

BRYN COCH PRIMARY
SCHOOL

MOLD



Feedback & Layout of Work
Policy

Feedback and Layout of Work Policy

Mission Statement.

To achieve the highest possible standards by creating a happy, nurturing environment whilst maintaining the “warmth” that is at the heart of Bryn Coch.

This Policy was drawn up in the light of the School’s Additional Learning Policy, the School’s Disability Plan and adheres to their principles and strategies.

On all work completed by children the teacher when appropriate will make a comment either in English or Welsh, or use a stamp, sticker, or smiley face. Targets will also be given orally or written when appropriate to the need of the child.

Foundation Phase

Marking of Language

F.P. EY

Seesaw is used to document verbal comment given to children as feedback; this when appropriate will be accompanied by a photograph or video.

Teacher can draw a happy face, stamp or sticker, or comment bilingually, depending on the presentation. Use an R for Reminder to remind children what they need to do next time. Support, supply staff and associate teachers to initial their marking and date.

Teacher can use any colour pen for marking.

F.P. 1

The teacher writes the correct spelling, for the child to see when appropriate.

Teacher can draw a happy face, stamp or sticker, or comment bilingually, depending on the presentation. Use an R for Reminder to remind children what they need to do next time. Use a P to Practise eg number formation. Support, supply staff and associate teachers to initial their marking and date.

Teacher can use any colour pen for marking.

F.P. 2

The teacher writes the correct spelling, for the child to see when appropriate.

For unfamiliar words, a child is encouraged to find the word first in his/her ‘try book’ and then the teacher writes the correct spelling if needed.

If the word is a key word the teacher asks the child to practise 3 times at the bottom of the page when appropriate. Use an R for Reminder to remind children what they need to do next time. The letter ‘p’ will be used to remind the child to practise.

Teacher to use any colour for marking. Please also refer to appendix 2.

10/17

Marking in Number

F.P. EY

Seesaw is used to document verbal comment given to children as feedback; this when appropriate will be accompanied by a photograph or video.

√ if correct

Any next steps are discussed with the child present. Wherever possible the work is marked with the child at the time of completion.

Teacher can mark in any colour pen, use a Maths Stamp/comment/sticker.

F.P. 1

√ if correct

• if incorrect

Corrections are given to more able children, if deemed appropriate. Any other corrections are discussed with the child or as a group if necessary.

Teacher can use any colour pen.

F.P.2

√ if correct

• if incorrect

The child does the answer again where the teacher puts a mark to indicate where the correction is to be done, where appropriate.

e.g. $11 + 4 = 13$

Teacher can use any colour pen.

General Points

1. The teacher must encourage all children at all times and he/she must not correct too many calculations as this gives a child a feeling of failure – a teacher can pick out the calculations he/she considers the child should know, depending on the child's ability.
2. A teacher must attempt to mark the work with the child being present whenever possible as they both discuss the errors, and praise good work or effort.
3. Target to be set with child (where appropriate), using R for Remember.
4. Self assessment stamps used in Yr1 at least once a week.

****Please also refer to appendix.***

Foundation Phase

Dates

F.P. EY

Children will not be required to write the date but will discuss the date orally with their class teacher. Adult to date.

F.P. 1

Initially, introduce the writing of the day, moving on to full date when appropriate.

Introduce underling with reading. The digital date is used in maths.

F.P. 2

Introduce the day and the date as for Year 1.

e.g. **Thursday September 10th.**

(Underline with a ruler and pencil starting from left hand side).

In Maths books children to write the date in numbers

Great importance should be given to the correct formation of letters and numbers throughout FP.

Foundation Phase

Layout of Work

F.P. EY

Reception children will use worksheets/whiteboards etc., lines introduced to individual children, end of year as appropriate.

F.P. 1

Books which are fully lined are used from the outset with squares for maths.

F.P. 2

Children to use 1cm Mathematics exercise books when appropriate.

Children will be expected to record one number per square for the setting out of formal sum work.

F.P.

Lesson Objectives

Lesson objectives/ Big Questions will be shared in all areas of learning when appropriate. EY/Rec – Doudation Phase skills are recorded on Seesaw and shared with parents. YR1 and Yr2 at least once a week a skills focus sheet is placed at the end of piece of work.

F.P.

Writing of Names on Books

F.P EY/Rec

Children are encouraged to write their own name on all work from the outset.

F.P. 1

On the 1st book the teacher will write the child's name. Thereafter, at the discretion of the teacher the children will be encouraged to write their own names.

F.P. 2

On the 1st book the teacher will write the child's full name. Thereafter, at the discretion of the teacher the children will be encouraged to write their own names

In all work in Foundation Phase the following system will be used to identify the type of work;

- | | |
|---|--------------------------|
| 1 | Independent working |
| 2 | Some Adult support given |
| 3 | Full Adult support |

Key Stage 2 Feedback

A variety of approaches are used when feedback is given to pupils.
These are:

1. Staff follow the guidelines below when marking.

What does the marking in my books mean?

sp	Spelling mistake
//	Please start a new paragraph
^	Word(s) or letter(s) missing
CL	C apital L etter needed
<u> ?</u>	Something does not make sense
RTQ	Please R ead T he Q uestion!
TTT	T alk T o the T eacher
Highlighted	Next step/Yellow box time work
√	Good work
√√	Excellent work
GP	G roup P oint
1	Independent working
2	Some Adult support given
3	Full Adult support
NW/BQ/LO	Nod Y Wers/Big Question met/Learning Objective met
R	Reminder

2. One page marking sheet is completed then the use of green pen time to improve previous learning or respond to learning. (See Appendix 1)
3. In lesson verbal feedback

All other written English exercises

Correction of spelling depends on the individual child's ability. A word the teacher thinks the child should know is to be written in the margin or the child will be expected to use a dictionary and correct the word independently. For spelling logs some pupils will use margin words, some will work from lists or word families.

If the child spots an error, the word will be deleted with one pencil line drawn with a ruler.

Marking of Maths

Tick if work is correct.

235

235

Circle first error if incorrect

$\begin{array}{r} \times 6 \\ 1410 \end{array}$

$\begin{array}{r} \times 6 \\ \textcircled{1} 310 \end{array}$

✓

Incorrect sums may also be dotted.

If corrections are required the teacher could indicate for the child to re-do some corrections at the end of the exercise. Each calculation corrected will need to be re-written.

If a child spots an error when checking the work, he/she will strike the calculation through with one pencil line using a ruler.

In general revision work or in work set by the class teacher a mark out of 10 (for example) can be given.

Layout of Work

General Points

All KS2 children to write their own names on all books, subjects should be written on books bilingually.

All underlining to be done in pencil and ruler.

Underline previous work after missing one line.

All dates in KS2 to be number dates apart from full written date in English books and Years 5 & 6 using full Welsh date in their Welsh books.

The day, date on the left hand side of the page in English books only.

	<u>Thursday October 18th</u>
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The date will be written in number format in all other books apart from Welsh.

	<u>18/10/17</u>
--	-----------------

The heading will be written in the middle of the next line, i.e.

The date and the heading must always be underlined in pencil.
Miss a line before beginning the work.

It is important to always stress neat handwriting, but especially at the beginning of each school year when pupils can be tempted to adopt poor habits.

Lesson Objectives

Whenever possible, lesson objectives will be taken from the Literacy and Numeracy Framework (but made child friendly.) Traffic lighting will be used to assess progress. Lesson objectives will not be written in books, but will be shared with the children at the beginning of the lesson.

Layout of Digits

	2	3	4			
+	1	6	5			
	3	9	9			

Leave two columns before setting down the next sum.

Leave two rows before setting down the next sum.

ALN Marking Policy Statement

Pupil targets are shared with the child at the beginning of the lesson. Targets that are relevant to all children in the group may be written on the board along with LO/BQ/Nod y wers.

When appropriate marking includes a positive comment relating to the LO/BQ/Nod y wers. A circled R (Remember) indicates a written target relating to the IEP/generic targets. Highlighting may be used to identify aspects for work for Green Pen Activity. Marking stickers and symbols are used where appropriate to show achievement and/or targets.

At the beginning of each lesson children have time to read their comments, or have them read to them. Older children may initial their comment to show that they have acknowledged it.

Teachers check that the comment made has had an impact on the next piece of work, and speak to the child if this is not the case.

Peer marking is used when this will enhance learning. This is completed in green pen.

Marking Policy For Resource Pupils

Pupils provided with a Resourced placement at Ysgol Bryn Coch may display some of the following difficulties:

- underlying problems with sequencing and short term memory
- deep-rooted language organisational problems
- a significant discrepancy between verbal and written performance
- difficulties getting ideas on paper and structuring written work
- poor spelling, even in word processed work
- slow reading speed
- inability to read written comments by the teacher
- written work does not fully express the student's understanding
- organisational and handwriting difficulties
- problems with number concepts, facts and procedures
- problems with concentration and planning ahead

All staff will be sensitive to such difficulties and mark work positively. The self esteem of the pupils should be considered and whenever possible verbal feedback given. A range of stickers and incentives will be used to encourage and reward pupils. Teaching staff may use any colour to mark work.

Tracked Books

Profiles will follow consortium guidance with regards to layout.

Self Evaluation

Foundation Phase

Children are encouraged to select a face to show their level of understanding when the teacher feels it is appropriate.

Key Stage 2 - Peer/Self Assessment

Children to peer assess work and write their read and respond comments in green pen. Read and Respond time should be given when appropriate, giving pupils time to discuss and reflect. This will enable pupils to learn from their mistakes and progress in their learning.

PPA/Support Staff/Supply Staff and Students

We ask all PPA, support staff supply staff and students to initial their marking.

Reviewed with whole staff September 2020 <i>To be reviewed September 2021</i>
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Appendix 1.

Whole Class Feedback Sheet



Date :

Lesson:

Learning Objective:

What you all did we	Basic skills errors

Presentation (+ and -)	Work to praise and share
Follow up activities (green pen) E.g Teacher group activity/Extension work for moving children on:	Any other notes: