

Ocker Hill Academy Science Book Expectations

Subject Science	Year Group 6SB	Date 28-2-19	Term monitored 1.2 / 2.1	Moderated by: Science Lead
Marking Element				Notes
Does the teacher's feedback help the child to learn? [SEE PAGE 2]	<p><b>No:</b> non-existent or non-specific.  <b>Yes:</b> For example:</p> <ul style="list-style-type: none"> <li>• Corrects misconceptions</li> <li>• GT: Takes learning to next level.</li> <li>• GT: Makes connections between topics.</li> <li>• GT: Links learning to world outside school</li> <li>• GT: Asks big questions that require creative thinking?</li> </ul>			<p>Eg Ines 12-12-19</p> <p>Eg Toby 28-2-19</p>
Is the teacher's feedback differentiated? [SEE PAGE 2]	<p><b>No:</b> e.g. all get same GT / language too difficult for LA  <b>Yes:</b> e.g.</p> <ul style="list-style-type: none"> <li>• Extra or more challenging GT (see above)for HA</li> <li>• Scaffolded GT to support LA</li> </ul>			<p>Rather than all getting the same GT: 'why are the angles equal' (11-2-19), perhaps some of the HA pupils could have made connections with other subjects eg 'how does this relate to symmetry in maths?' Likewise with the electricity topic, maybe some could have linked power supply to topical subjects such as global warming or to the many technological uses of electricity in the modern world?</p>
Has teacher responded to child's answer to GT?	<p><b>No</b>  <b>Yes: At least:</b> a tick / correction  <b>Even better if:</b> challenges again to encourage further learning.</p>			
Is the presentation in line with the school policy	<p><b>No</b>  <b>Yes e.g</b></p> <ul style="list-style-type: none"> <li>• Diagrams are drawn with a pencil and labelled using a ruler</li> <li>• Writing is legible with attempts to join letters (70%)</li> <li>• Date and LO are underlined</li> <li>• Sheets are stuck in neatly</li> </ul>			
Thanks Sonia some well thought out GT to encourage thinking. Lots of practical Sc1 with Electricity topic.				

Does the teacher's feedback help the child to learn?

**No:** non-existent or non-specific. Eg good work/ nice effort / lovely

**Yes:** For example:

- Corrects misconceptions eg *We move around the Sun not the Sun around us / The force arrow should be this way/ Light is blocked not reflected.*
- GT: Takes learning to next level e.g. *If light travels in straight lines, how do you think we see? Apart from a balanced diet, how else can we keep healthy?*
- GT: Makes connections between topics e.g. *When else have you used observation skills? How does knowing about types of rock connect to the facts we learned about local history? What writing skills would you use for a good conclusion? How does today's learning relate to our topic on ...? How do the properties of this material relate to what we learned about pantomime costumes?*
- GT: Links learning to world outside school e.g. *How many different jobs use electricity? Why does a doctor need to understand food groups? How does a supermarket use an understanding of microbes? Why do scientists need to communicate with each other?*
- GT: Asks big questions that require creative thinking? *How could you use your learning to help stop global warming? Chocolate door handles: give me a positive and negative? If you were a gas, what would you be? Explain. How would the world be different without gravity? Is it right to use animals in experiments?*

Is the teacher's feedback differentiated?

e.g. **HA:** *Compare marble to sandstone?* **LA:** *Marble \_\_\_\_\_ let water through. Sandstone \_\_\_\_\_ let water through.*

Has teacher responded to child's answer to GT?

**Even better if:** challenges again to encourage further learning. E.g.

*Research GM crops and let me know your opinion.*

*Use science words to make your answer clear.*

*Explain in more detail.*

*True –but what about if we ....?*