



School Development Plan Priority and Focus of Visit

3.6 Pupils understand how to improve as a result of useful feedback, written or oral, from teachers
 - Focus on how pupils use feedback to improve, and to look at the consistency of marking and feedback throughout the school – pupils to bring along maths and English books
 - is the marking policy being followed and is it having a positive impact on the children's learning

Visit time, date and Governor name:

Gail Kelleher and Jackie Eason

Staff name:

Children from all classes 'interviewed' in pairs.

Planned questions to raise/ areas to focus on:

Prior to the visit read the marking policy.

Observations and Discussions – including any evidence of British Values

All children were delighted to show off their books. Some had been a little nervous prior to meeting governors but were happy and confident that they had done so.

Noted below comments directly from the children and generalised answers; this is followed by a summary of observations.

What do these marks mean?

A selection of marks are used in the books and all of the children were familiar with their meanings and how they help them to improve. They included:

P – presentation, A – automatix, I- independent work, NS- next steps, PA, peer assessment, SA – self review, VF – verbal feedback.

The school values are also used throughout the marking of the books both by the children (they note which value they used e.g.confidence, or by the teachers who use 'value stamps'

Why do teachers mark your books?

"To help us improve", "so we know what we got right and what we got wrong so we can correct it", "the marks give us confidence, my teacher told me to always look at my marking so I know that I can do it", "books are marked every day"

None of the children said that the marking was for the teachers, this didn't seem to even occur to them. They were all aware of and valued how the marking helped them to improve.

When do you read the marking?

"We always get time on a Friday", "when we get the books back"

The books showed that in all cases the marking had either been actioned, improvement had followed or the child had made further comment by replying to the marking.

What do you do if something needs correcting? (are they given time to do this?)

"We always look back at our work before we start the next piece of work", "we correct it", "you stay in at lunchtime to correct it"

What do you do if you get stuck? (we are looking for independent self help strategies)

"We put our hand up". When asked if this was the first thing that they did they shared other strategies. "We think about it to see if we can do it, we can ask a friend, we can look around the room, we can use a maths dictionary". "We can be a 'have a go hero'"

What happens if you have all ticks and you finish really quickly? (looking for extension and mastery)

Replies to this answer were varied, the older children were in agreement that they may look for extension work. A child in class 3 explained very clearly that if the work was too easy he wouldn't complete it, he'd move



on to find some harder work. Other children agreed that they would read.

How does this marking help you to improve?

“We can learn from our mistakes”, “peer assessment is always kind and fair” “It helps us to improve and do better”

In summary

Children across the school are clear that:.....

- the purpose of the marking is to help them to improve
- the marking does help them to improve
- they do have time to read their marks and go back and make corrections
- they use the self assessment and enjoy it, one stated that it allowed them time to ‘reflect and evaluate their own work’
- they use peer assessment and enjoy it
- they value the ‘conversation’ style of back and forth communication in the books.
- They understand marking ladders and enjoy using them
- When they are ‘stuck’ they should think first, then look around the room for an answer, then ask a friend and as a last resort ask the teacher.

It was observed that:.....

- There was clear evidence of marking leading to improvement
- All books were up to date, consistently marked with positive comments guiding the children on next steps to improvement
- Marking ladders are used across the school but by varying amounts
- The response to ‘what do you do if the work is too easy’ was varied; only some children spoke about extension work, others said reading.
- A marking procedure is consistently applied throughout the school, and it is much more detailed and developed than the written marking policy
- Self-assessment is widely and successfully used. Peer-assessment is also enjoyed but is used less often.

Summary to be entered on Governor Monitoring Plan:

Pupils clearly understand how to improve as a result of written and oral feedback from the teachers. The process is strongly two way and engages the children very well.

Further Action Required:

Develop a new marking policy to better reflect the good practice happening in the school.

Impact of Governance:

Supports the evidence and working practice of the school in improving feedback leading to improvement

Date and time of next visit:

Governor signature: Gail Kelleher and Jackie Eason

Date: 5th February 2016

Staff signature: