

How can I help my child?

Look for opportunities to talk to your child about schoolwork - children enjoy sharing what they are learning. Try to find topics you're both interested in so it's more of a conversation than an interrogation.

When you talk through work with your children – please do ask them to think about what specifically they need to do to move their learning forward or what further clarification they should seek from their teachers.

Use the Help*Check*Praise Method

Help*Check*Praise is a method parents use to develop habits and skills in their children. First, you HELP your child, by having the child do the desired action with your help. Then, you CHECK to make sure your child continues to do the task well. If he or she has trouble, more HELP may be needed. PRAISE is the final step in developing a good habit. Encourage the child to keep up the good work by giving PRAISE for a job well done.

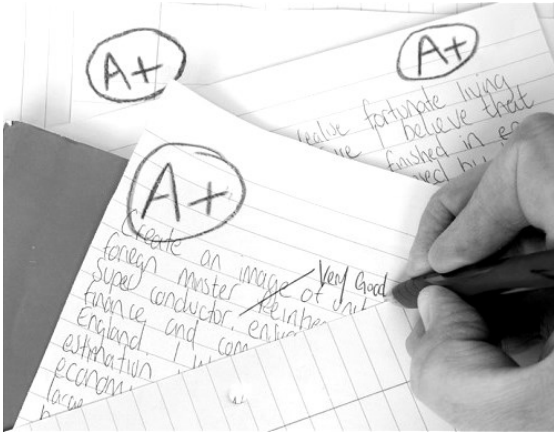


Marking at JWS

A guide for Parents

A guide to how your child's work is marked.





A Parents Guide to Feedback and Marking

At John Willmott School, we have invested a great deal of our teacher training time in making some significant improvements to the style of our assessment and marking. Good assessment and marking should not look completely the same across every subject in a school: the format depends both on the nature of the work, and the demands of each subject. Every department has its own unique ways of marking work, but we also have some common features that we all use.

Why we mark

To make a difference. We want **all children** to know **what they are good at** and know **what they need to do to improve**.

Types of Marking

Summative assessment takes place at the end of a topic ... an end-of-topic test in Science, or a Maths test that tests the unit you have just been taught on algebra, or a Geography essay summarising the work on coastal erosion. Summative assessment tests if you have understood the work, and can demonstrate your understanding.

Formative assessment is all about a (written and verbal) conversation or dialogue between teachers and students. This dialogue happens during the learning on a regular basis, rather than simply at the end of a topic. Teachers comment on the quality of the work, and how students can improve their work moving forward in the topic. Drafting work is important, and we stress this to our students.

What are some of the features of formative assessment that you can find in books?

Dialogue in books is shown in three clear ways: teacher assessment, peer assessment and self-assessment. All three are valuable in their own way, and work in combination. Obviously teacher assessment will provide specific feedback from teachers to students, peer assessment is where students review, assess and compare each other's work to help improve their own understanding and self-assessment is where students look at success criteria for a piece of work, and evaluate how successful they have been.

www.EBI.com

At John Willmott our formative and summative assessment use the www.EBI.com feedback system. You will see this when you look through your child's books.

www. = What Went Well

This is where the learning that has gone well can be highlighted to reinforce the learning that has taken place.

EBI = Even Better If

Pupils receive feedback on what needs to be done or understood to take the learning further from that point forward.

.com = Student Comment

When students work is marked they are given time to reflect and act upon the advice they are given by correcting / extending their work.

Pupils will respond to the marking in green pen so it is clear where they have made improvements and responded to teachers advice.

