

Marking and Feedback

- Oct 14- INSET: Marking & Feedback/ **whole school work sample**/ faculty pilots Good Practice Presentation/ personal reflections and targets
 - With regards to your own marking and feedback, what do you think you already do well? With regards to your own marking and feedback, what do you need to improve further? What strategies or ideas from today will you try? As a faculty, what do you think are your strengths and areas for development in terms of marking and feedback?
- Faculty Meetings (8/12/14) Faculty Review of Pilots
- Jan 15 –ML: Assessment principles/ Black Box/ EEF Toolkit/ Drafting policy
- HoFs: Google community sharing pilots
- Jan 15 Whole staff meeting:
 - faculties update staff on the approaches to marking they have been using, pros & cons and what they would really like to see included in our marking policy.
- Feb 15: working party – first reading/ review of draft policy
- Mar 15 : Steering –second reading/ review of draft policy
 - To establish a consistent approach to the way we feedback on learners' work, so that students feel valued and have a clear understanding of how well they are doing; To ensure all students are provided with regular feedback to help them reach or exceed their full academic potential.
- Ma 15: Whole Staff Meeting –third reading/ final consultation of draft policy
- May 15: Governors Curriculum Committee –draft taken for ratification
- Sept 15: staff/ student launch: posters/ assembly/ summary for exercise books
- Sept 16 re-launch focus on purple pen, learning line, power of reflection
- Feb 16: whole school work sample: how much progress have we made (led by Tony Thornley)
- 15-17: Marking & Feedback policy linked to SE Policy: minimum 2 faculty work samples per year/ 2 collective book looks per year/ LT work samples/ faculty review work samples/ whole school review work samples
- 16-17: Performance Management –shared layered targets and micro-research projects focussed on: marking, feedback and learning line

Monitoring and Evaluation Processes

- Oct 14 –Steering: exploring the range of SE activities we use and the tensions between monitoring, accountability and developing and supporting staff
- Nov 14 -Middle Leaders Conference: Vision Writing
- Jan 15 -Leadership Team Conference: the place of reviews/ observation policy
- Feb 15 -HoF/ Pastoral Meeting: agreeing approaches to quality assure provision and develop and share expertise within the school
- Mar 15 -HoF/ Pastoral Meeting: designing appendices to policy (lesson obs; tutor obs; work sampling; book looks; learning walks; school review procedures)
- Jul 15 -Full Governing Body: policy ratified
- Sept 15-redesign of Faculty/ Year Team SEF (executive summary; SEF Summary Judgements; Next Steps). Designed for sharper thinking, judgements to be data evidenced and moderated by LT line manager
- 14-16 -lesson obs training –ML (X3 including Cambridge consultants; in-house; Tony Thornley); whole staff (x2 HoF led; Tony Thornley)
- QA of obs through paired obs in every cycle with LT line manager
- Faculty T&L summary SEFs compiled 3 times a year – 2 whole school snap shots compiled each year to inform CPD programme (identifying strong practice, areas for development, opportunities to share practice, strategies for development)
- Faculty work samples compiled 2 times each year -2 whole school snap shots to inform CPD programme (identifying strong practice, areas for development, opportunities to share practice, strategies for development)
- 16-17 –Faculty Reviews: 30 members of staff (middle leaders and DHoF) participated in leading reviews; all staff involved. A mechanism to share practice, involve layer of staff below ML and draw out link between T&L, data, evaluation and SIP planning. 3 Strands in each review: data, curriculum, T&L. Reports draw together areas for strength for each faculty and recommendations. Compiled as a whole school review document.
- 15 & 16 –Challenge Partners Reviews -External QA of SE processes

Impact of focus on marking and feedback

Teachers have increased confidence in challenging students in feedback and questioning
Students understand the relevance and impact of self-assessment and peer-assessment; questioning for challenge is evident in books and observations

Impact of data use on pupil outcomes

More accuracy in terms of predictions, more rigorous in assessments and response; national recognition ((Pupil Premium Award for High Aspirations 2015 and 2016), VA/attainment is sustained despite a national drop nationally summer 2014, overall outcomes 2015 maintained ; 2015 VA RaiseOnline for all ebacc subjects sig+; 2016 attainment increased to top 10%, progress top 3%.
Shift in ML confidence in using data to identify trends and respond effectively

Ofsted (Jan 28th-29th 2014)

- Increase the amount of outstanding teaching by ensuring that: there are more opportunities for the sharing of the very best practice within the school so that students' experience of teaching, and the progress they make, is more **consistent** across subjects and faculties.
- Ensure that **students' progress and tracking data** are readily and easily available, and used to accurately inform planning for school improvement.
- Share the best practice in **marking and monitor teachers' feedback** across the school to ensure that all marking is of a consistently high standard.

Impact of focus on Self Evaluation practices

Consistency in the use of data in informing planning
Consistency in developing the quality of teaching and learning across the school
Consistency in identifying areas that require support and structures to share practice are more effective

Impact of the focus on pedagogy

Teachers feel more confident in applying pedagogical theory: evidenced in curriculum developments and more consistent use of GREEN vision learn-to-learn tools in classroom
Students understanding of meta-cognition

Students' Progress and Tracking Data

- key priority area in the school, reflected by the position it takes as one of 3 major strands in the 3 year strategic plan (SIP) 2014-17: Data Intelligence
- Jun 14-LT visits to schools using data effectively
- Assessment Working Party:
 - Do we need to adapt our assessment system to suit both a skills and knowledge based curriculum (to reflect the different starting points and rates of progress expected in different subjects)? What data do we input into our data captures and are their better times in the year to collect accurate picture of progress and attainment in each subject? When reporting to parents without a statutory requirement to use NC levels are there better ways to communicate progress of students and attainment compared to age related expectations? Do we use terminal test data, average of a range of tests or impressionistic marks when feeding back to parents?
- Jul 14 onwards – introduce 4Matrix: regular training for LT, ML and whole staff each year
- May 15- new Marking, Feedback and Assessment Policy ratified: including new KS3 Assessment System (Skills and Knowledge Maps), data collections, assessment cycle, measuring progress,
- Sept 15- revised data analysis focus on groups/ trends/ APS/ progress: KS4 teacher and subject level outcomes analysis Vs Targets Vs prof pred; in year data analysis linked to Interventions plans (time-lining of co-ordinated actions from data); KS3 year & group analysis of data collections (8+/ 5+/ 3+ subjects): early identification of trends & action plans
- Nov 15 ML conference: student target setting
 - Should we set just set one student target or continue with two (EP & XP)?What should they be based on and why? (e.g. National subject progress data or one size fits all)? Our 2015 APS averaged for all subjects was 44. Where should we set our level of challenge in setting student targets? –now set high aspirational targets (FFTS)
- Nov 15- additional LA Curriculum & Assessment Planning Day: whole staff training on measuring progress at KS3, reporting to parents, using Skills & Knowledge Maps effectively, next steps in purposeful assessment; student target setting methodologies
- 15-17: Regularly lead borough good practice meetings/ visits on both use of data and effective interventions –reflects confidence of ml/ sl in using data
- Feb 16 – “Using data to ensure strong outcomes an excellent progress of all students.”validated as area of excellence in Challenge Partners Review
- 15-17: LT data analysis –groups identified in outcome data and trailed though in year data
- 15-17: performance management: student progress target amended to fit with progress against FFT5/20

Increasing the Amount of Outstanding Teaching

- key priority area in the school, reflected by the position it takes as one of 3 major strands in the 3 year strategic plan (SIP) 2014-17: Pedagogic Intelligence
- Summer 14: Coaching Pilot
- Oct 14 Teaching & Learning Review (Cambridge Education)
- Quality Assurance: establishing a clear view of the quality of teaching and learning across the WSFG; Support our Professional Community: provide structured opportunities to purposefully reflect and develop; Developing Feedback/ Coaching Skills: delivering purposeful and high quality feedback to staff
- Nov 14 Whole School INSET: Coaching- embedding a culture of reflection and collaboration
- 15 onwards: Develop GREEN Vision –focus on pedagogical tools
- Feb 15 Whole School INSET: carousel of pedagogical sessions including launch of coaching; review of current practice and plan next steps
- Sept 15- establish T&L Community
- Sept 15 Science External Review and support commissioned
- 15-16 INSET –Deep Learning and Growth Mindset
- 15-17 Opening Doors: Learning walks: during reviews/ challenge walks/ GREEN Learning Walks/ Faculty Reviews
- Sept 15 Waltham Forest Challenge established: cross-borough faculty data shared; faculty visits planned to areas of strong practice
- Sept 16 –joined National Challenge Partners: all LT trained in Lesson Obs/ reviewing
- 16-17 Use of LA School Improvement Partner –Geography support
- 16-17 Micro Research Projects: all staff (questioning/ marking and feedback/ learning line) –workshop launch; pm target across teachers; focus of faculty SEAs.