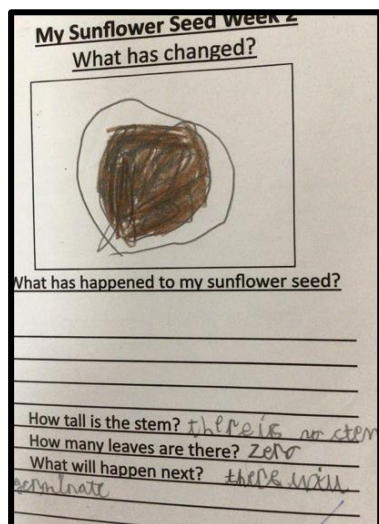
Exemplification of Children's Work



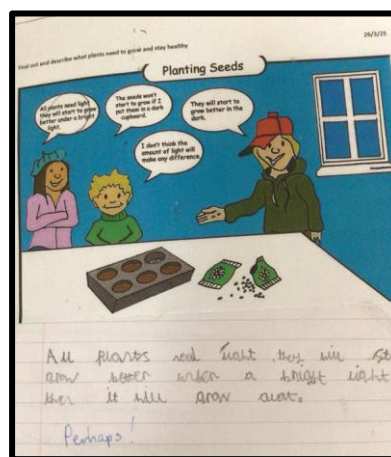
Uni-structural:
Are all seeds the same?



Multi-structural:
what is inside a seed and what does it do?



Relational: how do seeds grow into plants?



Extended abstract: Do plants need light in order to germinate?

Year 6: History Outcome: World War II

- I began with a big question that I wanted the children to be able to answer in detail by the end of the unit.

HOW WERE THE PEOPLE OF BRITAIN AFFECTED BY WORLD WAR II?

- I then came up with 5 questions that would be the focus of my planning to be able to answer the big question at the end of the unit.

WHEN AND WHY DID WORLD WAR II START?

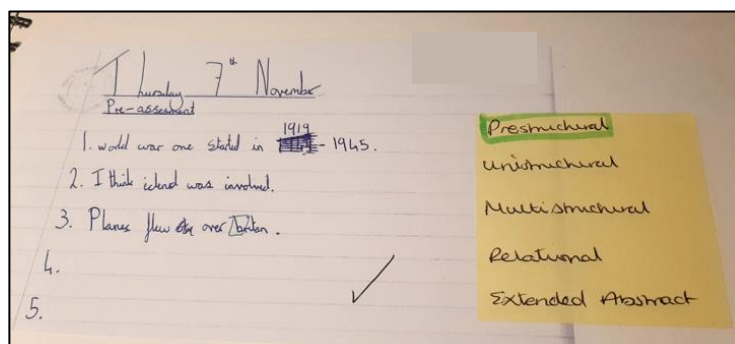
MAIN COUNTRIES AND PEOPLE?

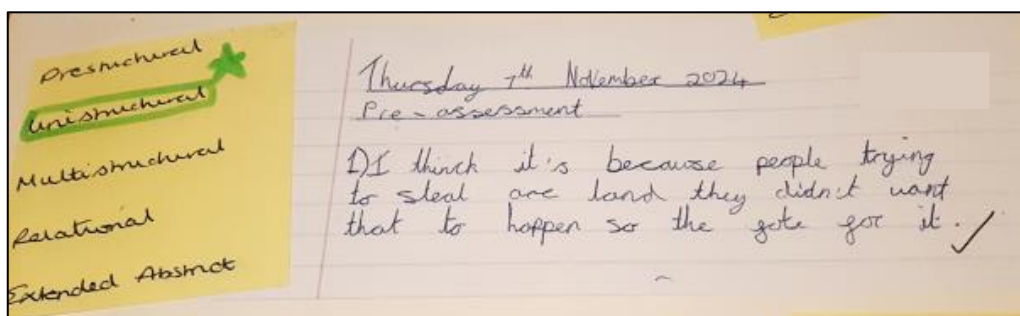
KEY EVENTS?

WHAT WAS LIFE IN BRITAIN LIKE DURING WORLD WAR II?

WHAT ELSE DO YOU KNOW?

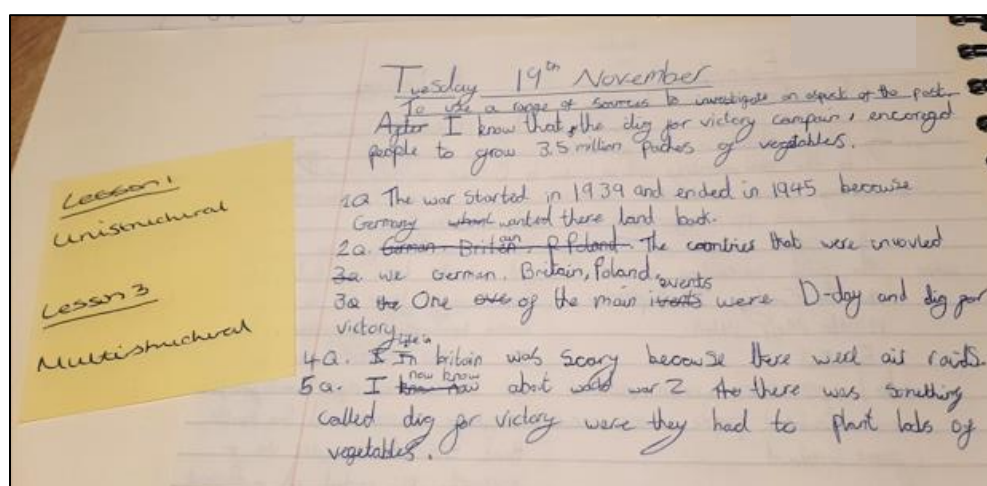
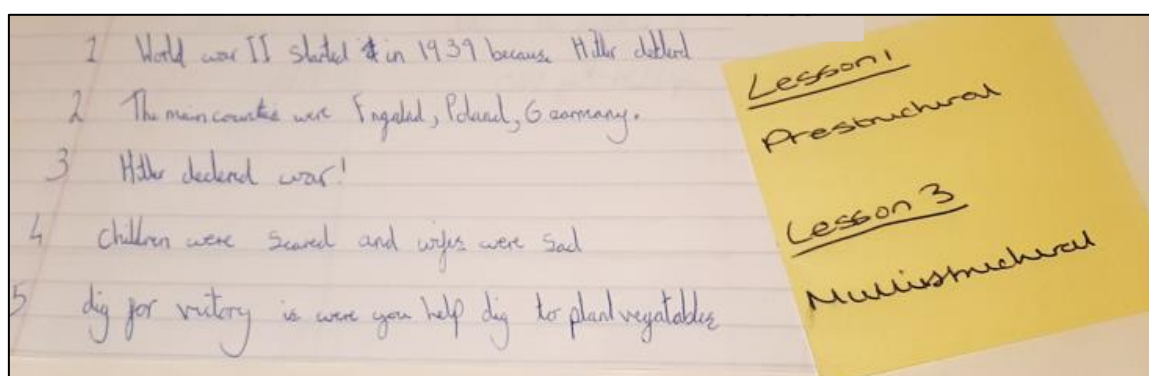
These five questions became the pre-assessment for the children to see what they already knew. I used the SOLO Taxonomy structure to assess where the children were at the beginning of the unit as seen on the post it notes. Below are the initial answers of two children from the class for their pre-assessment.





These questions were discussed regularly throughout the unit as quick recaps and the classroom working wall was used to add ideas throughout the unit.

I asked the children to give written responses to the questions again in lesson three and below are the same two children's responses and a new assessment using the SOLO Taxonomy structure.



Below is the lesson structure I followed, with brief notes about each session.

- ▶ Lesson 1 – Why and when did WW2 start? Timelines in books and on working wall.
- ▶ Lesson 2 & 3 – How did people prepare for the war at home? Dig for Victory poster artefact lesson. Research evacuation, rationing, shelters, women.

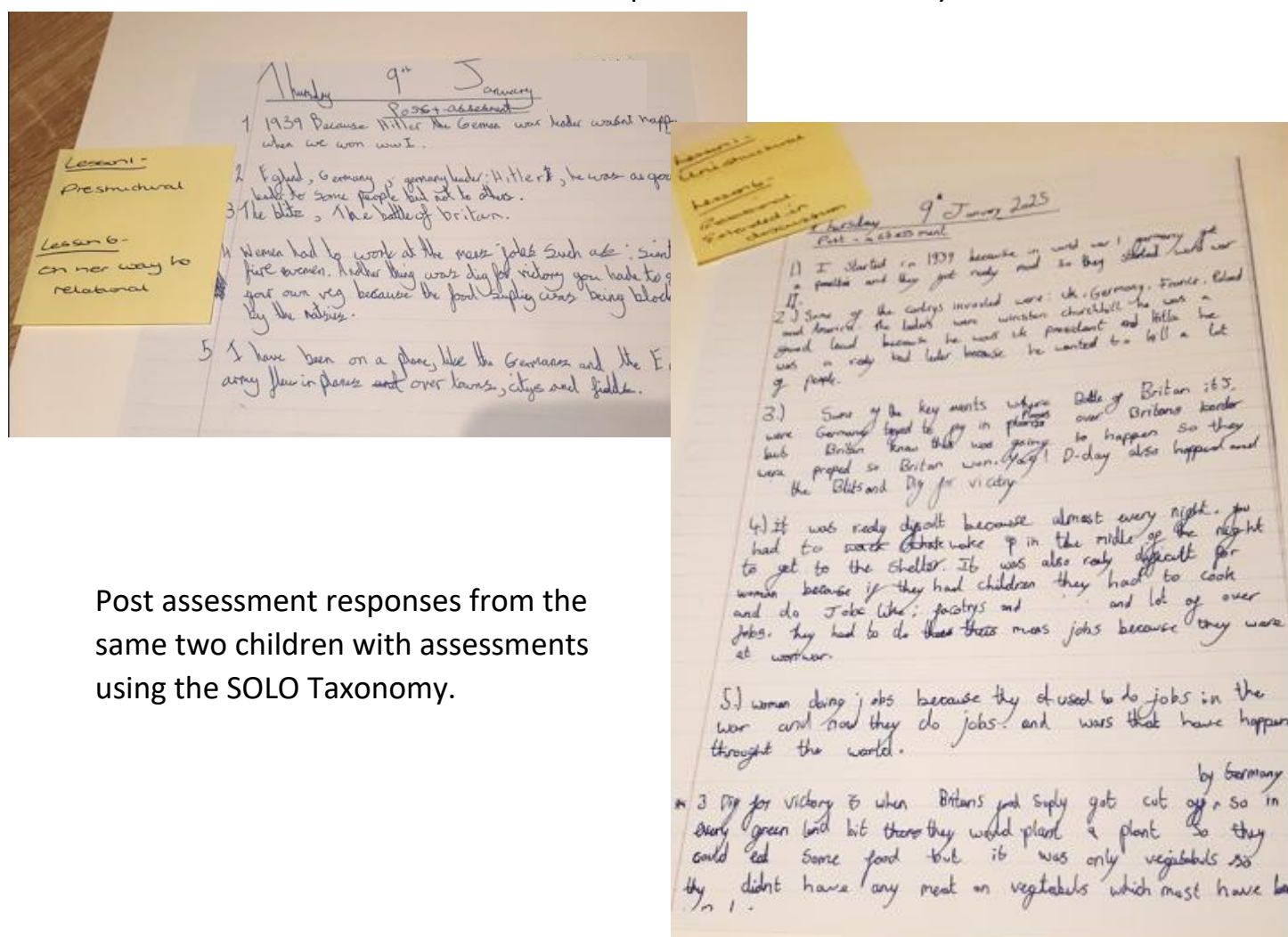
► Lesson 4 – What was the Battle of Britain and how did it lead to The Blitz?

Video then make own multiple choice quiz on Battle of Britain. Video and then art work linked to The Blitz.

► Lesson 5 – What was D-Day. Normandy Campaign medal artefact lesson. Then Newsround special.

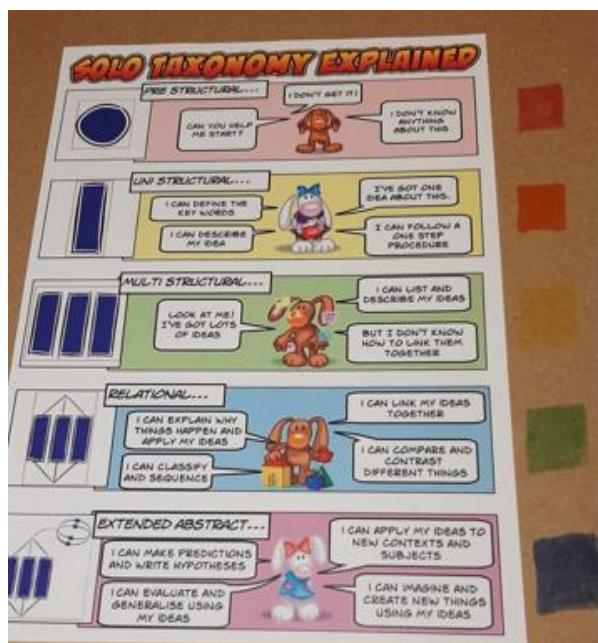
► Lesson 6 – Post assessment

Children were given the same questions as the post assessment. However, the final question was changed to 'How does what you have learnt about WWII relate to your life?' This change of question was to try and redirect children's thinking to head towards the extended abstract part of SOLO Taxonomy.



Post assessment responses from the same two children with assessments using the SOLO Taxonomy.

Assessment Project Outcome



Using this colour-coded, child-friendly version of the SOLO Taxonomy, we are planning to create an assessment tool for staff which will use the colours to show where individual children, or groups of children, are in their understanding of each non-core subject unit of learning.

We intend to run a staff meeting in the Autumn Term 2025, outlining the principles of the taxonomy and show-

casing how it can be used to measure children's progress towards an objective. We will describe and explain how to use an over-arching 'big question' and subsequent, carefully tailored, hinge-point questions in order to guide the children towards a desired outcome.

The strategy will then be rolled out across school in Autumn Term 2.



Case Study - 2024-2025 Assessment Project

Context

Bradley Primary is located in the Bradley Ward of Nelson in the East of Lancashire. The area surrounding the school is comprised of terraced houses with a large waste land behind the school. The ward of Bradley is classed within the lowest 5% of social deprivation.

Our School

Bradley Primary is a two-form primary school situated within a Victorian building in the centre of the neighbourhood. At our last OFSTED report, in June 2024, the school was graded as good. The school has 416 pupils on role currently made up of 16 classes and a nurture group which is run by our SENDCO, a HLTA and a Level 3 TA.

The school has:

48% Girls and 52% boys

98.8% EAL children

54% of pupils are entitled to FSM

18.5% of pupils are SEND

To support the school there are 16 full time teachers and 27 Teaching Assistants across school. We also have a dedicated, full time, Pupil Liaison Officer and Family Liaison Officer.

Our focus for the project

After taking part in the Voice 21 project, in 2021, we decided that we wanted to streamline strategies across school and look at hinge point questioning, strategically

placed multiple-choice questions within a lesson designed to quickly assess student understanding of a key concept before moving on to the next part of the lesson. This would enable us to quickly identify children with misconceptions and use timely interventions to address them.

Our journey

Autumn term

We began our journey, by meeting with the head teacher and assessment lead. We decided that we would focus on hinge point questioning and ensuring that our Voice 21 strategies were consistent across school.

Our initial staff meeting was to explain to staff what hinge point questioning was, how we were going to implement it and identify what strategies we were using across school. We decided that we wanted to consolidate the ABC Oracy strategies in EYFS and KS1, we would encourage children to use agree and challenge with Year 2 introducing challenge in Summer term. In KS2, we would use agree, build and challenge. Hinge point was going to be rolled out in Geography and Design Technology, we found that it was successful in Geography, but staff found adding hinge point questions into Design Technology challenging. Staff initially found writing the questions challenging and needed support writing questions. With support and time staff began to grow in confidence in using hinge point questioning.

Spring Term

In the Spring term, after our second assessment day, we decided that we were going to move our focus away from DT due to staff difficulties and moved towards using hinge point questioning in Maths and Science. We continued to allow staff opportunity to trial hinge points in the three subject areas we have identified.

Summer Term

At the start of Summer term, we monitored hinge point questioning in Geography. We found that the children were confident in selecting the correct answers and when there were misconceptions the same day intervention (SDI) we had rolled out was successful. Teaching staff said they were confident in using the method of formative assessment. From our observations, we noticed that in some cases teachers didn't move the learning on but instead went over why the answer was correct. This learning had already been undertaken and they didn't move the learning on further and halted the pace of the lesson. We gave feedback to staff and this is an area we are continuing to work on this term.

Impact

From taking part in this year long project, the children have become more confident in using the oracy strategies introduced. We have children now using sentence stem

starters such as: "I concur with...", (Year 5 pupil), "I would like to start by saying..." (Year 3 pupil). As a school we have ensure consistency across school and ensured that all pupils' learning is being moved forward. When misconceptions are identified, they are being quickly addressed through same day interventions. Through timely interventions, it has ensured that all pupils are kept together.

Going forward

We are going to roll out hinge point questions in all subject areas gradually over the 2025/26 academic year. We have also begun to collate a bank of hinge point questions on OneDrive, we felt this was important as staff who were new to year groups could adapt questions that had been previously written or staff who are new to school would have a starting point.

From this project we have been able to identify children with misconceptions in a timely manner and address misconceptions through same day interventions. The children are able to explain their answers with confidence and the oracy skills across school have improved through the use of sentence stems and the agree, build and challenge strategies we have implemented throughout this academic year. Over the next academic year, we hope that the impact of this year's project will be evident and that pupils will continue to build on their knowledge.



Formative Assessment Project 2025

This report presents findings and reflections from teaching and learning developments at Primet Primary School, focusing on the implementation of visualisers to support modelling and feedback, and the development of multiple choice questioning (MCQ) strategies for formative assessment. The primary aim was to improve pupil confidence, independence, and progress through real-time teaching support and responsive assessment.

Overview of our School

Primet School currently supports **196 children** from **126 families**. The demographics and socio-economic background of our school community reflect a number of key areas that require continued support and targeted intervention.

Key Statistics at Primet

- **Vulnerable Pupils:** 27% of children are identified on our *Vulnerable List*, indicating a need for ongoing pastoral and safeguarding support.
- **Special Educational Needs (SEN):** 41% of pupils are currently on the SEN register, reflecting a significant demand for tailored educational provision.
- **Free School Meals (FSM) & Pupil Premium:** 47% of our pupils are eligible for free school meals, while 49% qualify for Pupil Premium funding, highlighting financial disadvantage across the community.
- **English as an Additional Language (EAL):** 41% of pupils speak English as an additional language. A substantial proportion of their parents speak little or no English, which can create communication challenges and barriers to engagement.

Socio-Economic Background

- **Housing and Employment:** At least 50% of our families live in rented accommodation, comprising both social housing and private rentals. Many parents are either unemployed or employed in part-time/low-income roles.
- **Financial Hardship:** Financial instability is a persistent challenge. The school regularly makes referrals to foodbanks and financial crisis support services to ensure families receive essential help.

During the Christmas period, Primet referred **19 families** to *Open Door* for food and gift parcels, helping to relieve some of the financial pressure experienced during the holidays.

The data underscores the significant level of need among our school population. In response, we continue

to strengthen our support systems and work closely with external agencies to ensure children and their families are supported holistically — educationally, emotionally, and socially.

As a joint decision after having looked at all things already in place we decided on MCQ (Multiple Choice Questioning) and Visualisers as the two areas to research and their impact on the teaching and learning at Primet.



Focus 1. Visualisers in Classrooms

At Primet we already had visualisers, but they were often not used as the images were not always clear and were difficult to set up. Within the first week we had researched into visualisers choosing one that would allow us to capture and record pupils work for assessment use. This was trailed in Year 1 and Year 3 which within the week seemed successful and therefore purchased for each classroom. The main benefits were:

- **Supports early literacy and numeracy:** Visualisers help children follow the modelling of writing, phonics, and number work in real time.
- **Promotes attention and engagement:** A shared visual focus increases classroom participation and focus.
- **Bridges modelling and independence:** By clearly demonstrating tasks, visualisers empower children to work more **independently** after guided instruction.

At Key Stage 1 we feel modelling is essential and the visualisers provide a live, shared view of how to:

- **Live modelling** of writing, maths, and creative work
- Giving **immediate feedback** by displaying pupil work anonymously
- **Celebrating achievements** to boost motivation and self-esteem
- **Supporting EAL and SEND learners** with visual cues and structured guidance
- Enabling **formative assessment** to adapt teaching in real-time

Visualisers also reduce cognitive load and provide **equal access** to high-quality input. For pupils with:

- **EAL**, visualisers offer clarity and visual context
- **Dyslexia**, they allow for enlarged, scaffolded text
- **ASD**, they reduce transitions and promote structure

Impact

At Primet we found that visualisers are a powerful classroom tool for modelling, feedback, inclusion, and engagement—particularly in early years and KS1 where foundational skills are being developed. At Primet we found that as well as assessment use the visualisers provides a useful tool to engage the pupils and make them independent.

Use of Visualisers in Teaching Practice Reviewing and Feedback

Visualisers have proven highly effective in supporting peer review and feedback during lessons. Pupils are given opportunities to share work instantly, explain their reasoning, and receive constructive feedback from both peers and staff. While anonymity is offered, most pupils embraced the challenge of public sharing and used peer suggestions to edit and improve their writing. This process contributed positively to self-assessment skills and writing development.

Supporting Input and Modelling

The immediate availability of visualisers during lesson input allowed for clear, dual-modality modelling—both verbal and visual. Tasks were demonstrated efficiently, reducing explanation time and increasing active learning time. Pupils expressed greater confidence in completing independent tasks when they had visually observed each step.

A practical example involved a science lesson where pupils created “reflection testers.” Viewing the task from their perspective via the visualiser significantly improved comprehension. As a result, pupils completed the activity more confidently and independently, while the teacher was freed to circulate and offer timely, verbal feedback.



Editing and Improving Writing

Visualisers were used effectively during both inputs and plenaries to demonstrate real-time editing of written work. Pupils engaged actively in identifying areas for improvement and understanding revision techniques. This live modelling encouraged a culture of valuing writing, improved editing skills, and aligned with the expectation for pupils to write with greater stamina and purpose.

Shared Reading

The visualiser also facilitated shared reading when only a single physical copy of a text was available. This enabled all pupils to access rich texts not available digitally, ensuring full class participation and analysis of high-quality, curriculum-linked literature.

Focus 2.

Multiple Choice questioning (MCQs) in Classrooms

At Primet for most foundation subjects we have a hinge question per topic per term. We felt that using this throughout the lesson at various stages helped to embed the pupils learning.

To support formative assessment, particularly in Year 1 and Year 3, staff at Primet Primary adopted a structured approach to multiple choice questioning (MCQ). The goals were:

- To diagnose misconceptions quickly
- To encourage retrieval practice
- To assess understanding without disrupting lesson flow
- To support teacher judgment of pupil confidence

MCQs were designed with diagnostic power and used regularly as quick assessments during and after learning.

Although multiple-choice questions (MCQs) are traditionally associated with older learners, they have proven to be effective in Key Stage 1 (KS1) as well. They support learning and recall, enhance metacognitive skills and retrieval, and offer valuable insight into pupils' misconceptions. MCQs can serve both formative and summative assessment purposes, providing a low-pressure, time-efficient method that is quick and easy to mark.



We found that multiple-choice questions (MCQs) were most effective when integrated thoughtfully into teaching and assessment practices. During lessons, they worked well as mini-plenaries or hinge questions to gauge immediate understanding. They were also valuable after lessons to check comprehension and retention. At the end of a unit, MCQs provided a quick and efficient way to conduct summative assessments, offering insight into what pupils had grasped and where further support might be needed.

When designing the MCQs for Key Stage 1 (KS1), certain adaptations were essential to ensure accessibility and effectiveness. We found that the questions should use simple, age-appropriate language and be accompanied by clear visuals to support understanding. Keeping the questions short helped to maintain focus, and for Year 1 pupils, offering three answer options was

generally more manageable. It was also important to include plausible distractors to assess true understanding, while avoiding trick questions that tested reading stamina more than conceptual clarity. Providing verbal administration and visual aids can further support pupils in engaging successfully with the questions.

In terms of assessment and responsiveness, MCQs offered valuable diagnostic information. They helped highlight misconceptions, allowing us to track pupil progress over time and spot trends in errors. Patterns in the incorrect answers helped to guide us into responsive teaching, enabling us to adapt instruction based on real-time insights. This approach supported us as teachers to a more targeted, effective learning experience for all pupils.

KS2 Approach

Strategies Tried

Movement-Based MCQs

Initially, MCQ responses were placed in different corners of the classroom to encourage physical engagement. However, this method proved ineffective due to social influence - pupils tended to follow peers rather than independently selecting answers, compromising data reliability.

Brain Break Integration

Particularly effective with an energetic, boy-heavy cohort, MCQs were integrated into brain breaks. Short, surprise retrieval activities improved focus and helped assess class-wide understanding in real time. This allowed teachers to immediately identify individuals requiring additional feedback and adjust instruction accordingly.

Finger Signal Responses

An alternative method involved pupils showing their answer choice using fingers (e.g., one finger = A). While simple, it did not fully mitigate peer influence, as pupils could easily copy others.

Most Effective Strategy: Confidence-Coloured Response Cards

The most successful approach combined MCQs with confidence-based self-assessment: Pupils were given red, yellow, and green cards stored under their desks. Upon answering, they selected a card based on their confidence level (1 = low, 3 = high). A countdown was used (1-2-3 show), and pupils displayed their choices with eyes closed to reduce peer bias.

This method allowed for immediate insight into both knowledge and metacognitive awareness, enabling the teacher to tailor support based on both accuracy and pupil confidence.



Impact

At Primet we found that when well-designed, MCQs are an accessible, flexible tool to quickly assess understanding, inform teaching, and build pupil confidence in a low-stakes environment.

Conclusions and Recommendations

Key Findings:

Visualisers significantly enhance modelling, editing, and pupil confidence in learning. MCQs, when coupled with confidence assessments, are an efficient and reliable method for real-time formative assessment. The culture of immediate feedback and self-reflection has improved independent learning and classroom engagement.

Recommendations for Wider Implementation:

Provide all classrooms with a high-quality visualiser. Incorporate confidence-based MCQ strategies across Key Stages 1 and 2. Train staff on the use of visualisers not only for input but also editing, shared reading, and live feedback. Establish a school-wide system for formative questioning with clear protocols (e.g. colour cards and eye-closed response method). Continue monitoring the impact on learning outcomes, particularly in writing and science.



St Anne's C of E Primary School

Formative Assessment Project 2025: Hinge Questioning and Self-Efficacy

Presented by

Charlotte Doidge (Y4) & Stephen Warburton (Y1)

Impact Report

School Context

St Anne's C of E Primary School is a one-form entry school in the Borough of Rossendale, catering for 170 pupils from Nursery to Key Stage 2. Our demographic reflects a diverse and inclusive community, with 32% of pupils eligible for Free School Meals, 33% receiving Pupil Premium, 4% with English as an Additional Language, and an increasing number (currently 26%) identified with Special Educational Needs.



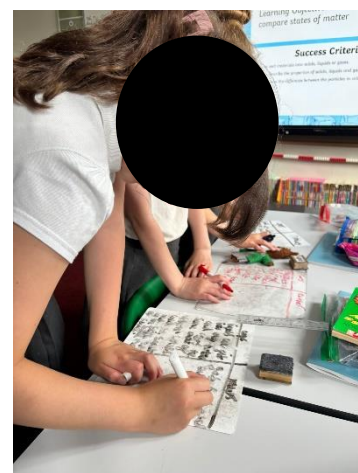
Project Overview

As part of our ongoing commitment to improving pupil outcomes and deepening learning, the 2025 Formative Assessment Project focused on two key areas: **hinge questioning** and **self-efficacy**. Inspired by the continuous assessment embedded in the Red Rose Maths Scheme, we aimed to develop a whole-school approach that integrated meaningful assessment opportunities across all subjects.

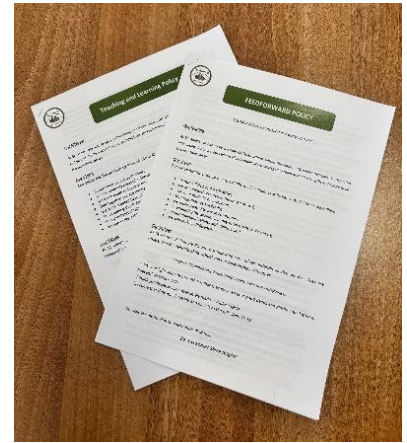
Implementation and Phased Rollout

Autumn Term – Pilot Phase

Initial implementation began in Years 1 and 4. A variety of



hinge questioning strategies were explored and adapted to meet the demands of different subjects. Teachers crafted carefully timed questions to check conceptual understanding and make immediate instructional decisions, including re-teaching when necessary. Alongside this, pupil interviews were conducted to gauge the emotional and motivational impact of these strategies. Feedback from these sessions informed a series of staff briefings and professional dialogues, ensuring that insights were shared with colleagues and senior leadership.



Spring Term – Policy and Practice Development

Building on the success of the pilot, our feedback policy was revised and rebranded as a **'Feedforward Policy'**, shifting the focus from retrospective marking to responsive teaching. This change reinforced the role of formative assessment—particularly hinge questions—as a central mechanism for driving learning. The revised policy provided a clear framework for staff, embedding assessment strategies within daily practice. School-wide implementation followed, with staff reflecting on and refining approaches collaboratively.

Summer Term – Evaluation and Embedding

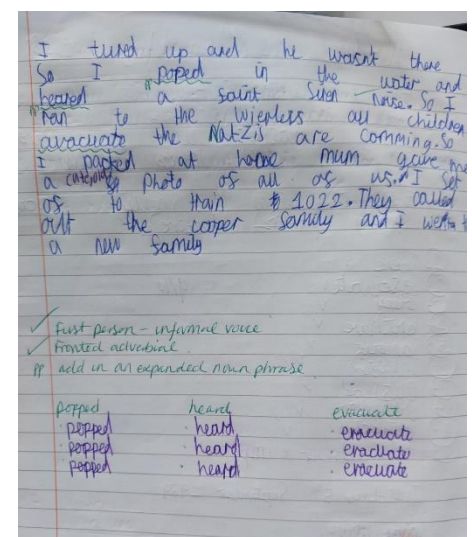
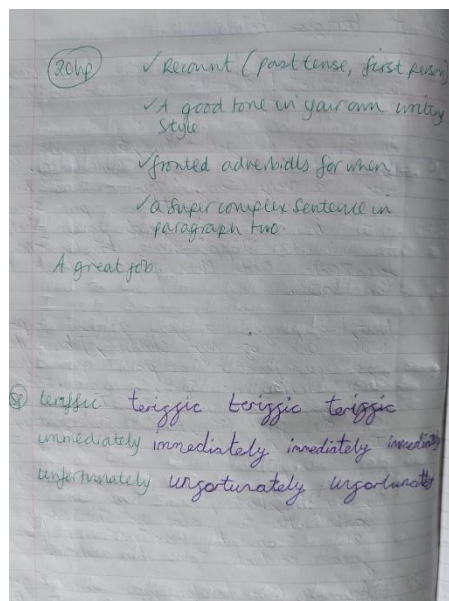
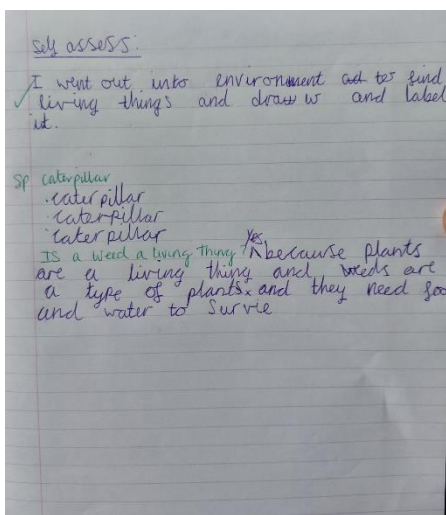
End-of-year interviews with staff and pupils provided valuable evidence of the impact and sustainability of the strategies introduced. Teachers reported increased confidence in using assessment to shape lessons in real time, while pupils demonstrated greater clarity in understanding their learning journey. Importantly, the focus on self-efficacy revealed positive shifts in pupil attitudes, with many expressing improved confidence, motivation, and resilience as learners.

"At first I was scared because you wouldn't tell me any answers but I remembered to breathe in, breathe out, smile and use my 5 B's and believe in myself, my goal is to not need you at the end of the year."

Lucas, aged 6

"That mistake helps you learn, new passage ways open in your brain."

Henry, aged 9





5 Bs promote self-efficacy and developed self confidence in pupils



ABC charts improved debating and oracy skills allowing pupils to answer according to their understanding. They are encouraged further with prove it crowns which can be won and stolen ensuring pupils deliver quality answers.

Impact Summary - Hinge questioning is now embedded across the curriculum as a powerful formative tool to assess, adapt, and extend learning in the moment. - The **Feedforward Policy** has unified practice and created a consistent approach to responsive teaching. - Staff feel empowered by the shared language and purpose behind assessment, resulting in more effective teaching. - Pupils are developing as reflective, confident learners with a stronger belief in their own abilities, supported by timely feedback and targeted teaching.

Next Steps

- Continued professional development focused on high-quality questioning and adaptive teaching.
- Ongoing pupil voice work to monitor the evolving impact on self-efficacy.
- Expansion of the project to include digital formative assessment tools in 2025–26.
- Review strategies through staff and pupil voice.





Water Primary School

The project was led by Ellie Lomas (Maths and Geography lead) and Olivia Wilson (PE and French lead) – July 2025

Context

Water Primary School is a small community school within Rossendale, with 114 pupils currently on roll.

Key Features of the School:

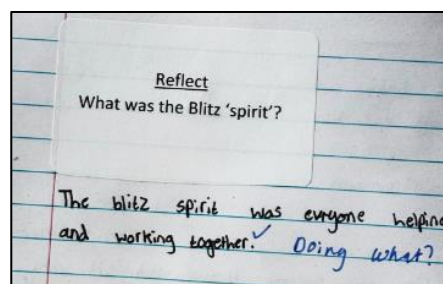
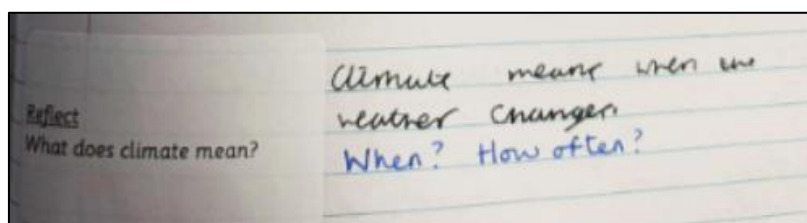
- 5 Classes (1 straight age and a 4 mixed aged)
- FSM (Free School Meals): 32 pupils
- SEND (Special Educational Needs and Disabilities): 32 pupils, including 9 with EHCPs (Education, Health and Care Plans)

Our areas of focus for the Formative Assessment Project 2024-25:

- Raising the profile of oracy across the curriculum.
- Ensuring teachers have a strong understanding of formative assessment, using a range of effective methods in their teaching.

Issues Identified Before the Project:

Teachers noted that the 'Reflect' part of the lesson often came too late to address misconceptions. Teachers also noticed that participation was limited, with the same pupils consistently volunteering answers.



Strategies:

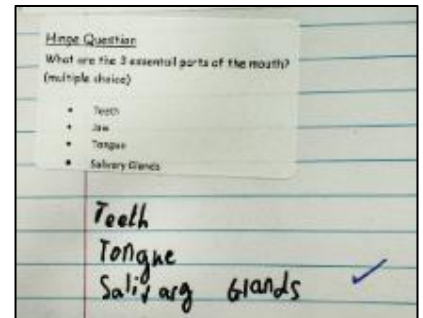
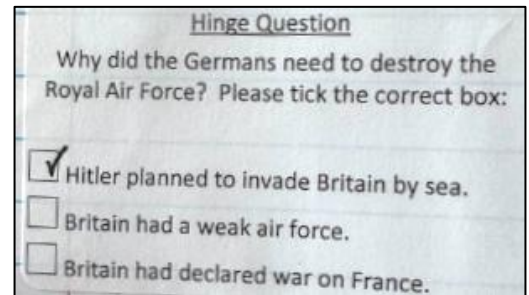
The project focused on two key formative strategies:

Hinge Questions:

Used to assess understanding at key points in the lesson.

Types trialled included:

- Multiple Choice
- Odd One Out
- True or False



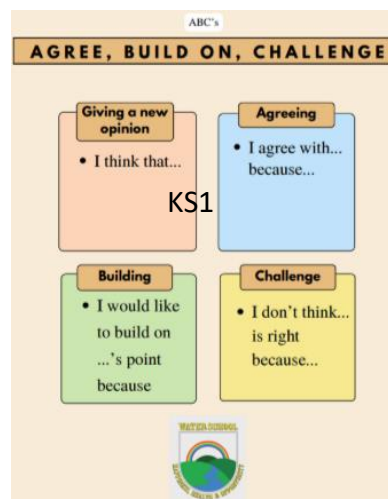
ABC's:

A technique to encourage student dialogue:

A – Agree with what was said

B – Build on what was said

C – Challenge what was said



Implementation Process:

After deciding what AFL strategies we wanted to implement, Olivia and myself initially trialled a range of Hinge Questions and ABC's in our class. We felt that it had a great impact on the teachers and pupils as we were able to identify misconceptions earlier in lessons. The pupils used the ABC framework to develop more thoughtful and extended responses. We also found that the Hinge Questions helped pupils feel more prepared and confident before tackling independent tasks.

After completing the trial, we delivered a staff meeting to other teachers to explain our findings. We then rolled out the focus strategies across the school after initial success.

We gathered evidence through:

- Pupil Voice
- Learning Walks



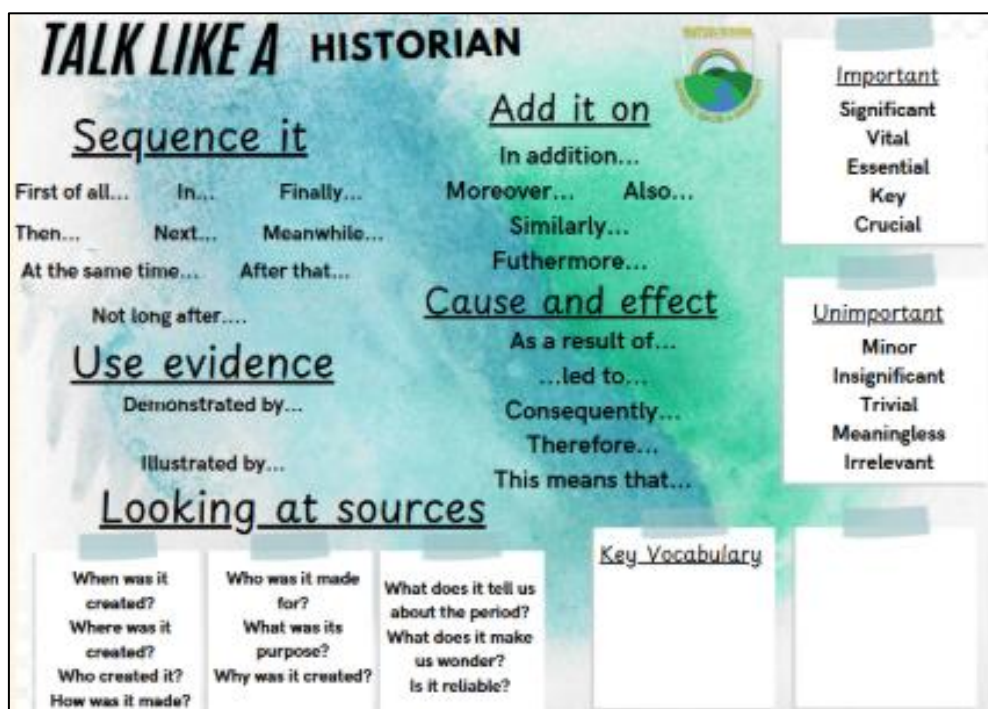
- Staff Survey
- Governor Updates
- Staff training through staff meetings.

Feedback and Evaluation

Both staff and pupils reported positive experiences. Teachers appreciated the clarity provided by Hinge Questions and the opportunity to address misconceptions earlier in the lesson. The children valued the opportunity to engage more deeply with lesson content and have more time to discuss their answers in small groups.

Next Steps

In September we are looking to introduce greater variety and differentiation in Hinge Questions to enable all children to access them. We will incorporate Hinge Questions into the school's Assessment and Feedback Policy and we will continue building oracy strategies such as "Talk Like A..." to embed subject-specific language use.



Conclusion

We found that the AFL project demonstrated that simple, well-structured formative assessment strategies can significantly enhance student engagement, confidence and learning outcomes. Water Primary School will continue to develop these methods as part of their ongoing improvement journey.