



**A NEW APPROACH**

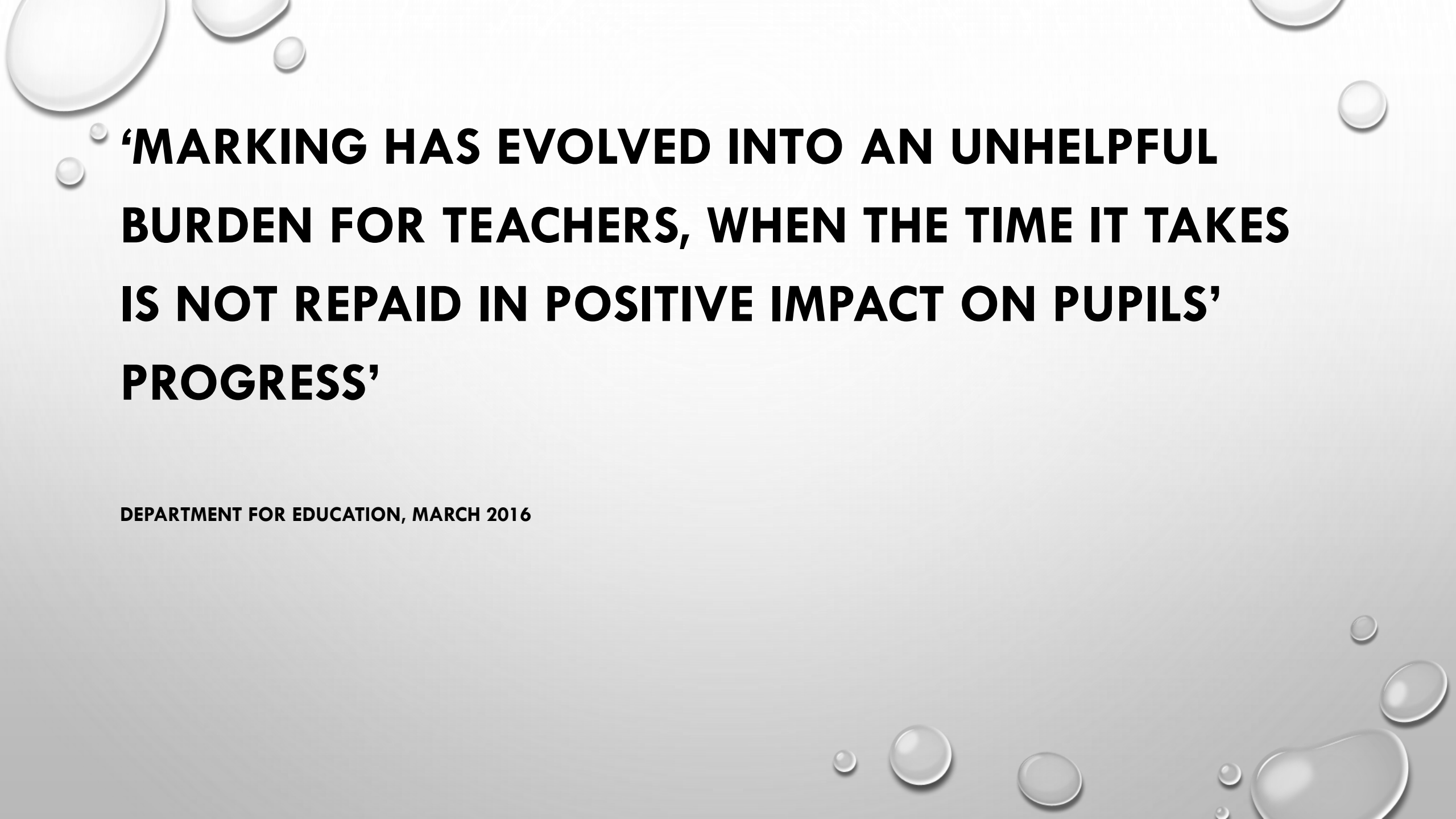
## A MODEL FOR SUCCESS

‘TOO MUCH OF SPORT OPERATES UNDER THE TYRANNY OF THE RESULT...THE CORE PRINCIPLE AT SARACENS IS THAT WE GATHER TALENTED PEOPLE TOGETHER, TREAT THEM UNBELIEVABLY WELL AND IN RETURN THEY TRY UNBELIEVABLY HARD. THAT IS IT. EVERYTHING ELSE - WINNING OR LOSING MATCHES, WINNING OR LOSING CUPS – ARE JUST OUTCOMES. THEY ARE NOT THE PRIMARY AIM. WE EXIST TO HAVE A POSITIVE IMPACT ON AS MANY PEOPLE AS POSSIBLE.’

- EDWARD GRIFFITHS, CEO, SARACENS RFC

# WHAT WE KNOW FROM EXPERIENCE

- SAFETY AND ENJOYMENT ARE NEEDED FOR CHILDREN TO LEARN
- SAFETY AND ENJOYMENT ARE NEEDED FOR TEACHERS TO TEACH EFFECTIVELY
- CHILDREN WANT TO LEARN
- CHILDREN AT ARDLEY HILL ARRIVE AT A BROADLY IN LINE WITH NATIONAL AVERAGE LEVEL
- CLASSROOM TEACHERS WORK AN AVERAGE OF 65 HOURS PER WEEK
- THEY ARE IN FRONT OF YOUR CHILDREN FOR **LESS THAN HALF THAT TIME**



**‘MARKING HAS EVOLVED INTO AN UNHELPFUL  
BURDEN FOR TEACHERS, WHEN THE TIME IT TAKES  
IS NOT REPAID IN POSITIVE IMPACT ON PUPILS’  
PROGRESS’**

DEPARTMENT FOR EDUCATION, MARCH 2016

# WHAT RESEARCH INDICATES

- SCHOOLS HAVE 20% OF CHILD'S TIME TO IMPACT ON THEIR DEVELOPMENT & LEARNING
- **WRITTEN** FEEDBACK HAS LITTLE OR NO IMPACT ON LEARNING IN PRIMARY SCHOOL
- TIMELY AND WELL DELIVERED **VERBAL** FEEDBACK HAS A HUGE IMPACT ON LEARNING
- ASSESSMENT IN ITSELF DOES NOT MAKE A CHILD LEARN MORE QUICKLY
- DEVELOPING THE CHILD'S INDEPENDENCE AND RESILIENCE HAS A BIG IMPACT ON LEARNING

‘OUR MINDSET NEEDS TO CHANGE – NOT ABOUT THE IMPORTANCE OF SCHOOL – BUT ABOUT THE VALUE OF LEARNING THAT HAPPENS OUTSIDE OF SCHOOL. 80% OF LEARNING HAPPENS INFORMALLY IN FAMILIES AND COMMUNITIES!’

BOB LENZ, BUCK INSTITUTE, JUNE 2015

# WHAT ARE WE DOING ABOUT ALL THIS

- REDUCED **WRITTEN** FEEDBACK
- INCREASE IN IMPACT EVALUATION OF LESSONS
- MORE TIME SPENT PREPARING FOR AND DELIVERING INCISIVE **VERBAL** FEEDBACK
- SUPPORT CHILDREN TO IDENTIFY AND THEN LEARN FROM THEIR OWN MISTAKES
- INCREASED OPPORTUNITIES FOR CHILDREN TO USE THEIR SKILLS ACROSS SUBJECTS
- GREATER FOCUS ON RESPONDING TO CHILDREN'S DIRECTION DURING LESSONS

**‘THE QUALITY OF EXISTING EVIDENCE FOCUSED SPECIFICALLY ON MARKING IS LOW’**

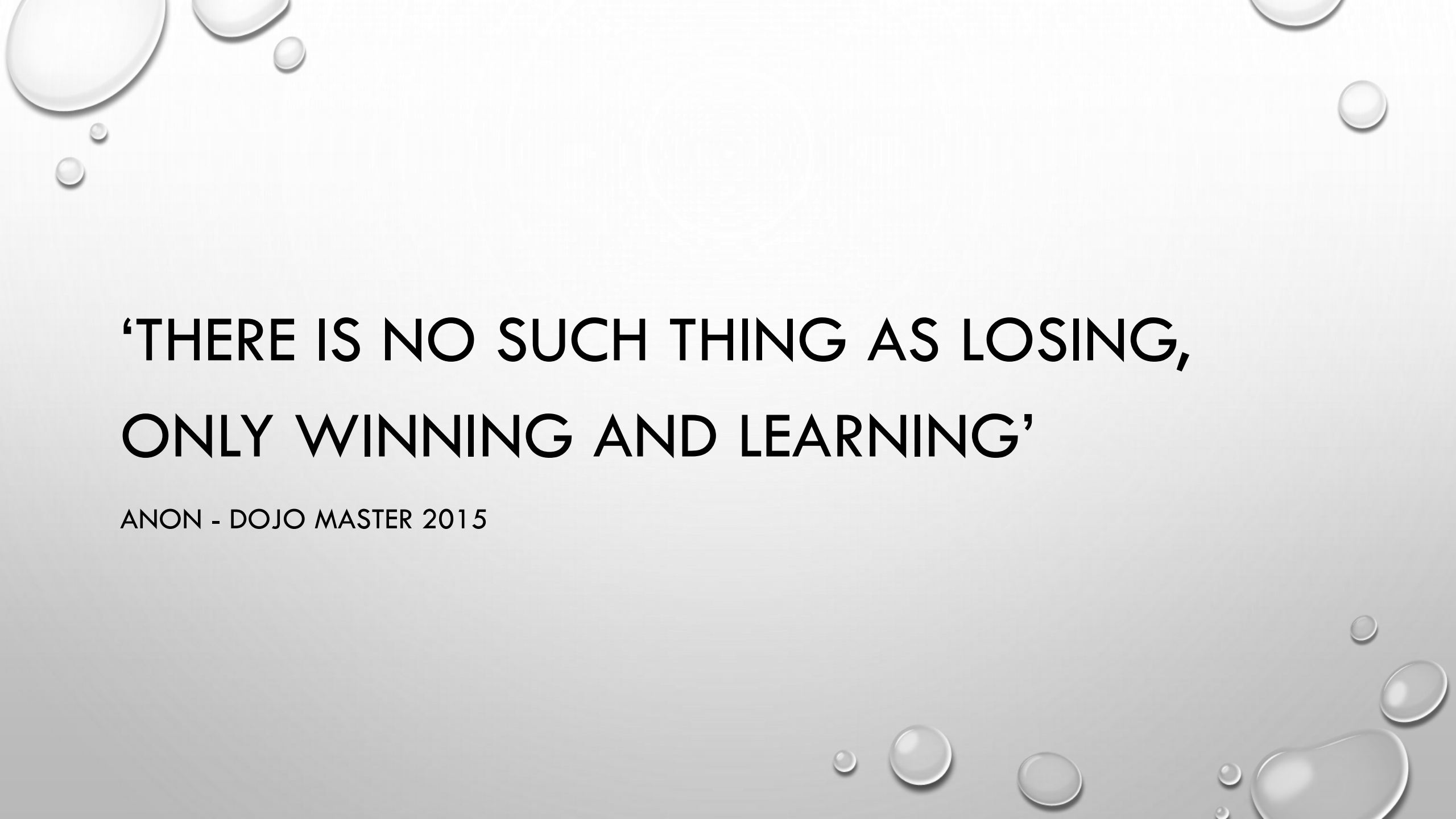
**‘THIS IS SURPRISING AND CONCERNING BEARING IN MIND THE IMPORTANCE OF FEEDBACK TO PUPILS’ PROGRESS AND THE TIME IN A TEACHER’S DAY TAKEN UP BY MARKING’**

EDUCATION ENDOWMENT FUND RESEARCH, 2016



# OUTCOMES SO FAR...

- CHILDREN'S WORK AND PROGRESS CLEARER IN BOOKS
- LESSONS MORE SHARPLY FOCUSED ON OUTCOMES FROM PREVIOUS LESSONS LEARNING
- STAFF FEEL THEIR TIME AWAY FROM THE CHILDREN IS BEING USED CONSTRUCTIVELY
- INCREASE IN CREATIVE AND FLEXIBILITY FROM TEACHING STAFF
- ENVIRONMENTAL CHANGES TO CLASSROOMS TO MEET CHILDREN'S LEARNING NEEDS
- CHILDREN BEING ENCOURAGED TO MAKE MISTAKES
- **OFSTED LIKED AND SUPPORTED THE CHANGES WE HAVE MADE AND OUR DIRECTION**

The image features a light gray background with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a three-dimensional appearance. The main text is centered in a bold, black, sans-serif font.

**‘THERE IS NO SUCH THING AS LOSING,  
ONLY WINNING AND LEARNING’**

ANON - DOJO MASTER 2015

# NEXT STEPS

- FURTHER ENGAGE PARENTS THROUGH A RANGE OF PROJECTS
- CONTINUE TO DEVELOP CHILDREN'S SELF RELIANCE AND RESILIENCE
- DEVELOP AN INDIVIDUAL 'LEARNING JOURNEY' FOR EVERY CHILD IN THE ACADEMY
- WORK CLOSELY WITH OTHER SCHOOLS TO SHARE GOOD PRACTICE IN THIS AREA
- CREATE EVEN MORE OPPORTUNITIES FOR STAFF TO SHARE GOOD PRACTICE IN SCHOOL
- FINALISE A LIMITED BUT INCISIVE SET OF MARKING PROCEDURES TO SUPPORT LEARNING
- REDEVELOP A SET OF KEY PERFORMANCE INDICATORS (KPI) FOR EACH YEAR GROUP

# VIDEO FROM DFE & OFSTED

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=K4S0QXNGYNW](https://www.youtube.com/watch?v=K4S0QXNGYNW)



# REFERENCES

THE FOLLOWING IS A LIST OF RESOURCES INCLUDING RESEARCH, CASE STUDIES AND GOVERNMENT RELEASES THAT WE HAVE USED TO SUPPORT OUR DIRECTION.



CLARE SEALY, WHY MY SCHOOL BANNED MARKING AND THE POLICY THAT REPLACED IT

[HTTPS://WWW.THIRDSPACELEARNING.COM/BLOG/2017/CONFESSIONS-OF-A-PRIMARY-HEADTEACHER-WHY-MY-SCHOOL-BANNED-MARKING](https://www.thirdspacelearning.com/blog/2017/confessions-of-a-primary-headteacher-why-my-school-banned-marking)

DEPARTMENT FOR EDUCATION, TEACHER WORKLOAD: MARKING POLICY REVIEW GROUP

[HTTPS://WWW.GOV.UK/GOVERNMENT/GROUPS/TEACHER-WORKLOAD-MARKING-POLICY-REVIEW-GROUP](https://www.gov.uk/government/groups/teacher-workload-marking-policy-review-group)

EDUCATION ENDOWMENT FUND MARKING REVIEW, 'A MARKED IMPROVEMENT', APRIL 2016.

[HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/PUBLIC/FILES/PUBLICATIONS/EEF\\_MARKING\\_REVIEW\\_APRIL\\_2016.PDF](https://educationendowmentfoundation.org.uk/public/files/publications/EEF_MARKING_REVIEW_APRIL_2016.PDF)



GIVING FEEDBACK THE 'MICHAELA' WAY

[HTTPS://READINGALLTHEBOOKS.COM/2016/03/19/GIVING-FEEDBACK-THE-MICHAELA-WAY/](https://readingallthebooks.com/2016/03/19/giving-feedback-the-michaela-way/)

ELIMINATING UNNECESSARY WORKLOAD AROUND MARKING (JUNE 2016) - INDEPENDENT  
TEACHER WORKLOAD REVIEW GROUP

JOE KIRBY, 'MARKING IS HORNET'

[HTTPS://PRAGMATICREFORM.WORDPRESS.COM/2015/10/31/MARKING-IS-A-HORNET/](https://pragmaticreform.wordpress.com/2015/10/31/markings-is-a-hornet/)





## NCETM PRIMARY MARKING GUIDANCE

<https://www.ncetm.org.uk/files/33333022/ncetm+primary+marking+guidance+april+2016.pdf>

## OFSTED 'MYTHBUSTING' DOCUMENT, AUGUST 2016

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>

SIMON DE SENLIS PRIMARY SCHOOL FEEDBACK POLICY:[https://npat-my.sharepoint.com/personal/tom\\_rees\\_simonde senlis\\_org/documents/share/sds%20feedback%20policy%20september%202017%20draft.pdf?slrid=9E85489E-B088-5000-0FCF-B12CF5CA1C13](https://npat-my.sharepoint.com/personal/tom_rees_simonde senlis_org/documents/share/sds%20feedback%20policy%20september%202017%20draft.pdf?slrid=9E85489E-B088-5000-0FCF-B12CF5CA1C13)



STOPPING THE RUNAWAY TRAIN

[HTTP://HEAD.SIMONDEISENLISBLOGS.ORG/2017/08/31/STOPPING-THE-MARKING-RUNAWAY-TRAIN/](http://head.simondeisenlisblogs.org/2017/08/31/stopping-the-marking-runaway-train/)

MR THORNTON, 'MARKING CRIB SHEET

['HTTPS://MRTHORNTONTEACH.COM/2016/04/08/MARKING-CRIB-SHEET/](https://mrthorntonteach.com/2016/04/08/marking-crib-sheet/)

MICHAEL TIDD, 'A POLICY FOR FEEDBACK NOT MARKING'

[HTTPS://MICHAELT1979.WORDPRESS.COM/2016/05/24/A-POLICY-FOR-FEEDBACK-NOT-MARKING/](https://michaelt1979.wordpress.com/2016/05/24/a-policy-for-feedback-not-marking/)

THE WORK OF DYLAN WILLIAM ON 'RESPONSIVE TEACHING'