



# The Rainbow Federation

## Feedback, Response and Marking Policy



## Marking, Feedback and Response Policy

### **Introduction**

At The Rainbow Federation, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. We believe feedback and marking should provide constructive feedback to every child. It should focus on success and improvement needs against learning objectives and enable children to become reflective learners and help them to close the gap between current and desired performance.

### **Scope**

This policy statement refers to all children who attend both schools irrespective of gender, disability, and ethnicity, social, cultural or religious background. This school has high expectations of all pupils and we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding.

### **Statutory Duty of the School**

The Executive Headteacher and the Governing body are ultimately responsible for ensuring all pupils make progress based on their age and ability. The Executive Headteacher must publicise this policy by making it known within the school and to pupils and parents.

### **Rationale**

Our policy is underpinned by the evidence of best practice and research that shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear • encourage and support further effort • be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, all staff at The Rainbow Federation have trialled alternatives to onerous written marking which can provide effective feedback which ensures that marking is: meaningful, manageable and motivating and ensures the pupils have allocated time to respond / improve (RAMP).

### **Entitlement**

At The Rainbow Federation we want all our pupils to feel happy, cared for and secure in a structured and positive learning environment. They should be encouraged to give their best at all times, both inside and outside the classroom.

Our feedback and response policy has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- feedback should empower pupils to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.

- written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- to ensure that pupils are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.
- the 'next step' is usually the next lesson.
- new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.
- teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

It is important to differentiate the feedback and responding approaches we would use for different areas of learning - and then to a degree, within phases of the school. The feedback and response strategy that might work for Year 6 Maths, would not be the same as for Year 1 Literacy.

### Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in all lessons, across all Areas of Learning and Experience, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Review feedback - away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At The Rainbow Federation, these practices can be seen in the following practices:

<u>Type</u>	<u>What it look like</u>	<u>Evidence</u>
Immediate	<p>Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</p> <ul style="list-style-type: none"> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge               <ul style="list-style-type: none"> <li>• May re-direct the focus of teaching or the task</li> </ul> </li> <li>• May include highlighting/annotations according to the feedback tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting during the lesson</li> <li>• Purple Pen of Progress</li> <li>• Pupils make progress within a lesson</li> <li>• Pupils correct their own / other work</li> <li>• Work is adjusted during the lesson to support / extend / challenge</li> </ul>
Summary	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self-assessment or peer- assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Planning pre- and post-teaching based on assessment</li> <li>• Some evidence of self-assessment and peer-assessment</li> <li>• Exit tickets</li> <li>• Highlighting</li> <li>• Purple Pen of Progress</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching tasks when compared to planning               <ul style="list-style-type: none"> <li>• RAMP Time</li> </ul> </li> <li>• Purple Pen of Progress</li> <li>• Redrafting</li> </ul>

In Nursery - Year 3 and SRB class, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Year 4 - Year 6, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

### **Target-Setting**

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, next step targets are clearly set out through use of the marking code and accompanying comments.

In mathematics, next step targets for all pupils are based on the key number skills needed for each stage of learning that underpin broader mathematics learning, including number bonds, multiplication facts, and standard written methods.

In English, next step targets are drawn from the Progression Steps document. For older pupils, and those in younger year groups who are able to access them, targets are written at the end of the piece of writing.

There is no expectations that targets are updated on a fixed term, but these should be reviewed regularly by both pupils and teachers, and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account a of a child's needs and progress.

### **RAMP - Revisit and Make Progress**



Regular feedback moves children's learning on no end. Whilst feedback and marking can differ between subjects, effective feedback and marking is characterised by commenting on strengths you have identified in the pupil's work and moving learning forward in a next step. Feedback and marking must be completed regularly. It is also vital that once marking has been completed, pupils are given the opportunity to respond to their feedback otherwise this can limit progress. RAMP time needs to be timetabled into the school day / lesson daily.



All classes use the SeeSaw app which is an online platform that allows pupils to record their work through photos, videos and drawings therefore allowing pupils to capture their learning. Part of this platform also allows for teachers to assess the pupils uploaded work through quick marks such as 'liking' the work, written feedback comments, highlighting sections and also verbal feedback can be recorded and sent to pupils. Each pupil will have their own portfolio which can be used as evidence for moderation.

#### **POLICY REVIEW**

This policy will be reviewed on a regular basis. The Executive Headteacher, Senior Leadership team and Governing Body will have responsibility for the implementation, management, monitoring, resourcing and review of this policy

## Appendix 1 - Strategies

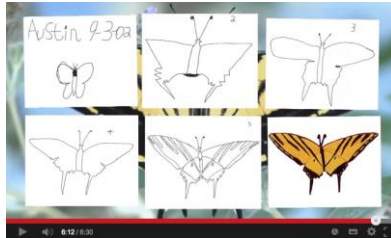
"Collaborative Feedback" approach (The Story of Austin's Butterfly). Here the pupils retain control and ownership of their work at all times. It is an effective resource for both teachers and pupils to understand the power of effective feedback.

It pays to give feedback in this way as a teacher but also to teach pupils how to give feedback. Not only does it help the recipient, it helps them to understand what success looks like.

The value of re-drafting. Let's not accept mediocre efforts and move on. As part of an approach to differentiation, some pupils could benefit from doing fewer pieces of work with more time to re-draft selected samples of work until it is absolutely brilliant. That would give them the experience of success as well as a message about standards and expectations.

The growth-mindset aspect. The contrast between Austin's first and last drafts and the way that changes your perception of this unknown first-grader. Presented with the first draft you might think that that was what Austin could do; that was him. Presented with the final draft, you'd think he was a very much more talented young boy. But it is the same boy... the final draft was always in him; it just needed to find a way out - with some help from his friends.

<https://youtu.be/hqh1MRWZjms>



Collaborative Feedback can be in pairs, small groups or whole class.

### Peer Collaboration Feedback

Children are sometimes given the opportunity to work with other pupils to assess and evaluate their own and others' learning, and to make suggestions for improvement. The following points are important for this type of marking:

- Peer collaboration should not be introduced until Progression Step 2;
- Children need to be trained to do this, through modelling with the whole class watching the peer collaboration in action;
- Pairings need to be based on someone they trust, best decided by the teacher;
- Pairings should be ability based;
- Pupils peer mark in a purple pen, recording verbal comments from their peers in their own books;
- Peer collaboration work will be initialled by the pupils;

Examples of paired marking activities include:

- Compare & contrast two pieces of work;
- Author reads to editor;
- Begin with a positive comment;
- Comment against 1 or 2 specific Success Criteria;
- Author adds notes and changes work. At all times, the children are encouraged to hold a dialogue between each other rather than taking turns to be the teacher e.g. "I think this bit really shows how that character feels. What do you think?"

## Self & Peer Evaluation Prompts

These prompts and the agreement should be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked .....

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

You could make your work better by .....

Have you thought about..... I

f we look at the steps to success we can see.....

Next time you could.....

## Peer Marking Agreement :

Our agreement on marking partnerships We decided that there were some rules we all need to keep. When we become marking partners we all agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work. • Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective better by giving them an improvement suggestion.
- Try to make our suggestions positive and as clear as possible.
- Get our partner to talk about what they tried to achieve in their work.
- Be fair to our partner.

We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

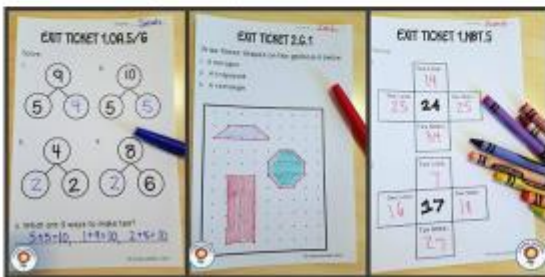
(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)



## Exit Ticket

Exit tickets are a formative assessment tool that give teachers a way to assess how well pupils understand the material they are learning in class. This tool can be used daily or weekly, depending on the unit being taught. Pupils will be given a prepared ticket with an answer to a question, a solution to a problem, or a response to what they've learned. Exit Tickets help you assess if pupils have "caught what you taught" and plan for the next lesson.

The expectation is for independent and LSA led groups to complete exit tickets at the end of each session. A range of tickets will need to be prepared to match the differing levels within class and also linked to the learning activity. These can also be edited during the lesson if misconceptions have been identified.



SIMILES AND METAPHORS EXIT TICKET	
Complete the similes below: I am as blind as a _____ I am as busy as a _____	What does the metaphor a blanket of snow mean? a) They are wearing a blanket. b) Someone is lying in snow. c) Snow is covering the ground.
Write your own simile (remember to use like or as): _____ _____	What does the metaphor a heart of gold mean? a) Someone has a heart problem. b) A person is really mean. c) Someone is incredibly kind.



## Find and Fix

Maths Detective / Spelling Detective. Instead of marking answers as correct or incorrect, tell the pupils the number of answers that were wrong. Give them time in class to find and correct their mistakes either individually or in groups.  
"Five of these are incorrect. Find them and fix them."



## Margin Marking

Instead of marking each spelling, grammar or punctuation mistake, put a mark in the margin for some of them for the pupils to find their own mistakes, and correct them.





## Live Marking

Live marking - pupil gets feedback, acts on it, practises using it – and within the context of the learning at hand. It is effective in supporting pupil progress because it makes the feedback loop shorter – pupil gets feedback, acts on it, practises using it – and within the context of the learning at hand.

During a lesson teachers are always engaged in feedback that is 'in the moment'. We're always on the move, often with pen in hand, offering advice, identifying and clearing up misconceptions or errors as we go.

This sort of over-the-shoulder 'live' feedback is part and parcel of the formative assessment woven into our daily teaching practice.

It's a great opportunity to deploy some 'seek and destroy' dots/symbols and get the pupils reviewing and correcting while they are working. As we know from countless studies, feedback is more effective when it is given at the time since it can be acted on and implemented immediately.



## Mini Pit Stops

For a whole-class 'in the moment' feedback opportunity, you can't really beat a mini pit stop.

Stop pupils after they've been working for a bit and ask them to check what they've done so far against the S2S or a particular focus (full stops or spelling of key words and so on).

They can do this independently or with their talk partner, making edits/corrections, before you get them to carry on.

This is great for picking up basic errors or refocusing on the S2S. And, if the next time you stop them you ask them to see whether they have managed to avoid the error from earlier, it can allow for some hugely motivating satisfaction.

As a development of this, the stop-gap can incorporate sharing a pupils work with the whole class on the board and the opportunity to collectively offer feedback, compare back with the model, S2S and so on.



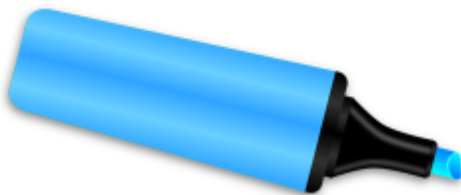


## Highlighting

Colour highlighting - a variant on the 'what went well / things to improve' in relation to Steps to Success (S2S) with blue highlighting- (Brilliant Blue) and green highlighting (Go Again Green), just try getting the pupils to do the process first, as part of or following, their edit/improve stage.

They can highlight the best examples of successes from the S2S and draw the attention of the teacher to the areas they felt stuck on or think they didn't achieve quite as well.

Staff can also use the Brilliant Blue and Go Again Green in relation to the Steps to Success (S2S). Pupils then have the opportunity to respond to the Green for Growth highlighted sections.



## Yellow Box

When pupils have completed an extended piece of writing teachers will choose one area of the pupil's work to mark and draw a yellow box around it. Teacher will only mark this section in detail, giving feedback that is sophisticated, specific and diagnostic. Pupil's will therefore know what to target and improvements can be identified much more clearly aiding pupil's progress. Pupil will then redraft that specific section. Change the size of the box based on the pupil's needs. Drawn an empty yellow box on a blank page next to the piece of work. The size of the box shows the pupil the amount of work that needs to be redrafted. You will need to show the pupil which section of the work needs to be redrafted in the empty yellow box.

Pupils could also draw a yellow box around particular areas that they would like extra input / feedback on. It's more empowering than waiting for a teacher to offer validation.





## Self Check

Teachers have the answers to problems available. This means that, after four or five calculations, pupils can check their answers themselves. That way, if they have a misconception or misunderstand something they can alert a member of staff to immediately.

This avoids the situation where a child has diligently worked through reams of sums, as the class teacher works with a group, but has done entirely the wrong thing. This is worse still if it happens with a whole group.

Self-checking means that mistakes are realised ten minutes into the lesson, rather than at the end. All this places the onus on the learner to check their work and identify their own errors which is fantastic for their learning.

If pupils have the first 5 answers correctly they can challenge themselves to a different strength chilli.

But like anything, pupils must be taught how to do this. Prompt sheets can also be prepared and provided to help pupils who are struggling to identify their mistakes. These are shared at the start of a lesson and are so easy to make on word. In effect, these are just a process Steps to Success, by writing them as an error-spotting checklist means pupils properly use it.



- Find my mistake (columns addition)
- Did I put each numeral in the right place value column? Check each one.
  - Did I forget to regroup?
  - Did I forget to add the regrouped ten (or hundred)?
  - Did I make a silly error with my adding?
  - If you can't find your mistake, ask your partner to go through this checklist with you and see if they can help
  - If you are still stuck, is there another child who looks like they are confident with this you could ask?
  - If none of this works, ask an adult for help.



## Whole Class Feedback

After a lesson, the teacher looks through the pupils' books for common misconceptions and errors in basic skills. They then sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well. Identify any parts of work that are worth sharing as good examples. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a grid.

After this, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire. The start of the next lesson begins with the teacher sharing the best work identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions that have been identified. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

Whole Class Feedback Sheet    Date: 4<sup>th</sup> Sept '17    Lesson: English

Work to Praise and Share	Need Further Support
Saba – excellent vocabulary choices	Hayden, Tanims, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.
Anees – description in opening (show under visualiser)	Selena, Tom – Not finished.
Sophie – great dialogue (show under visualiser)	Josie – Absent
Presentation	Basic Skills Errors
Great	Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie's book
Show Sophie's book – good e.g. of setting out speech and correct punctuation placement	Spellings – <ul style="list-style-type: none"> <li>• extraordinary</li> <li>• unconscious</li> <li>• symbol</li> </ul> Teach and check with mini-whiteboards
Reagan, Lena – errors not corrected with a single ruler line	
Misconceptions and Next Lesson Notes	
Problems with tense - Swapping from past at start to present later on. E.g. Jack's work. Need to reteach key points from previous lesson.	
Next lesson – show these sentences and identify the error. 'The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.'	
Rewrite on whiteboards then check own work for errors with tense.	
Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.	

### Shared marking / Whole Class Feedback

Using one piece of work from a different child to mark as a class, at regular intervals, models the marking process and teaches particular points at the same time.

## Appendix 2 - What do the different colours of pens mean?

Blue Highlighter Pens (Brilliant Blue) are for:

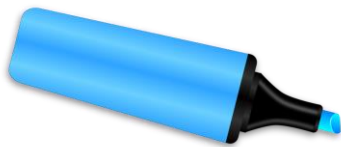
- comments made by your teacher when they are celebrating your effort and achievements.
- you to highlight what you like in your work or your peer's work when you are collaborating.

Green Highlighter Pens (Green for Growth) are for:

- your teacher to identify errors in your writing (such as spellings mistakes, missing punctuation).
- sentences that don't make sense so that you can edit them in purple pen when you respond.
- you to highlight what you need to improve / correct in your work or your peer's work when you are collaborating.

Purple pens are for:

- you to edit and improve your work or when you are collaborating with your peer.
- you make changes and improve your work based on what your teacher's feedback.



### Appendix 3 - Deepening learning in Mathematics through feedback prompts

#### Enable pupils to identify the errors for themselves:

- The answer to this question is ... can you find a way to work it out?
- There are ... mistakes; find them and correct them.
- Check this using the inverse / a different method.

#### Encourage pupils to reflect on:

##### Mistakes:

- Explain why you have made this mistake.
- Explain how to avoid this mistake next time.

##### Methods and ideas:

- Explain why ... / what ... / how ... / (when ...).

e.g Explain why we multiply the denominator and numerator when we want to make an equivalent fraction.

e.g Explain what a polygon is.

e.g Explain how to use a protractor to measure an angle.

e.g Explain when it is easier to subtract by counting on.

e.g Show another way of working this out.

e.g Is there an easier way to ...?

e.g Is there an easier way to subtract these numbers than using the column method?

e.g What are the advantages and disadvantages of each method / equipment (you used)?

##### Correct Answers:

- Prove this using ... (using a diagram, number line, another calculation etc.)

e.g Prove that  $2 \times 3 =$  is the same as  $3 \times 2$  using an array / number line.

##### Learning:

- What did you find easy / tricky / difficult etc.? Why?
- When could you use this maths outside of school?
- What mathematical words are connected to this lesson's learning?
- What do you need to remember to ... (do next time)?

Build on pupils' existing knowledge and make connections between what they need to know to what they already know:

- You seem to be having difficulty with ... .

••In question x you used ...; could you use this on question y?

e.g You seem to be having difficulty adding some of these fractions and not others. In question

2 you used equivalent fractions; could you use this on question 4?

e.g What facts would help you remember... ?

e.g What facts would help you remember  $7 \times 4$ ?

• Use ... to help you work out ....

e.g Use  $2 \times 3$  to help you work out  $20 \times 3$ .

e.g Use a ... and identify ... .

e.g There are a few multiplication facts you are getting wrong. Use a multiplication square and identify the facts you know and those you do not know in the 7 times table.

e.g Give me another example of ... .

Ask pupils to discuss their ideas with other pupils:

- You seem to be confusing ... with ... . Talk to ... about how to work out the difference.
- Compare your work with ... and write some advice to another pupil doing this for the first time.
- Work with ... to produce a model answer that would persuade the marker to award you all the marks.

Give pupils the opportunity to create something new:

- Create a similar / easier / harder question (and give reasons why).
- What would happen if...? (extending the task by exploring other scenarios).

## Appendix 4 - Deepening learning through questioning

# Bloom's Prompts

### Knowledge

- What is...?
- How is...?
- Where is...?
- When did \_\_\_\_ happen?
- How did \_\_\_\_ happen?
- How can you explain...?
- Why did...?
- Can you recall...?
- How can you show...?
- Can you select...?
- Who were the main...?
- Can you list three \_\_\_\_?
- Which one...?
- Who was...?

### Comprehension

- How can you classify the type of...?
- How can you compare...? Contrast...?
- State or interpret in your own words.
- Can you rephrase the meaning...?
- What facts or ideas show...?
- What is the main idea of...?
- Which statement supports...?
- Explain what is happening... what is meant...?
- What can you say about...?
- Which is the best answer?
- How can you summarize?

### Application

- How can you use...?
- What examples can you find to...?
- Can you solve \_\_\_\_ using what you have learned?
- How can you organize \_\_\_\_ to show \_\_\_\_?
- Can you show an understanding of \_\_\_\_?
- What approach can you use to ...?
- Apply your learning to develop...
- What other ways can you plan to...?
- What can result if...?
- What elements can you choose to change...?
- What facts can you select to show...?
- What questions can be asked in an interview with...?

### Synthesis

- Can you make changes to solve...?
- How can you improve...?
- What can happen if...?
- Can you elaborate on the reason...?
- Can you propose an alternative...?
- Can you invent...?
- How can you adapt \_\_\_\_ to create a different \_\_\_\_?
- Can you change the plot/plan?
- What can be done to minimize/maximize...?
- Suppose you can \_\_\_\_ what can you do?
- How can you test \_\_\_\_?
- Can you formulate a theory for...?
- Can you predict the outcome if...?
- How can you estimate the results for...?
- Construct a model that changes...
- Can you think of an original...?

### Analysis

- Classify the parts or features of...?
- How is \_\_\_\_ related to \_\_\_\_?
- Why do you think...?
- What is the theme?
- What motive is there?
- Can you list the parts?
- What inference can you make?
- How can you categorize?
- Can you identify the different parts of...?
- What evidence can you find?
- What is the relationship between \_\_\_\_ and \_\_\_\_?
- Can you make a distinction between...?
- What is the function of...?
- What ideas justify...?
- What conclusion can you draw?
- How can you classify...?

### Evaluation

- Do you agree with the actions...? With the outcomes of...?
- What is your opinion of...?
- How can you prove...disprove...?
- Can you assess the value or importance of...?
- Can it be better if...?
- Why did they choose to...?
- What can you recommend...?
- How do you rate the...?
- What can you cite to defend the actions...?
- How can you evaluate...?
- How could you determine...?
- What choice could you have made?
- What can you select?
- How can you prioritize...?
- What judgment can you make about...?
- Based on what you know, how can you explain...?
- What information can you use to support the view...?
- How can you justify...?
- What data was used to make the conclusion...?
- Why was it better that...?
- How can you prioritize the facts...?

The goal of education is to create thinkers and doers. Bloom's taxonomy gives a path to follow from the beginning of a concept or skill to its end, or to the point where pupils can think creatively about a topic and solve problems for themselves. All staff should incorporate all levels of the framework into teaching and lesson plans in order to scaffold the learning that the pupils are doing. Bloom's Taxonomy provides learning levels to increase higher order thinking skills for. The levels include remember, understand, apply, analyse, evaluate, and create.