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### A. organise paperwork

Collecting in work from the lesson: It saves assessment time if you train the learners to help you collect in these categories of work into separate labelled baskets (photocopy paper lids?) at the end of each lesson:

- (A) completed assignments (name printed on) any type
- (B) incomplete assignments (name printed on) any type
- (C) new learning work (not personalised) e.g. practise-learn worksheets
- (D) after feedback: ready to file<sup>1</sup>

### Consider a class folder<sup>2</sup>

<sup>1</sup> You may prefer to get learners to file their assignments from last lesson - which have had "feedback done" into their folders - or you might collect these in and have a more occasional "filing fest".

<sup>2</sup> I've found - especially working with a support teacher or variably motivated learners - that having a class folder, with dividers with each learner's name written on is really useful. One can put practice-learn worksheets which didn't get taught, or indeed learned, in the appropriate learner's section as then

- all adults in the room can find the extra work
- it saves photocopying and
- it is a way of communicating between teachers.

## B. assess all completed assignments

Organise paperwork

Take the completed assignments basket from the lesson. Since pre assess, which are titled “learned?” and timely practice assignments are assessed differently, it is easier to split these up into 2 piles.

### Assess pre assess assignments

Purpose “Does the learner already know how to answer questions like this?”

No help should have been given to the learner for pre assess<sup>3</sup>

(a) question by question assessment

These assignments are not given back to the learner, so there is no need to write anything on the assignment.<sup>4</sup>

answer accurate?	write on the PDF <sup>4</sup>	help?	click in the app
accurate	✓	no help	✓
accurate	~ or ✓ and h	e.g. a nod <sup>7</sup>	~
almost	~ or “oops”	no help	~
other	× or *	any or none	bin

(b) when all questions have been assessed in the timely practice app

- If the assignment is incomplete, and you want the learner to have more time, be careful not to be lured by the orange “Cancel Assignment” button.<sup>5</sup>
- Check all necessary buttons are clicked in the app, then click the “Finished Assessing” button.
- You will dump these assignments where you keep old exam papers - or immediately recycle them - I put them on the floor after I’ve assessed them.

<sup>3</sup> but some learners find pre assess distressing - so you may find it easier to do as follows

- If the teacher nods to the learners question “Is area inside the shape?” then they will have written h on the assignment.
- If the teacher would need to give more help - the teacher won’t give the help, but instead ask the learner to choose what to write on the answer line e.g. f: I’ve forgotten, ?: I don’t understand the question n: I’ve never learned this

<sup>4</sup> but sometimes it is easier to write a code than trying to suppress the assessment habit

<sup>5</sup> To move away from the assignment without assessing it choose ClassName or Assess Assignments from the blue /Home/ Classes/ClassName/Assess Assignments/Learner Name heading.

## timely practice assignments

(a) organise the paper work

I've found 5 different coloured wallet folders<sup>6</sup> helps. If each colour always has the same purpose - and is labelled, it just makes things easier.

- (i) to feedback: completed timely practice assignments
- (ii) 1st timely practice: new + incomplete timely practice assignments
- (iii) 2nd timely practice: new + incomplete timely practice assignments<sup>7</sup>
- (iv) pre assess: new + incomplete pre assess
- (v) new learning work e.g. practise-learn worksheets to file

You will need folders (i) to (iii) for this assessment

(b) question by question assessment of timely practice assignments

- Do not mark - i.e. write the correct answer or hints to the learner. Marking prevents feedback because feedback is a person to person activity.
- Use the answers in the app, the teacher's sole focus should be on assessment of the learner's learning - not working out the maths - decide on the accuracy of the learner's answer:  
✓, "oops", \*<sup>8</sup> and write this on the PDF ...
- ... you may however write the "oops" in a useful place to help the learner find their error ... or the \* in a useful place to help the teacher find/remember what to feedback to the learner.
- Sometimes the teacher thinks the learner should stop practising a layer, usually because the layer is "too hard". We say the layer is "best learned later"<sup>9</sup>
- If the learner has had help, the correct assessment code in the app may be different to that written on the PDF assignment. See the table overleaf. Click the correct button<sup>10</sup>.

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<sup>6</sup> + the floor for assessed pre assess assignments

<sup>7</sup> You may not use this: after a holiday the teacher might set two timely practice assignments a classwork and a homework, or the teacher might create an extra short assignment for learners who have to finish an assignment from last lesson etc

<sup>8</sup> Never worry about e.g. 'Should I give the code ~ = oops or \* = feedback'. Err on the side of harsh and choose \*. Selecting the assessment code is an "art" rather than a "science" as the teacher, to some extent, must guess what was going on in the learner's head.

<sup>9</sup> Only fragile layers have the "best learned later" assessment button. FYI The number of \*, "oops", and ✓ are recorded, for fragile layers, on the blue bar above the answers on the Assess Assignment page, this may help the teacher decide if a layer is "best learned later"

answer accurate?	write on the PDF	had help?	click in the app
accurate	✓	no help	✓
accurate	✓	h = small help	~
accurate	✓	H = more help	*
can self correct	"oops"	no help	~
can self correct	"oops"	h or H	*
learner needs feedback	*	any or none	*
best learned later	"b.l.l."	any or none	bin

(c) when all questions have been assessed in the timely practice app

- If it turns out that the assignment is incomplete, be careful not to be lured by the orange "Cancel Assignment" button.<sup>11</sup>
- Write the question numbers which need to be looked at next lesson in two lists on the front page of the assignment or on the next lesson pro forma.

e.g.

Assignment	Name
*: 2, 3, 7, 12 oops: 1, 9	Belle

- If more than  $\frac{1}{3}$  of the questions need feedback - see Avoid Cascade Failure (2)
- You might occasionally want to write down an answer (somewhere discrete), as once an assessment has been assessed, the answers are no longer available.
- Check the codes are written on the assignment and all necessary buttons are clicked in the app, then click the "Finished Assessing" button.
- If all questions are answered accurately, whether the learner had help or not, write "perfect" on top of the assignment.
- Place the assignment in folder (i) "to feedback" unless it is incomplete<sup>12</sup>

<sup>10</sup> the ✓ is the default in the app - so it is already selected - no need to click it.

<sup>11</sup> To move away from the assignment without assessing it choose ClassName or Assess Assignments from the blue /Home/ Classes/ClassName/Assess Assignments/Learner Name heading.

<sup>12</sup> If the assignment is incomplete pop it in the incomplete assignments basket, which you will move on to next.

### C. scan incomplete assignments

We keep a record of incomplete assignments, so that we don't set too many assignments and to help us plan the next lesson better.

On the new lesson pro forma label the assignments you plan for next lesson e.g.

assignments		
c/w	h/w	pre

assignments		
c/w	c/w	pre

assignments		
c/w		

- Key
- c/w timely practice classwork assignment (fragile first)
  - h/w timely practice homework assignment (deepest first)
  - pre = pre assess assignment

Look through the incomplete assignments one at a time:

- (1) Shade in the correct box on the pro forma.
- (2) Put the assignments in the correct pile on your desk
  - (ii) 1st timely practice: new + incomplete timely practice assignments
  - (iii) 2nd timely practice: new + incomplete timely practice assignments
  - (iv) pre assess: new + incomplete pre assess

If the learner was absent:

- beside the student name shade in the appropriate box on the lesson pro forma

In the example below,

- the teacher found Alex's incomplete timely practice classwork, placed it on the 1st timely practice folder and shaded in the first box on the pro forma,
- then later she found the incomplete pre assess assignment so shaded in the third box and placed this on top of the pre assess folder on her desk.

assignments			
Name	c/w 1	c/w 2	pre
Alex			

When the teacher comes to set assignments, the pro forma will remind her not to create either of these assignments for Alex.

If the learner was present:

- Look to see how many questions the learner has left to complete and write e.g. “finish Q12 - 15” on the top front of the assignment, so
  - you’ll know if the learner has already attempted the assignment once,
  - the learner will know how close to finishing the assignment they are.

If the teacher wrote “finish Q12 - 15” on the top of Belle’s classwork timely practice assignment, then setting a second medium length assignment might be a good idea - later the teacher can decide how many questions medium should be.

Name	assignments		
	c/w 1	c/w 2	pre
Belle		medium	

If the teacher wrote “finish Q2 →” on the top of Clay’s classwork timely practice assignment, then setting no second assignment might be a good idea.

Name	assignments		
	c/w 1	c/w 2	pre
Clay		0	

But perhaps the teacher wants to set Clay a 2 question assignment to make sure he reviews what he learned in lesson today.

Name	assignments		
	c/w 1	c/w 2	pre
Clay		2	

Are there any assignments which the learner has worked on in class for 2 or more lessons? See notes on Avoid Cascade Failure (3): for strategies to deal with this and to stop this happening in future.

We defer creating the assignments until later - until the whole picture has emerged - how many incomplete assignments, how much learning seemed to have happened in the lesson, and what the learner already knows from what we plan to teach next. Creating all the assignments together is also quicker.

## D. review work taught in the lesson

As you get more confident you may well decide who, in your opinion, has learned a layer within the lesson, so then you will not need to scan the practise-learn worksheets or books in your out of lesson time. If you are getting used to timely practice, you may find it easier to decide which layers were learned in assessment and planning time. It makes your life easier if you don't add the layer(s) as "taught" when they were not. Layers may have not been taught and learned if:

- a learner was away<sup>13</sup>;
- a learner just wasn't in a working mood last lesson, and didn't engage with the teach-learn and practise-learn parts of the lesson<sup>14</sup>
- you "found out the hard way" that some/all of the learners weren't ready to learn the layer yet.<sup>15</sup>

Generally it is not a good idea to teach layers which were not taught and learned in the lesson through feedback, as it takes a lot more lesson time.

Scan each learners "new learning" work and in the correct topic column of last lesson's pro forma ✓ the layer number in the layer number (if it is the same) or change it (if it is different). It is quicker and easier to add all the "taught" layers at one time.

	Topic A
Name	simplify +/-
Alex	2
Belle	1 ✓
Clay	3 ✓
Deborah	2 1

Once you have scanned all the learners "new learning" practise-learn work, add the layers as "taught" (2 clicks<sup>16</sup>) in the progress on topic.

<sup>13</sup> You may want to keep the practise-learn worksheet with the learners name written on in pencil - in the class folder, to teach at another time

<sup>14</sup> by not adding the layer you are starting the next lesson with a "clean slate" - the learner won't begin doing their timely practice with something they didn't learn.

<sup>15</sup> First praise yourself, you have done excellent assessment for learning. So far perhaps 20 minutes of the lesson time was wasted, no need to add the layer and waste timely practice time and "good will" by adding the layer and teaching each learner through the tutoring of feedback. Without timely practice this "unsuccessful teaching and learning" would have been quickly forgotten - let this layer go that way too. Obviously if this is happening regularly then something else is going wrong.

<sup>16</sup> More accurately this is: click, pause for layer(s) to go grey, click

## E. create timely practice assignments

Create the first timely practice assignments of the correct lengths. (Look on the pro forma for next lesson - if a box is shaded in, this means that an assignment already exists.)

You may want to create a second timely practice assignment:

- After a holiday it may be a good idea to create a classwork and a homework assignment<sup>17</sup>
- If learners had an incomplete assignment - see the next lesson pro forma - you will have planned how long this should be.<sup>18</sup>
- When there are too many “of which fragile”<sup>19</sup> layers - see avoid cascade failure (4)
- Before a holiday (or weekend) you may want the learners to do more timely practice and less new learning.

Create the extra timely practice assignments.<sup>20</sup> You can get on with planning the rest of the lesson while “the cloud” creates the assignments.

## F. create pre assess assignment (if required)

- The scheme of learning might prescribe the topics and layers to pre assess.
- You may decide that some learners need to learn easier or harder work from a topic (or group of topics) - so you may use the progress on topic or the learners’ progress records to decide which layers to pre assess.
- My advice is not to have more than 12 layers to pre assess at one time . . .
- . . . as you can only create a pre assess assignment with all the layers selected to pre assess (shaded in grey), unlike when you set a timely practice assignment where you can choose how many questions will go in the assignment.

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<sup>17</sup> You can then expect learners to be able to work independently on the homework assignment, and that the learners will need quite a bit of help and possibly best learned later decisions on the questions in the classwork assignments. You can e.g. have half the class do homework and half do classwork at the start of the lesson, and swap for a later learning episode.

<sup>18</sup> N.B. if you have written short middle and long - now is the time to decide how many questions to include - until you “have a gut feeling” on how many questions each learner can manage I suggest: long = 15, middle = 10, short = 7 but it will depend on many factors.

<sup>19</sup> If the learner generally gets set 10 questions per timely practice assignment and they have 10 or more “of which fragile”- see the Create Assignments Page - layers this is a warning sign. However if the learner is in the pre assess phase - it is not.

<sup>20</sup> If the learner has an incomplete assignment they will have no timely practice classwork assignment dated next lesson - so no problem. If you set two timely practice classwork assignments for next lesson choose a non maths lesson day for the second date - to avoid confusion when assessing.

## G. plan next lesson's teaching

Use the progress on topic to see what the learners already know, and how deeply they know it.<sup>21</sup>

The progress on topic describes what each layer is, it may be helpful to open the Customer Knowledge Base<sup>22</sup> and look at the topic sample<sup>23</sup> and practise-learn worksheets to plan the lesson.

Note what you would ideally like to teach - you may want to write the layer number in the topic column of the next lesson's pro forma, BUT temper with realism - how many learners, any support teachers etc

The most effective way to embed learning is if you get learners to recall what they already know on the topic (e.g. revise the layer before) and then "look at together" and teach what is harder about what is to be learned.

The worst differentiation in terms of "ease of learning" is to teach the easy, then the middle, then the hard one after the other - but it is still better than no differentiation.

Also see the differentiation tricks and tips page within this document.

If learners have incomplete assignments and/or lots of fragile learning - you may decide not to "teach" a new layer on the topic: write "review" and perhaps a layer number the learner "already knows" in the topic column of the pro forma.

- you may prefer to tell the learner you want them to do "lots of timely practice" this lesson to catch up,
- you may prefer to do this sneakily - e.g. set the learner a layer that is already blue in progress on topic, tell them they are reviewing the work "so only do questions e.g. 3 and 5 - to help improve your accuracy and speed with practice questions"

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<sup>21</sup> Hopefully you'll have been pre assessing topics in advance, but if not and you suspect the learners already know something on the topic, "create a pre assess assignment" but make sure that you plan the lesson to ensure the learners do the pre assess before you teach or "warm up" on the topic.

<sup>22</sup> from the Resources button of timely practice home page or follow this link <https://timelypractice.atlassian.net/wiki/spaces/CKB/pages/150995025/learning+resources>

<sup>23</sup> example questions which won't be in the practise-learn worksheets nor the first few questions in the learners timely practice

Now you will need to decide what order the learning episodes will occur.<sup>24</sup>

- ? warm up - almost all teachers replace this with timely practice
- ? pre assess - what will be taught in the lesson, only use when necessary
- ✓ timely practice and feedback<sup>25</sup>
- ✓ teach-learn topic A<sup>26</sup>
- ✓ practise-learn topic A
- ? teach-learn topic B<sup>26</sup>
- ? practise-learn topic B
- ? 2nd timely practice or pre assess for future lessons
- ✓ organise collection (and filing) of work

Key ? indicates that these activities may not happen at all/every lesson  
✓ indicates that these activities will almost always happen every lesson

Finally get all paperwork together.

- (1) Download / source the teach-learn and practise-learn resources for the layers you wish to teach.
- (2) Download and print out all the timely practice and pre assess assignments you have created for the next lesson (and sometimes those dated for future dates)
- (3) Photocopy the next lesson pro forma for any support teachers.

If you are team teaching you may want to

- Decide who will feedback to which learners.
- If you differentiate which layers learners learn within a topic - you may want to decide who will teach each layer.

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<sup>24</sup> Learners with smaller working memories really like routine, so you may want to use a similar order each time and sometimes give an announced variation e.g. “this lesson instead of another teach-learn episode we will do an extra timely practice assignment - to help everyone remember what they have learned over the weekend /half term holiday”

<sup>25</sup> when you hand out timely practice assignments, try to get a chance to speak to the learners who are getting back the same assignment they had last lesson. Perhaps ask if there any questions they would like help on, and how many questions they would like in their next assignment so they will be able to finish it.

<sup>26</sup> include a warm up reminding learners how to do a layer they already know how to do - this really helps them attach their new learning to their existing learning

## H differentiation tricks and tips

Sometimes you can teach the “minority” learners (ie the few learners who need to learn a different layer to the majority) either at the start of the lesson while others get on with their timely practice assignment or later in the lesson after you have taught a topic and most learners are independently working on their practise-learn work.

Sometimes you can teach 2 layers concurrently e.g. working out 50% of and 10% of an amount - I've found a good way to do this is split the white board and have the left or top question on one layer and the right or bottom question on the other layer. If you get learners to use mini white boards when you teach, they can answer one or the other or both (if they split the white boards left/right or top/bottom to match the way you have laid out the questions, it is surprisingly easy to see how they are doing).

Sometimes you can give learners who will be doing a harder layer their practise-learn worksheet and ask them to “bear with you while you teach the (easier) layer to the class, which will be good revision for them, and say you'll show them how to do theirs later” - quite often the practise-learn worksheet does the extra teaching for you - you arrive at their desk to teach them and they say “it's alright I could do (most of) this” . I've found even if you can't teach them the layer during the lesson (as long as you don't make a habit of it) you can apologise and put the worksheet away in their section of the class folder to return to later.

Sometimes a general review of the topic works well e.g. multiply NC - and then get the learners to sit with their “group” (ie the learners who will be learning the same layer) - give them their practise-learn worksheet and teach the groups. In this situation it works best if the learners have a timely practice assignment to get on with while they wait.

Sometimes you can get a group “to be the teaching assistants” to a second group - so that you have the time to teach a third group - and while both the second and third group get on with their timely practice you can then teach the “teaching assistant” group.

## I Avoid cascade failure

What is cascade failure?

When we no longer allow learning to become forgetting - as we do with the retrieval practice of timely practice, there are two possible outcomes:

- (1) learning becomes embedded - the intention;
- (2) timely practice fills up with too many fragile layers, the learner can't answer enough of these within the timely practice part of the lesson, so layers are asked too late - learners need help on layers that they otherwise would not have (because they are asked too late) - so more layers remain or become fragile etc. etc. This is cascade failure.<sup>27</sup>

We have had cascade failure (so far) in the following conditions:-

- teachers don't to pre assess before teaching;
- teachers use pre assess (1 click) when they should be using taught (2 clicks);
- teachers add too many layers from a topic at a time: only adding 1 layer per topic at a time is advised (occasionally 2 will be OK);
- teachers begin too many new topics without thinking what the pre-requisites might be e.g. change units or standard form without consideration of learners  $\times/\div$  by 10 skills e.g. expand without enough simplify  $\times/\div$  and simplify  $+/-$  layers e.g. angle calculate without sufficient layers from the topics subtract NC and how much enough NC.

It is possible that cascade failure could also come about from:

- teachers pre assessing too many topics at a time especially with learners who "know a lot"; the new "know already" layers could block layers which have been recently taught being asked at appropriate times. To avoid this possibility
  - use a trial and improvement pre assess for learners who already know quite a lot (grade 3 and above)<sup>28</sup>;
- teachers not using "best learned later" when it should be, e.g. what was pre assessed as "knew already" turns out to have been a lucky<sup>29</sup> question - this layer should be "best learned later" straight away.

<sup>27</sup> All of these layers would have been forgotten without timely practice - so nothing is lost - but we aren't getting the learning gain we hoped for. We also have to spend time weeding out the offending layers.

<sup>28</sup> Keep an eye on the "of which fragile" column on the Create assignment page

<sup>29</sup> that is "an easier for them" question in a layer where many questions are too hard for them

To summarise - stick to the rules:

- do timely practice for at least 15 minutes, at least 3 times a week;
- pre assess before teaching a topic - never afterwards;
- only add **one** layer as “taught” using click, pause, click (very occasionally 2 layers);
- only return to teach a topic if most learners have mastered the previous layers.<sup>30</sup>

It is a good idea to keep an eye out for the warning signals:

- a high proportion of the layers in a learners “learning pool” are “due now”
- a high proportion of the “due now” layers are “of which fragile” more than 1/3 of layers in a timely practice assignment requiring feedback (say more than once a week)

However at the start of each new term (but not usually after a half term break) the cascade warning signs may be there, but there shouldn't be a problem if the teacher makes a priority of doing more timely practice and less teaching at these times.

Avoid Cascade Failure (1): pre-assessed and taught a topic in the same lesson?

We want to ensure that layers are not added as if the learner “already knew” how to do them, when in fact they have just been taught. If learners “already knew” layers they are practised less frequently (they are on a fast track). Layers that have just been taught should not be “fast tracked”. So the question to answer when assessing these type of pre assess assignments is “could the learner independently and accurately answer the question before any teaching?”

- Yes: assess ✓
- Otherwise: use the “best learned later = bin” symbol. Then, when you “review work taught in lesson” add the appropriate layers as “taught”<sup>31</sup> using click, pause, click. Then the “taught” layers will be asked at appropriate times, and learning will be embedded.

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<sup>30</sup> The learners who still have layers which are not mastered, could be taught the layer again or a helpful pre requisite

<sup>31</sup> almost always only one new layer per learner

Avoid Cascade Failure (2): More than  $\frac{1}{3}$  of the questions need feedback?

timely practice only works if most layers are being practised and only a few are being tutored through feedback. So if there are too many that need feedback it is best to assess some of these as best learned later. Here is a list of which layers you might “pick on” to be “best learned later”:

- layers which the learner is struggling to learn,
- layers that are fragile - they have less teaching and learning time invested than improving or mastered ones,
- layers that you know take a long time for learners to learn rather ones which most learners learn quickly.

Avoid Cascade Failure (3): Are there any timely practice assignments which learners have worked on in class for two or more lessons?

If so, it may be that there are a high proportion of layers which the learner will need feedback or help with, and a reluctance to ask for help or want to avoid being seen as “anything other than perfect” is slowing the learner down. You will need to find out what is going wrong or perhaps you already know - if not you need to speak to the learner next lesson.

timely practice won't work if learners regularly take 2 or more lessons to do each timely practice - as fragile layers will be asked late, meaning that the learner will need more help than they otherwise would. If this happens to too many layers, too often this will lead to cascade failure.

Avoid Cascade Failure (4): too many “of which fragile”<sup>32</sup> layers.

A warning sign for cascade failure is when the number of questions the learner normally answers in their timely practice assignment e.g. 8 questions is not significantly more than the number of “of which fragile” layers e.g. 6

It is probably better to set a second timely practice assignment<sup>33</sup>, rather than get the learner to learn more “new learning”. Set these extra assignments with the date of the next non-maths lesson day - to avoid confusion when assessing.

On the next lesson's pro forma note who has an extra assignment and who should do no “new learning” - perhaps write “review” in the topic column of the pro forma - so you can remember when you come to plan the teaching.

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<sup>32</sup> see the Create Assignments Page

<sup>33</sup> learners will often manage more questions if they do two short timely practice assignments, than if they do one long one

N.B. Every “avoid cascade failure before it happens” solution requires deciding that more layers are “best learned later” than the teacher would otherwise think. The main difference, in strategy is whether it will be best to remove layers with or without consulting the learner.

Here are situations where you might not consult with the learner and just “best learned later” the offending layers.

- a few missed out questions, sprinkled through an assignment where most questions are answered - the missed out ones are candidates to be best learned later
- too many questions for the learner to get done within the time allocated to timely practice - assess all incomplete or missed out questions as ?? (no need to feedback on these) and set shorter assignment(s) next time
- learner spending too much time on a few “too hard” questions - “best learn later” these layers
- sometimes learners have been away for a while and forgotten what they learned in the week or so before an absence. Choose layers which you judge will take more feedback, you might choose to keep layers which you judge will help the learner learn other topics e.g. coordinates or  $\times/\div$  by 10/100/1000

Consultation might include

- Ask the learner
  - are any questions they would like removed for now?
  - how many questions they think they can manage in a lesson
- Sometimes it might be a good idea to tell the learner you are worried that they are working too slowly and that you’ve decided
  - that this lesson is their last chance to do all the questions they can - ones they don’t manage will be assessed as “best learned later”
  - check in with them  times in the lesson, and if they are off task you’ll ask them to read the next question out loud, (or share reading it out loud) and help them if they want you to.

When there is too much off task behaviour in lessons - it is easy to see this as poor behaviour or laziness, but these are often symptoms of “too hard”. In this case there is no substitute for the “I’m worried, I think I might have made a mistake and set you too many too hard layers. Can you help me identify which questions are too hard at the moment - so I can make sure you are being successful” - choose a private moment for this conversation if you can.

## Quick reference

### Order of assessment and planning check list

A	organise paperwork	
B	assess all completed assignments	
C	scan incomplete assignments	
D	review work taught in lesson	
E	create timely practice assignments	
F	create pre assess assignments (if required)	
G	plan next lesson's teaching	

### Assess codes for **pre assess** assignments

answer accurate?	optional on PDF	had help?	click in the app
accurate	✓	no help	✓
accurate	~ or ✓ and h	e.g. a nod	~
almost	~ or "oops"	no help	~
other	× or *	any or none	bin

### Assess codes for **timely practice** assignments

answer accurate?	write on the PDF	had help?	click in the app
accurate	✓	no help	✓
accurate	✓	h = small help	~
accurate	✓	H = more help	*
can self correct	"oops"	no help	~
can self correct	"oops"	h or H	*
learner needs feedback	*	any or none	*
best learned later	"b.l.l."	any or none	bin