



This Week's

L&P

Programme

Tuesday 14th

November

2.45-3.00pm

BRIEFING

Deep Announcements

Lead: Principal

3.00-3.30pm

Best Practice

Lead: NTW

Numeracy and Literacy Update

Lead: CAL and RKL

Observation Training

Lead: LCO

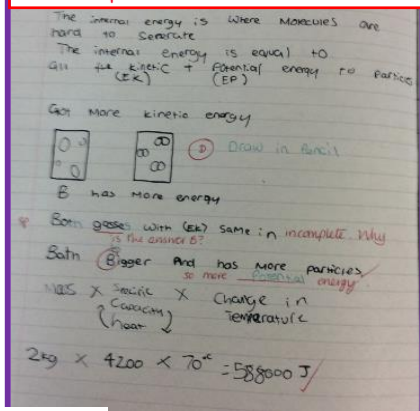
3:30-4:45

DEPARTMENT TIME

Lead: HODS

Post-Lesson Marking

Example from Science



1. Careless mistakes don't need to be corrected

Research advises teachers to focus on areas where students show an underlying misunderstanding. Silly mistakes are just an occasional lapse, so a good old fashioned cross beside silly mistakes is as good as anything.

2. Stop doing the 'Tick and Flick'

There's pretty much no evidence to suggest that acknowledgement marking (the tick-and-flick approach) has any impact. This form of marking "could be reduced without any negative effect on student progress". Generic praise can also fall into this category.

3. Don't believe misconceptions about Ofsted

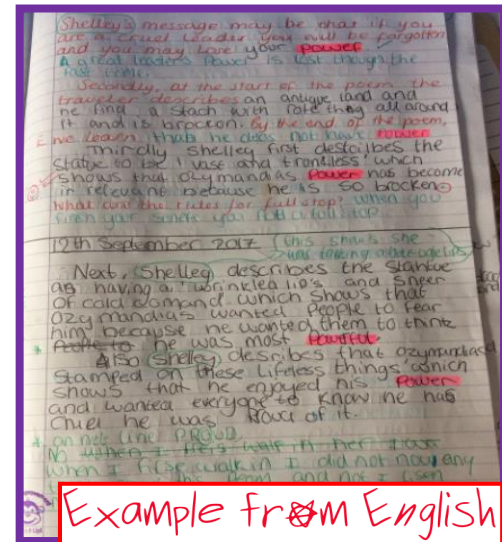
Ofsted tends to generate a lot of rumors and misunderstanding.

The guidance, though, is clear: they have no specific expectations in terms of frequency, quantity, type or volume of marking. They do, however, expect to see teachers adhering to their school's assessment policy,

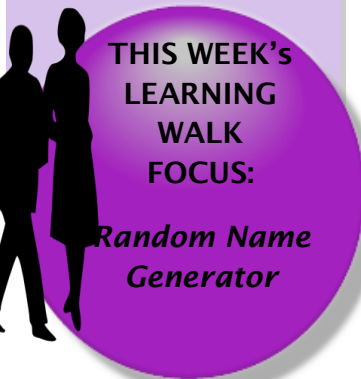
4. Change the Culture

It's easy for a martyr mentality to creep into staffrooms. This holds that the more time you spend marking, the better a teacher you are.

Neither time nor word count equal effectiveness, quality and value do!

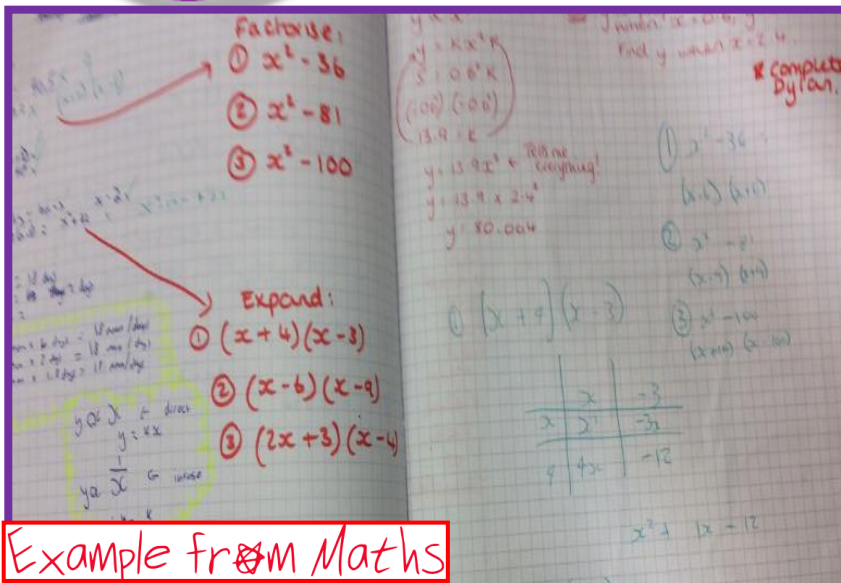


Example from English



THIS WEEK'S LEARNING WALK FOCUS:

Random Name Generator



Example from Maths