



St. Patrick's Boys' National School

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Appendix 1

Whole School Correction Practice

Provision of quality feedback to children is of huge importance to enable children to progress their learning. Teachers are best placed to use their professional judgement to decide which form of assessment best suits a particular piece of work or indeed a particular student. It is important that there is a written record of teacher's feedback in the children's copies. This allows teachers to track children's progress and also enables parents to support their children's learning by being more aware of their son's strengths and weaknesses.

Below is a non-exhaustive list of methodologies to both assess children's work and to provide quality feedback on that work.

Teachers will:

- Teach and use self-assessment techniques, for example:

Traffic lights in the corner of the student's workbook/ worksheet (Green: I understood this, Orange: I had some trouble, Red: I found this difficult).
Traffic lights will also be displayed in the class, with meaning.

Thumbs up/ down: Children give signal to teacher as informal assessment of oral language or instructional tasks.

- Use WALT (We are learning to) and WILF (What I am looking for) at the start of lessons. (Usually no more than 3 targets)

Work is then marked based on WALT and WILF:

- 3 ticks: all 3 targets were met.
- 2 ticks some targets were met
- 1 tick few/ no targets were met/ attempted the work.

Teachers will ensure that all children's work has been corrected.

Teachers will ensure that in every week, each child in the class will have at least one piece of literacy work and at least one piece of numeracy work corrected with in depth feedback.

We will always strive to be positive in our feedback. We will use a star symbol to introduce what teacher liked about the piece of work and the letter "W" to indicate teacher's wish that he might improve his learning and work by following teacher's advice or instruction.

	
W	

When a child has found a piece of work difficult and sustained teacher support is required, teacher will mark the work with the letter "S".

Sometimes teachers will give in depth feedback to children orally. This oral feedback will be indicated on the child's work by the letters "VF".

Free Writing Copy

- No formal corrections but teacher will periodically take up copies and give feedback

Because it is not possible to offer a child detailed feedback on every piece of work, teachers will use the template below to offer a quicker but thorough feedback to the child.

Correction Key

SYMBOL	MEANING
√	WALT/ Learning Objective met
LITERACY	MEANING
SP	Spelling. <i>to identify to child they should look for an error in this line to self-correct.</i>
P	Punctuation <i>to identify to child they should look for an error in this line to self-correct.</i>
V	Vocabulary <i>to identify to child they should look for an error in this line to self-correct.</i>
CL	Capital letter. <i>to identify to child they should look for an error in this line to self-correct.</i>
/	Finger space needed
⊙	Full stop needed
~~~~	This does not make sense, read your work out loud and correct.
MATHS	MEANING
⊖	Check this calculation/ method and correct your answer.
VF	Indicates Verbal Feedback
S	Indicates Guided Work, where the child is supported by an adult

The school has adopted a star and wish practice for all in depth corrections.

	
W	

It is vital that children respond to the feedback that teachers give to them. This will reinforce the learning objectives.

Teachers will ensure that children are provided opportunities to respond to teachers comments.

From 1st class, a *Green Pen* will be used to signify this response.

Examples of corrections - see Appendix 1a.