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CORRECTIONS

Policy and Procedures



2021

**Introduction**

At a whole staff meeting in November 2020, procedures for marking and correction of children's work was reviewed. This review included reflection on the advantages and disadvantages of various methods. It was noted that quite similar practice is followed in many classes.

**Agreed whole-school practices**

The following practices and procedures were agreed, to be implemented with immediate effect:

* Correction of pupils’ work requires direct class teaching at times, in order to adequately explain and clarify items at whole class level. This is a valuable use of teaching time and may be incorporated into the ‘revise/review’ element of a lesson.
* Pupils are encouraged to check over their own work before handing it in for correction.
* Just as in any other area of the curriculum, there is a need to differentiate when marking work. It is suggested that teachers mark / highlight only those errors:
1. which they might reasonably expect a child not to have made
2. The correction of which will most benefit the pupil

 This would ensure that a less able speller would not constantly have his / her work

 returned with numerous errors highlighted.

* Errors are not marked with an ‘x’, but instead are marked with a dot or a circle, which draws attention to it and allows the pupil the opportunity to make a correction
* While all written work is monitored and marked by the teacher, the methodical correcting of spelling and grammar errors only applies to written assignments in English and Gaeilge (as recommended at PDST training).
* It is acknowledged that there should be allowance for a certain amount of difference in approach from teacher to teacher, as long as the class or group is clear on the expectations of the teacher, that these are explained at the beginning of each school year and revised as necessary (eg some teachers like to mark in red pen, others do not ).

Following a further whole staff review in November 2020, the following practices and procedures were agreed, to be adopted with immediate effect (with allowance for small variations):

**Infant Classes**

* Work is dated and positive feedback given by means of stickers /stamps.
* a highlighter pen may be used to demonstrate the correct formation of numbers or letters over which the child can trace.

**First and Second Classes**

* Work is dated and positive feedback given by means of stickers /stamps, as above
* Feedback is given as promptly as feasible as this is more effective. Where possible the pupil is prompted to correct errors even before handing the work in
* By Second class, pupils should routinely use a capital letter to begin a sentence and a full stop to end it.

**Third and Forth Classes**

* If a child recognizes an error as he/she is writing, he/ she should erase it or draw one line through it.
* **English**: Green pen **may** be used to highlight grammar errors and red pen to highlight spelling errors.
* **Maths**: Errors in method **may** be marked in green, while errors in calculation will be marked in red.

**Fifth and Sixth Classes**

* Teachers of the senior classes have a marking code (ref Appendix) that relates to different types of error (paragraph, spelling, grammar, punctuation etc). This marking code is used, in particular, for re-drafting type exercises.
* Pupils may be expected to correct their spellings as directed by the teacher
* Maths is marked carefully, with children expected to (at least) note where they made errors. Whether or not they rework the whole question depends on the type/frequency of the error and the time available.
* Teacher will write specific instructions directly into the copy, or will write “See Me”, if the correction cannot be done without assistance.

**School closures**

Correcting and marking of children’s work has proved challenging during the recent COVID-19. (For more details on agreed procedures, ref to St Patrick’s NS COVID-19 Response Plan).

From January 2021, pupils will be asked to return homework to the class teacher every Thursday. This will ensure sufficient time for the correction and marking of work before the weekend so that they may be left untouched over the weekend. Teachers may also adopt an ‘alternative book’ approach, whereby one copy/workbook remains at home and one in school and are rotated weekly.

During periods of Remote Teaching due to a pandemic/school closures, teachers strive to give regular feedback on children’s work through a combination of methods: commenting on work submitted through Seesaw (written or voice message), correcting work together as a class via a Zoom call, providing the answers to children to self-correct, having the children present their work to the class and by/or by keeping a file of work done to be brought back in when schools re-open.

**Implementation**

This revised practice will be implemented with immediate effect (January 2021)

**Review**

As with all policies and support documents this practice will be reviewed regularly and amendments will be made as and when required. This may include consultation with pupils as appropriate.

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Chairperson Principal

**Date:**

**Appendix**

**Assignment Correction Code for 5th and 6th Classes**

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| --- | --- |
| **Code** | **Meaning** |
| **RP** | Re-phrase |
| **SP** | Wrong Spelling |
| **P** | Wrong punctuation or punctuation missing |
| **^** | Word Missing |
| **C** | Capital letter missing |