

'CHILDREN WHO LOVE TO LEARN'

'TEACHERS WHO LOVE TO TEACH'

At Suffolk's our rationale for our approach to guiding learning is for

Our pupils to develop independent thinking and learning skills, that encourage lifelong learning and a proactive role in ensuring their own progression.

AND

Our teachers to complete the full role of teaching with creativity and energy and are given the full professional trust deserved (worthy) of them.

To achieve this

- Feedback is meaningful, manageable and motivating
- Feedback is given in the moment and should have an immediate impact which enables children to reflect on their learning or progress towards their objectives
- Children should be exposed to a variety of feedback that raises self-esteem, develops independence and encourages reflection
- Marking should feed into the planning cycle, being visible through annotations and misconceptions noted and followed up in the next learning session.
- Next steps identified could be incorporated into plenary or starter instead of a follow up in the books
- We adopt child led opportunities to self and peer assessment
- Written feedback is not given priority over other types
- We promote 'marking in the moment' which allows for children to correct instantly and for teachers to address common misconceptions during the lesson
- We promote a balanced, fluid and holistic approach to the teaching and learning cycle which allows better use of teachers' professional judgements to meet the needs of the children

'If the teacher is doing more work than the children this can become a disincentive for pupils to accept challenges and take responsibility for improving their work ' (2016, Independent teacher workload review group)

At Suffolk we are committed to a work life balance for our teachers. We therefore expect that the marking of books is manageable and reasonable and does not impact negatively on the full teaching role.

'We know straight away whether it is right or wrong.'

'I like this way of marking because you are verbally telling us how we can improve there and then.'

'Our teachers have more time to think about more fun things to do.'

'I think it is better to mark and say while the students are doing it since what is the point of marking after the work. It is more efficient.'

'I like the smiley face because it makes me feel happy and shows I've done good work.'



'I don't like lots of pen in my book, it makes it messy. It's not your book!'

'We do not have to wait until the next day.'

'Sometimes the teachers write more than me!'

'Sometimes we didn't understand what the teacher was trying to say.'



How will we monitor to ensure consistency in approach for children and to ensure that progression in learning is made?

We will use a key question approach and look for evidence in any book (We will not have separate criteria for different subjects) At the beginning of each Term, Phase time will be given to plan for the approaches that will be used.

Key questions (books and planning will be looked at jointly)	Evidence Found	Developmental Suggestions
Are there a variety of feedback approaches used, that maintain interest and are meeting individual needs of children?		
Is there clear evidence of progression within learning sessions and/or over time?		
Is it evident through planning and books that differentiated and mastery tasks are used to support individual need?		
Are feedback directions specific to improvement in learning? (Not always specific to L.O but to needs of children)		
Are learning dialogues meaningful, motivational and positive?		
Are there regular reflections on learning by the children?		
Is there evidence that the planning is fluid and flexible and responsive to children's needs?		
Are misconceptions addressed and common misconceptions planned for?		
Using books, planning evaluations and teacher's knowledge can the current assessment judgments be verified?		

Examples of amazing examples identified and posted on google + community – Leadership response to child completed

How will we share amazing progress?

We use our google+ school community to share excellent examples, pictures and links to research and development ideas

We work in phases to evaluate our practice and regularly have whole school inset where books are the focus

Presentation in books – Key expectations for all books

Our feedback is given through pupils conferencing with the teacher and other adults in the class, as well as their peers during the learning session

All work is dated

Children's responses are always in RED and adults in GREEN

Verbal feedback stamp is used when verbal feedback is given

'Seen it' stamp is used as acknowledgment that work has been 'seen' by the class teacher

Highlighters are used in a variety of ways but must always carry the same message

Yellow – above expectations

Pink – meeting expectations, correct, well done

Green – growth, next step, think again

Learning objectives or Topic Titles will be used at the start of a unit or on individual sessions where appropriate (L.O's are not expected to be shared at the beginning of every session)

Our 'Ripple Effect'

Due to the changes we have recently made to our approach to feedback across the school, other areas are in need of review. These include:

- Planning formats

- Making and planning of big write
- Teaching cycles
- Assessment – using scholarpack to update, links with planning
- Sharing information with key stake holders
- Appraisals and Performance management