

COATES WAY JMI AND NURSERY SCHOOL



Conferencing Policy

(Marking and Assessment)

Policy Number: 12

September 2020

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Rationale

What is Pupil Conferencing?

Pupil conferencing is embedded in a child-centred learning philosophy, where individuals identify barriers to their own progress.

This powerful discussion then informs actions that promote positive outcomes for personalised learning for children, with a strong emphasis on moving learning forward.

At Coates Way School we firmly believe that children make accelerated progress when they have independence and ownership of their learning. As part of this ongoing process, we encourage children to look for ways to improve their own learning by reflecting on what they have achieved. We take great pride in developing children's resilience, reflectiveness and resourcefulness when enabling children to 'unlock learning'.

What does conferencing look like in our school?

Conferencing regularly takes place across the school from Year 1 to Year 6. Teachers plan opportunities for these powerful and meaningful discussions in English and maths throughout the week and in the foundation subjects, at the end of each unit.

Discussions may be supported by a teacher, teaching assistant or peer and predominantly in KS2, initiated by the child.

Conferencing Aims

Conferencing should fulfil the following:

- recognise those areas of school work that are good and to improve upon them
- be a means of giving encouragement towards producing work at an acceptable, yet challenging level
- indicate to children what happens next and what improvements can be made to ensure progression
- check for standards, individually, and within the class
- determine whether a child can work within set time limits or targets
- measure the school's progress against national standards
- play a part in assessment procedures and inform future planning
- check that the children are challenged and working at the appropriate ability.

To ensure that marking is consistently carried out across the school, it is important that as a school we follow the same procedures.

- Pupils have a discussion (conference) at least once week in maths and once a week in English by the class teacher. There may be additional times when children are conferenced by the teacher or other adults.
- Pupils are given opportunities after every lesson to reflect on their learning and make changes that enable further improvement.

- Conferencing should be positive (enabling the pupil to improve)
- If a teacher other than the class teacher marks work, they should initial their comments

The Conferencing process in Key Stage 2

- Children will choose their own challenge level taking work from either the entering, developing or securing resource pack
- A red pen is used where a teacher guides the pupil
- A purple pen is used where a pupil will reflect on their learning and self-edit their own work
- When a child has met a success criteria in their work, they will highlight in yellow
- When a child completes their work they will place it in the coloured box to indicate their understanding of the task

The Conferencing process in Key Stage 1:

As children in key stage 1 are less articulate with their language and writing cannot always be clearly deciphered (particularly in Year 1) not all of the above will necessary take place. The process mentioned above in Key Stage 2 will be introduced gradually at an age appropriate level in readiness for transition to Year 3. Further changes will take place and this policy will be reviewed accordingly

Marking of Foundation Subjects

This will be linked closely to the objectives taught in these subjects. Comments may be written after individual pieces of work, but may also be made at the end of a topic.

Other members of staff or Supply Teachers

Where someone other than the class teacher marks pupils work, then that person should initial their comments.

Rewards for achievement/progress

Where a child has achieved significantly or made progress then a house point or stickers may be given as a reward. The child may also be sent to the Head teacher to discuss their work and the Head teacher may give a sticker or write a comment

If a child is asked to correct, check, change or reorganise any aspect of their work then teachers must ensure that this is done and that the outcome is satisfactory to both child and teacher.

Where discussions cannot be done in the conventional way, teachers should create opportunities for evaluation to take place through performance, displays, photo or sharing time.

Throughout the school children should be given guidance and opportunity to evaluate their own achievements and understanding and their peers.

Monitoring and Evaluation

The Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the two key stages and between year groups.

This policy has been written and agreed by the teaching staff to ensure that the work of the pupils at Coates Way School is marked fairly and consistently.

Review date: Autumn 2021