

I always try to quality, effective written feedback when marking pupils' work. I ensure that I highlight what pupils have done well, for example using a diagram to support their explanations or writing number sentences. Every piece of feedback also identifies areas for the pupil to work on or challenges to extend their thinking. This ensures that pupils can identify and correct any errors, but more importantly continue to improve their understanding and make good progress.

Guiding towards learning objective – using “wow words”

Acknowledge correct answers, guide towards the learning objective – using pictograms

The image shows a student's handwritten work on a spiral notebook. The work is organized into sections: 'Opening', 'Build up', 'Problem', 'Resolution', and 'Ending'. Several parts are highlighted in yellow, including the opening sentence 'The bottle was put down', the 'Build up' section 'One bottle started to roll down the floor to the', the 'Resolution' section 'The bottle went to the tip and got recycled', and the 'Ending' section 'the sista died. but is everything like the other brother gets recycled? No more sista will die more.' To the right of the notebook is a digital feedback interface with four messages. The first message says 'I like this idea, well done!'. The second says 'Tick'. The third says 'Tick'. The fourth says 'Would the bottle "crash" as it was recycled? What other sounds could it make?'. To the right of the messages is a 'Mark' section showing '90/100' and a 'Private comments' section with a comment from a user named 'Innovated boxing u...' dated '27 Apr, 12:41' that says 'This is good work! I like the idea of the bottles being separated, and it's great that you've included recycling in your message. What sound do you hear when you recycle bottles (e.g. crash)? You could use one of these as a wow word!'.

Providing appropriate challenge through written feedback – using skills from previous lessons (tallies)

The image shows a student's handwritten work on a table. The table has two columns: 'Weather type' and 'Pictogram'. The rows are 'Cloudy', 'Rainy', 'Sunny', and 'Windy'. The 'Pictogram' column contains tallies made of vertical lines. To the right of the table is a digital feedback interface with two messages. The first message says 'tick, fantastic math well done.' The second message says 'To make this a pictogram, you could use circles instead of tally marks!'. To the right of the messages is a 'Mark' section showing '7/10' and a 'Private comments' section with a comment from a user named 'James Connor' dated '29 Apr, 10:34' that says 'Well done you have a very good understanding of tallies. We are looking at pictograms today, which use pictures (such as footballs like in the first question) to show how many things we have. How could you change your tallies to pictures?'.

The image shows a student's handwritten work on a worksheet. The worksheet has a section titled 'Yr1' and a question '25. A class collected data on the weather each day.' Below the question are three statements: 'It was cloudy on 3 days.', 'There were 2 more rainy days than cloudy days.', and 'There were 10 sunny days.' Below the statements is a table with two columns: 'Weather type' and 'Pictogram'. The rows are 'Cloudy', 'Rainy', and 'Sunny'. The 'Pictogram' column contains drawings of clouds, raindrops, and suns. To the right of the table is a digital feedback interface with three messages. The first message says 'I like the pictures you have chosen for your pictogram!'. The second message says 'Tick'. The third message says 'Tick'. To the right of the messages is a 'Mark' section showing '10/10' and a 'Private comments' section with a comment from a user named 'IMG_20200429_102232.jpg' dated '29 Apr, 10:40' that says 'Fantastic work, You have shown a good understanding of pictograms. I like how you draw the object for each one - very helpful! Do you think you would be able to write each one as a tally too?'.

Stage 2 8d

My targets over the next two weeks are to improve my understanding of the Talk for Writing scheme (leading up to teaching this myself) and how to mark pupils' English work effectively. I have therefore performed two focused observations on each of these areas using the videos or comments uploaded by the CT. I will continue to perform these observations over the next week to support my progress towards achieving these targets.

Focused observation 1: Target – improve marking of writing

Focused observation – marking writing

Task

Year 2 – Write opening to innovated story

SC: Use dazzling adjectives

Use dazzling verbs

Use varied sentence openers

Use capital letters and full stops

Challenge: use adverbs

Marking

On work:|

Highlight incorrect spellings (that should know) – park, water, their, friends

Remove unnecessary words e.g. and

Gold star – refer back to the success criteria

Highlight where need capital letters

Comments:

Positive comment – what have they done well?

Next steps: Spellings (three common misspelled words selected)

Remove any unnecessary words from writing

Success criteria:

Once marked, fill in the "my teacher thinks" section of the success criteria

Fair/Good

Reflection

Must refer back to the success criteria when marking – what could their next step be?

Must fill in the success criteria after marking – needs improvement(?), fair, good (ask CT what words used)

Focused observation 2. Target = Be able to follow Talk for Writing scheme

Talk for Writing: Focused Observation – 29/04/20

Year 1

Learning objective: Writing the opening to the innovated story

SC: Fred talk Capital letters and full stops Finger spaces Letter formation Spellings

Challenge: Use an adjective

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Resources

LO/SC sheet

Example of written text with words they might want to change

Video of modelling

Tricky words mat

Modelling – video

Introduce what learning – writing opening to story

Read the first sentence – how many letters in the sentence? – show on fingers

Say the sentence three times, using finger to show each word

Write the sentence on the board – one word at a time, sound the letters out as writing

Make sure to use Capital letters (what do we need?), finger spaces, and full stops.

Longer sentences are broken down – two halves.

Additional thoughts

Might be useful to refer to phonics more often – for example “the” is a year 1 tricky word, draw attention to this and get them to use the mat to help them

“sea” – contains special friends – make reference to this (ea like cup of tea)

