



Marking, Feedback and Workload

What do we do now?

- Red Pen
- Green pen
- Highlighters
- Stamps
- Progress books
- Unit tests
- Whole school tests
- Mark everything!!!
- Pupil feedback
- Teacher acknowledgements

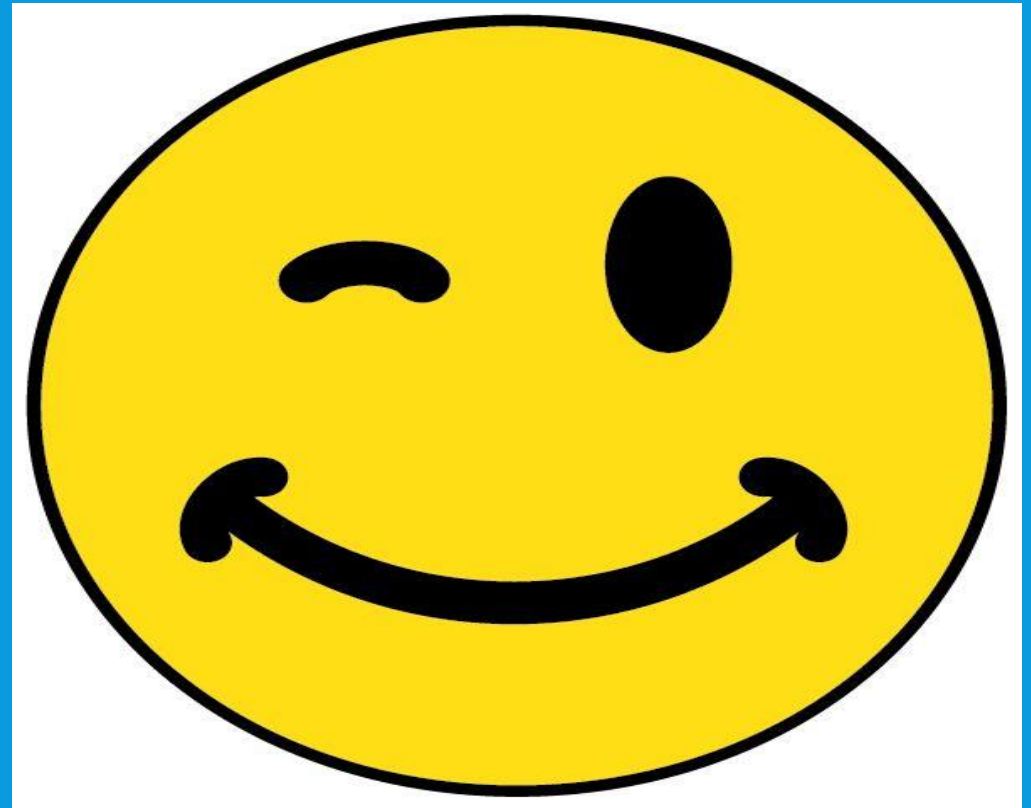


Balance and uniformity



Daily Routines

- Smarter methods
- Agreed routines
- Amended policies
- Improved workload
- More effective planning
- Whole school approach



Highlighting



Verbal feedback stamp

They ask question / for help

You give verbal feedback

You stamp work

They summarise your feedback

They complete the improvement

Question: Explain what we mean by the idea of 'conservation of energy'

Energy cannot be created or destroyed, it just gets transferred from one form to another. Some will be transferred into useful energy, and some will be wasted. Eventually the energy spreads out and becomes less useful.

Verbal feedback given

Use an example to illustrate my answer

For example, in a light bulb, electrical energy is transferred into light (useful energy) and heat (wasted energy). When the light is switched off, the heat energy from the bulb is passed on to the surrounding air particles (by conduction), becoming less useful.

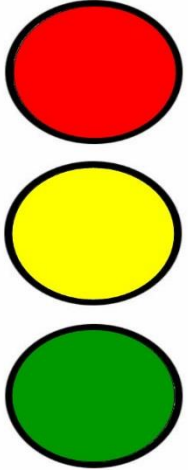


Literacy targets



- **L1- Capital letters**
- **L2 - Punctuation**
- **L3 - Paragraphs**
- **L4 - Spelling**
- **L5 - Vocabulary**
- **L6 - Sentences**

Peer and Self Assessment



**I don't get it!
I need some
help
understanding.**

**I think I
understand
but I need a
little support.**

**I understand
and can try
this on my
own.**

What went well:

The things you did really well were...

The best part of your work is...

Even better if:

To improve your work you need to...



My next step:
I have learnt from the peer assessment that...
.....
.....
.....

Next lesson I will try to...
.....
.....
.....
.....

Progress Tasks

- Regular tasks set (every 3,5, 7 lessons?)
- Printed on paper, titled and stuck into books (purple/pink??)
- No need to take books home!
- Used to check progress
- These will be marked in more detail
- Inform planning
- These should already be in our SOW or PPTs. (Just a case on highlighting them and relabelling or tweaking)

End of term tests

- As per school calendar
- 3 per year
- Relevant to lesson content in previous term.
- Revision packs 2 weeks before
- Revision week before
- Assessment week

Types of Feedback

Teacher input - red pen

- Self - Praise
- Task - / or X
- Process - Feedback specific to the task
- Self Regulatory - Increase thinking, improve independence, open ended questions

Closing the gap - green pen

- Pupils respond in a purposeful way

Overall

Marking is to be :

- Purposeful
- Measures Progress (Assessment is about our impact on pupil learning)
- Inform planning

We need to be Smarter in our approach!

Next steps

- Feedback to your departments
- Look at how you can successfully and speedily implement your progress tasks to all of your units of work.
- Decide on tasks, frequency etc
- Amend your department policies to reflect these changes
- Department meetings: **Mon 26/6/17**
- Feedback your findings and plans to me on **Tues 27/6/17**
- Whole staff presentation on **Mon 3/7/17**

A.O.B. 1 - Extended Writing

- We need to continue to promote this.
- There needs to be more evidence of it in pupil books.
- Pupils need to build on this skill as it is an exam requirement.

A.O.B -Year 7 - Transition Unit (Engaging boys in the classroom)

- English - /
- Art - /
- Drama - /
- MFL - B
- Geography - B
- Music - /
- DT - B
- PE - B
- **Maths -**

- **Science -**
- **History -**
- **ICT -**
- **RE -**

Need ideas and
evidence of units

By Monday 10th July
2017



A.O.B - Y7 Baseline Tests

A copy of your baseline test for year 7 and a very brief rationale of how it will enable your department to plan to fill any gaps in the new intake's knowledge, so that they can better access and progress in your subject area.

by the 19th June.