

TEACHING AND LEARNING GUIDANCE FOR PARENTS

Welcome to our first Learning Newsletter of the academic year. These newsletter looks to help you to implement tried and tested learning strategies at home, in order to benefit your child and further enhance their educational experiences in the long term.

MARKING CODES EXPLAINED

Those parents familiar with Priory's system of codes we use when we're marking will perhaps notice a couple of new ones in the coming weeks. For all our new parents, here's what all the little symbols mean:

Problem identified:	Teacher will take this action:	Symbol the teacher will write in margin:
Spelling	Circle the word	SP
Punctuation	Circle omission or error	P
Paragraphing	// where the new paragraph should start	NP
Missing word	Put symbol where word should be	^
Capital letters	Circle the error	C
Wrong verb use		
Eg It were (instead of was)	Circle the error	V
Any of the above BUT the pupil is expected to self-diagnose the issue	Asterisk in the margin adjacent to a sentence where there is an issue	*

Pupils are expected to go through their work before handing it in and they should make any alterations and corrections in green biro. They then need to respond to the feedback their teacher gives them using the green biro to correct issues that the teacher identifies.

At the end of a detailed piece of marking, a teacher should indicate the particular strengths of a piece of work and targets for improvement. This can be done in either of the following ways:

- Throughout a piece of work, teachers can indicate areas of good work/comment/thought by marking the specific item with one tick, two or three ticks – the greater the amount of ticks, the better the work. Beside the acronyms WWW and T - standing for 'What Went Well' and 'Target', teachers should give extended written feedback on strengths (WWW) and targets and/or areas to act on and improve (T).
- Throughout a piece of work, teachers can indicate areas of good work/comment/thought by marking the specific item with one tick, two or three ticks – the greater the amount of ticks, the better the work. Then, at the end of the work, they write a number(s) and a code(s). Numbers 1,2,3, etc., denote what went well and codes T1, T2, T3, etc., refer to a target for improvement. In class, the teacher then displays a PowerPoint slide (or equivalent) with all the detail relating to the codes and the children write down the sentences that correspond to the codes they've been given.

Feedback should be part of a personal dialogue with students. As well as making comments, a teacher can ask questions "Why have you done ... ?" "How can you improve?" and pupils should respond in writing to this.

HOMEWORK

We've sent communication home about our use of DODDLE to set homework for pupils. If your child needs support with homework or simply somewhere quiet to go and complete work, they can access the **LE**arning **And** **P**rogress department (LEAP) before school, at breaktime and lunchtime. See Miss White for details. **DODDLE** Homework club is held in room LP2.

READING

We encourage a culture of reading for pleasure at Priory and ask that your son/daughter is encouraged to bring in whatever appropriate reading material interests them. They can of course bring books in but magazines, newspaper articles, eBooks, comics or anything that is suitable for school can be brought in to read in designated periods and in free time.