

Action Plan : Worsley Mesnes C.P. School – L. Hilton and C. Greenway

Objective : To raise standards through the use of assessment for learning.

FOCUS	ACTION	ACTION BY	TARGET DATE	RESOURCES	SUCCESS CRITERIA
1. Improve teacher's oral questioning skills	<p><u>Staff meeting 1 – Quality Questioning</u></p> <ul style="list-style-type: none"> • Give staff a brief summary of the research. Show the assessment video • Work as a staff to brainstorm under two headings, assessment for learning, assessment of learning. • Show video of L.Hilton and C.Greenway using quality questioning in Literacy / Numeracy lessons. • Discuss questioning techniques used in lessons. What is good practise? – brainstorm. • Compile a handout based on ideas and points raised. • In own time staff to plan in opportunities for quality questioning underlined in red in their Literacy and Numeracy planning for the following week. • Monitoring and evaluation of planning for formative assessment via questioning. 	<p>L.Hilton and C. Greenway</p> <p>All staff</p>	May half term	<p>Time – 2 staff meetings Inside the Black Box Assessment Video Inside the Black Box – A summary.</p> <p>Video – made by L.Hilton in school</p> <p>Flip chart</p> <p>Literacy and Numeracy planning from all staff. Time to monitor and evaluate this.</p>	Questioning used effectively to assess learning and inform future planning.

	<p><u>Staff Meeting 2 – feedback and evaluation</u></p> <ul style="list-style-type: none"> • L.Hilton and C.Greenway feedback from monitoring of planning. • All staff feedback their evaluations. <u>Do I Know more about the understanding of my pupils?</u> • Change in practise, how and what will we change? When and where should we plan for the use of probing questions? • Involve SMT and subject co-ordinators to focus on assessment for learning when monitoring planning and teaching. 	<p>L.Hilton and C. Greenway</p> <p>All staff</p>	<p>Ongoing 2002/2003</p>	<p>Time – staff meeting</p>	<p>Improved planning and teaching using assessment for learning.</p>
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2. To improve teacher's feedback to children	<p><u>Staff Meeting 3 –Distance Marking</u></p> <ul style="list-style-type: none"> List ways in which we currently feed back to children both oral and written. Why do we feed back to children? Discuss the value of feedback of all types. What is valuable feedback – can we define it? Introduce the P.E.N. strategy for distance marking. Ask staff to work in pairs to mark a piece of written work according to the P.E.N. strategy. Discuss the advantages of the suggested structure. When should it be used? Can it be used throughout the school. How can it be adapted to suit Key Stage 1. Agree a trial period. 	L.Hilton	End of September 2002	<p>Flip chart and/or O.H.P.</p> <p>Explanation of the P.E.N. strategy – copies to all staff Examples of pieces of work marked according to the P.E.N. strategy</p> <p>A range of unmarked pieces of writing spanning across the primary range. Each piece must be set in context, i.e. the learning objective or the child's personal target must be clear to the marker.</p>	Children's work marked to a high standard using a clear strategy across the school.

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To improve teacher's feedback to children	<p><u>The final vision</u></p> <p>Meet with the S.M.T. to decide our school's final vision. Discuss the rationale of oral marking (immediacy, motivation of children, teacher workload, suitable for young children and low achievers). Make a decision as to whether to introduce an element of this into the school. If so, in what form? Examine the suggested lesson structure using both oral and written marking strategies.</p> <p>Nb. It was felt that we could not make a final decision as to the end result until the first two stages of the action plan were firmly in place. We felt that high quality interaction and clearly specified learning intentions conveyed to the children are essential pre-requisites to oral marking.</p>	L. Hilton and S.M.T.	October 2002	Suggested lesson structure	<p>Children's work marked to a high standard, using a clear strategy across school.</p> <p>Children understand what to do to improve their work.</p>