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

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

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.

<u>Focused observation 1: Target – improve marking of writing</u>

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

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)

These pictures show the elicitation task in which children had the opportunity to feel and investigate a variety of different materials in which they all had the chance to create a collective mind map on everything they know about materials. Particularly for the LA children, with the support of an adult they were able to really articulate their ideas and express what they were feeling and seeing with the physical materials.
I was able to share the children's ideas instantly using the technology in the room to takes photos and display their ideas, which saves time and allowed me to pick and choose ideas that were relevant to share and guide the subsequent discussions.