



SEDGEFIELD

COMMUNITY COLLEGE

“An Outstanding School” - Ofsted

A school's approach to
improving student progress
through feedback whilst
reducing workload.



Getting real.

The trade off.

What is really important and
what have we been told is
important?

The ultimate aim - Progress



Low impact distractions

Weighing the pig -How much
assessment?

Teacher Marking – Assessed Pieces of Work - Quantity

Number of lessons a fortnight	Number of teacher assessed pieces a half-term
7 or 8	3 or 2
5	2
4	2 or 1
3 or less	1

What does **the teacher** need to do?

If the assessed piece of work needs to be graded, this grade needs to be accurate and based on clear assessment criteria.

The strength(s) of the piece of work are clearly established for the student. Where appropriate a highlighter will be used.

The student should receive clear guidance about how they can improve on this piece of work.

Teachers will provide written teacher comments **where it is necessary to do so** – **where the comment is the most effective way of helping the student know how to improve.**

The student should then have the opportunity to engage with the feedback and to make the improvement(s) using a green response box whenever it is practical to do so.

Meeting feedback expectations
whilst managing workload

English – the challenge:

Managing the volume of written work whilst planning effective engaging lessons AND having a life!

English – the sums:

Reading time + assessment = 20 mins per student.

20mins x 30 students = 10 hours per class!

Alternatives to written teacher comments

Where students can engage effectively with (teacher) feedback without comments, these should not be provided. Approaches may include:

- *The use of **marking codes** that link to more detailed comments from the teacher that students transfer to their own work.*
- *'**Response**' lessons where teachers will teach content / skills identified as necessary through the marking process.*

Response lessons;
(English Language Paper 2,
section A)

Paper 2 Section B Date: Name:

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 STRIVE FOR ACCURACY	Take care with your use of homophones.	Make sure to punctuate your sentences correctly.	Take care to use an apostrophe correctly.	Re-write the highlighted extract to ensure your meaning is clear.
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AO5: Content and Organisation	/24	AO6: Technical Accuracy	/16	Target:	WAG:
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A: You need to ensure that you have a clear introduction/ conclusion that includes the use of language that we would expect from this element of your response. Think carefully about the reader response you want to achieve.	B: You need to use evidence and then take the time to explain it fully. Use either an anecdote, statistic or expert opinion to help you to support the point made in the highlighted paragraph.	Having completed the self-assessment process, explain why you feel your teacher has assigned you the specified target opposite: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
C: You need to make sure to consider the other point of view and the reason(s) people may disagree with you. Write a paragraph explaining what others think, but then use 'however' to explain why they are wrong.	D: You need to vary your sentence structures. Rewrite the highlighted paragraph and make use of different sentence openings, different sentence lengths and a greater range of punctuation than is currently there.	

Write at least one paragraph in the response box below in which you address your target:

Transfer any spelling errors to your spelling wall.

If any literacy issues have been highlighted in pink, these should be corrected here.

One of the four targets will have been highlighted green this will correspond to part of your response. Before completing your response box, you will be asked to annotate your full response and then write your own comment in the upper box, indicating how you will improve your writing.

AQA English Language – Paper 2 – Section A

- Paper 2 is worth 50% of the GCSE.
- It is broken into a Section A and Section B and each section is worth 40 marks (25% of the full GCSE).
- The paper lasts for 1 hour 45 minutes with 15 minutes reading time.
- Section A is broken down into 4 different questions.

Section A timings are easy –
spend 1 minute per mark!

Question 1 = 4 marks

Question 2 = 8 marks

Question 3 = 12 marks

Question 4 = 16 marks



1) Shade the statements that are true

- Pay attention to the **part of the extract** that you are being asked to use for this question.
- Make sure to **shade the correct number of statements** – not too few and not too many!
- Even if you have shaded 4 statements, read all of them...if you find a fifth statement you want to shade, it may mean one is wrong!

AO1

- **Identify** and understand **explicit** (obvious) and **implicit** (hidden) information and ideas.
- **Select** and **synthesize** (blend) evidence from different texts.

- This question should be an easy 4 marks...
- ...take your time to make sure you don't lose easy marks...
- ...but don't be tempted to spend too long either!



4 marks

Q1) Read again the first part of source A, lines 1 to 17.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

A	The writer's son has just had his second birthday.	<input type="radio"/>
B	It took a while for the writer to feel close to his son after he was born.	<input type="radio"/>
C	The writer has not slept very well over the last year.	<input type="radio"/>
D	It takes a long time for the boy to eat his porridge.	<input type="radio"/>
E	The writer thinks that his son has grown quickly.	<input type="radio"/>
F	The boy has not yet learned to walk.	<input type="radio"/>
G	The writer's son knows how to switch off the television.	<input type="radio"/>
H	The writer finds it easy to grasp the idea of his son getting older.	<input type="radio"/>

4 marks

Q1) Read again the first part of source A, lines 1 to 17.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
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B	It took a while for the writer to feel close to his son after he was born.	<input type="radio"/>
C	The writer has not slept very well over the last year.	<input type="radio"/>
D	It takes a long time for the boy to eat his porridge.	<input type="radio"/>
E	The writer thinks that his son has grown quickly.	<input type="radio"/>
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AQA English Language – Paper 2 – Section A

- Paper 2 is worth 50% of the GCSE.
- It is broken into a Section A and Section B and each section is worth 40 marks (25% of the full GCSE).
- The paper lasts for 1 hour 45 minutes with 15 minutes reading time.
- Section A is broken down into 4 different questions.

Section A timings are easy –
spend 1 minute per mark!

Question 1 = 4 marks

Question 2 = 8 marks

Question 3 = 12 marks

Question 4 = 16 marks



2) Select key info from two texts

Repeat the paragraph structure below **twice** to make 2 points about each text, linking the two texts together.

A Point → Quote → Infer

In the same way / Similarly
On the other hand / However

B Point → Quote → Infer

x2

- **Identify** and understand **explicit** (obvious) and **implicit** (hidden) information and ideas.
- **Select** and **synthesize** (blend) evidence from different texts.

AO1

- Make sure that you have written in **detail** about the two texts.
- Make sure you have paid attention to the words of the question and selected the **information specified**.
- Make sure that you have used a **short** quotation to support each point made.

2) You need to refer to **source A** and **source B** for this question.

The ways the boys spend their time playing as young children is different.

Use details from both sources to write a summary of the different activities the boy in Source A enjoys and the boy in Source B enjoyed when he was young. [

Content may include ideas such as:

- The limited activities of the boy in Source A and the greater range of toys the boy plays with in Source B.
- The dependence of the boy on his parents in Source A and the greater independence of the boy in Source B.
- The attention-seeking behaviour of the one-year-old in Source A and the more adventurous activities indulged in by the young boy in Source B.

In Source A, the boy would enjoy playing with the TV remote ‘...switch off the television at precisely the most important moment of anything I ever try to watch.’ This quote reveals that this baby boy has been introduced to the world of technology from a very young age. This quote also tells the reader that while this boy plays, he seems to be quite a mischievous child. However in Source B, the boy when he was young played with very old and traditional toys for example ‘of wooden sheep and cattle’. This quote reveals that this boy enjoyed physical toys that nowadays would be considered traditional or even old fashioned. Overall this shows the differences between the two boys as in Source A, the boy is exploring technological products whereas in Source B the toys are older and more traditional.

In Source A, the boy clearly enjoyed the food that he was fed: ‘Nor will he be the baby amazed by the texture and taste of solid food.’ This quote reveals that as a baby the boy would always enjoy his food and would feel amazed by it which suggests the pleasure he got from this activity. However, in Source B, the boy appeared to be a fairly messy eater: ‘I want to see crumbs on the carpet.’ This quote reveals that this boy would make a mess when he ate his food. Overall this shows that the boys enjoyed their food in different ways. In Source A, we are told the boy was amazed by food and in Source B, the boy is a messy eater.

AQA English Language – Paper 2 – Section A

- Paper 2 is worth 50% of the GCSE.
- It is broken into a Section A and Section B and each section is worth 40 marks (25% of the full GCSE).
- The paper lasts for 1 hour 45 minutes with 15 minutes reading time.
- Section A is broken down into 4 different questions.

Section A timings are easy –
spend 1 minute per mark!

Question 1 = 4 marks
Question 2 = 8 marks
Question 3 = 12 marks
Question 4 = 16 marks



4) Compare the content / method.

Repeat the paragraph structure below
at least three times to make 3 points
about each text, linking them together.

A Point → Quote → Explain

In the same way / Similarly
On the other hand / However

B Point → Quote → Explain

x3

Compare writers' **ideas and perspectives**, as well as how these

A03

are conveyed, across two or more texts.

- You will need to compare both:

Content / Views

Methods

- Make sure that you have written in **detail** about the two texts.
- When writing about methods, make sure to explain their **impact** on the reader.
- Use **short** quotations.



Q4) For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different perspectives and feelings about their children growing up.

In your answer, you could:

- compare their different perspectives and feelings
- compare the methods the writers use to convey their different perspectives and feelings
- support your response with references to both texts.



4) Compare the content / method.

Compare **how** the writers have conveyed...

In answering question 4, you need to focus on 'how' and this means you should concentrate on the way in which the writer has written the text. You might consider:

“It’s not what you said.
It’s how you said it.”

What is the writer’s **tone** in the text? Is the tone the same throughout the text or does it change at any point?

What is the text’s **purpose** and how does this impact on the way the text is written?



From what **perspective** is the text written? Who is the imagined audience?

How has the text used **language**? What do we notice about the vocabulary used and any specific techniques that are included?



How has the text been organised? What is the text’s **structure**?



04) Compare how the writers convey their different perspectives and feelings about their children growing up.

AO3 content may include the comparison of ideas such as:

- the different perspectives of the writers including gender and historical context
- the writer of Source A's sense of paternal pride compared to the sense of loss and regret felt by the writer of Source B
- the different ages of the children and how this may have affected the writers' feelings.

And comment on methods such as:

- use of structural features to manipulate the reader
- use of descriptive language to convey feelings and emotions centred around the children.

Both Source A and Source B are in the form of a newspaper article. However, Source A's purpose is to give insight on Stuart Heritage's family life, relating to other parents, shown through the rhetorical question in the title: 'How is he one already?' which many parents can relate to as they watch their children grow. This question provokes the reader to think about their own family life and reflect upon the passing of time. This creates a clear bond between the reader and the writer. However, in Source B, the purpose is to warn other parents about this passing of time. Although it is still about children growing up, there is a more negative tone than celebratory, claiming 'still many mothers who haven't lost their boys'. The verb 'lost' is emotionally engaging to any parent reading as a child going missing is a worst nightmare scenario, therefore the comparison to being lost and growing up becomes very dark and negative to readers.

Both writers show a deep love to their sons and therefore a sense of possession. Source A opens with the sentence: 'My son turned one last week.' The possessive pronoun 'my' gives a sense of possession as the writer is proud of his son and wants to claim responsibility of him. The idea of him being proud is backed up by the quote 'he is determinedly his own person' where the adverb 'determinedly' suggests his son having power. Furthermore, the structural feature of including his possession at the beginning of the article establishes that the son is his and he is so proud he wants everyone to know about it. Similarly, Source B repeats the phrase 'my little boy' throughout the extract, particularly near the end. The possessive pronoun 'my' again highlights the son belongs to her but it also creates a sense of distance between the grown up boy through the adjective 'little' as it suggests only the little boy is hers and she wants little to do with the 'manly figure' as he no longer 'little'. In this case, the possessive pronoun 'my' is used to create distance between the writer and the son, unlike in Source A.

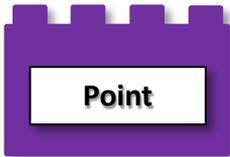
Continued...

Both writers present different opinions about on development and growing. In Source A, the writer acknowledges it to pass quickly but ultimately is proud of it, saying 'I blinked and now in his place is a little boy who can walk'. The verb 'blinked' emphasises how quickly time is passing and how the writer doesn't expect it to happen so quickly, again relating to the parents in the audience. The point that he is proud is supported through the reference of walking and the fact that 'he can walk'. Every parent knows the immense feeling of pride when a child begins to walk and the reference to the boy walking highlights this. The writer is almost bragging about it to the reader, who in turn feels proud of the soon too so an emotional connection is established. In Source B, the writer feels differently about the development of her son as 'her ears are aching for the pattering of little feet' that are no longer present. The verb 'aching' is painful and creates imagery of pain. Highlighting to the reader how painful it is to watch a child grow up, warning them of what's to come.

Evaluate the quality of your question 4 response.

Self-assess your response using the structure outlined below:

P



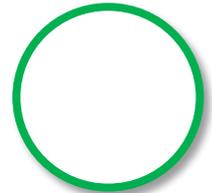
Have you been able to make at least three points about the content / method of each text? **Tick** each point that you have made.



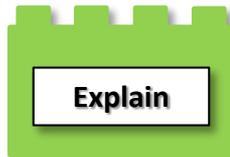
E



Have you been able to include quotations from each text to back up your points? **Circle** any quotations used in your answer.



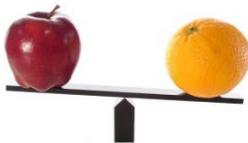
E



Have you been able to explain your points in detail? **Underline** your explanations.



C



Have you been able to compare the two texts and identify the ways in which they are similar / different? Write a **'C'** in the margin where you have introduced a comparison.

C



Underneath your response, write a comment next to **PEEC** in which you evaluate how well you have dealt with each element of the response.

We apply our learning to demonstrate understanding and then reflect on this.

Response lessons;
(English Language Paper 2,
section B)

AQA English Language – Paper 2 – Section B

Paper 2 Section B		Date:	Name:				
<table border="1"> <tr> <td>Sp</td> <td></td> <td></td> <td></td> </tr> </table>				Sp			
Sp							
Take care with your use of homophones.		Make sure to punctuate your sentences correctly.					
Take care to use an apostrophe correctly.		Re-write the highlighted extract to ensure your meaning is clear.					
.....							
AO5: Content and Organisation	/24	AO6: Technical Accuracy	/16				
Target:		WAG:					
A: You need to ensure that you have a clear introduction/ conclusion that includes the use of language that we would expect from this element of your response. Think carefully about the reader response you want to achieve.	B: You need to use evidence and then take the time to explain it fully. Use either an anecdote, statistic or expert opinion to help you to support the point made in the highlighted paragraph.	Having completed the self-assessment process, explain why you feel your teacher has assigned you the specified target opposite:					
C: You need to make sure to consider the other point of view and the reason(s) people may disagree with you. Write a paragraph explaining what others think, but then use 'however' to explain why they are wrong.	D: You need to vary your sentence structures. Rewrite the highlighted paragraph and make use of different sentence openings, different sentence lengths and a greater range of punctuation than is currently there.	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>					
Write at least one paragraph in the response box below in which you address your target:							
<div style="border: 1px solid black; height: 150px; width: 100%;"></div>							

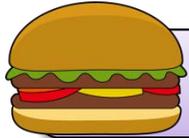
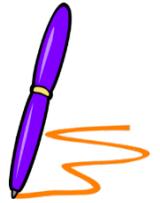
Transfer any spelling errors to your spelling wall.

If any literacy issues have been highlighted in pink, these should be corrected here.

One of the four targets will have been highlighted green this will correspond to part of your response. Before completing your response box, you will be asked to annotate your full response and then write your own comment in the upper box, indicating how you will improve your writing.

AQA English Literature – Paper 2 – Section B – Writing to present a viewpoint

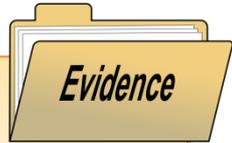
Having marked your TOE, your teacher will have indicated one of the four 'ideas' below for you to act upon, in order to make further progress:



Target A

You need to ensure that you have a clear introduction / conclusion that includes the use of language that we would expect from this element of your response. Think carefully about the reader response you want to achieve.

Target B



You need to use evidence and then take the time to explain it fully. Use either an anecdote, statistic or expert opinion to help you to support the point made in the highlighted paragraph.



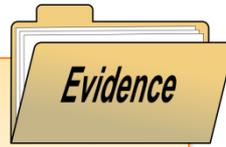
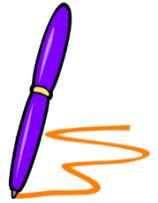
Target C

You need to make sure to consider the other point of view and the reason(s) people may disagree with you. Write a paragraph explaining what others might think, but then use '**however**' to explain why they are wrong.

Target D



You need to vary your sentence structures. Rewrite the highlighted paragraph and make use of different sentence openings, different sentence lengths and a greater range of punctuation than is currently there.



Target B

You need to use evidence and then take the time to explain it fully. Use either an anecdote, statistic or expert opinion to help you to support the point made in the highlighted paragraph.

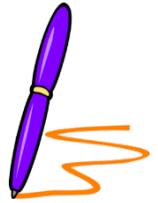
Use connective words to introduce your evidence or in order to add further evidence to support a point that you have already made.

For example	As well as
For instance	Furthermore
In the case of	In addition to

Make sure to increase the variety of different ways in which you look to provide ‘evidence’ that supports the viewpoint that you are developing.

When using an anecdote or statistic, always take the time to explain its significance and why exactly you feel it supports the point that you have made.

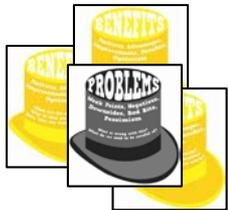
If you choose to include the direct words of an expert, you need to punctuate these correctly – make sure the words spoken are placed inside speech marks.



Target C

You need to make sure to consider the other point of view and the reason(s) people may disagree with you. Write a paragraph explaining what others might think, but then use **'however'** to explain why they are wrong.

Taking the time to consider the other point of view helps to show that you are 'reasonable' and makes it more likely that your reader will accept your view. You can make clear that you have reached your point of view when you are aware of the alternative viewpoints.



The Black hat might be brought forward in the sequence – to get the problems out of the way and leave the reader with benefits.



Rather than being two paragraphs, one paragraph could begin with a problem and then lead to a linked solution.



You might be genuinely open-minded and when you consider the other viewpoint, showing why some do believe this.

You might refer briefly to the other viewpoint and then demolish it...explaining why you think it is completely wrong!



Other English alternatives to
'teacher ink'

TAR:

WAG:

**Extension Word Bank:****The reader might feel:**

shocked/angry/disgusted/horrified/overwhelmed

Analytical words:

suggests/implies/indicates/accentuates/intensifies

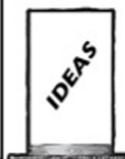
Speculation words:possibly/potentially/seemingly/
viably/arguably/conceivably

1. You have made a clear point in relation to the question (power/conflict).
2. You have selected a relevant quotation.
3. You have selected a range of short quotations.
4. You have identified the AO2 techniques used by the writer.
5. You have clearly explained the effect of the techniques upon the reader.
6. You have developed more than one interpretation of the poem/quotation.
7. You have made a clear comparison to another poem.

1. Write a clear point that links to the question and introduces the poem.
2. Select a wider range of precise, short quotations to support your ideas.
3. Identify and comment upon a language technique used by the writer.
4. Identify and comment upon a structural technique used by the writer.
5. Zoom in on a key word in the quotation and explore the effect of it in detail.
6. Write about how the poem/quotation would make the reader feel.
7. Try to develop another view of the quotation.
8. Make a link to another poem – similar or different.

TAR:

WAG:

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Lengthy feedback - Dictation to
Google docs

THE BIG QUESTION

How do I know if the approach as to whether or not to provide a written teacher comment is working?

If the student response to the feedback is good and no teacher comment was given, the approach worked!

If the student response is poor, something different needed to be done...this may be a written teacher comment or another adjustment to teacher practice.

Science (tablet) example

Tuesday, 16 October 2018
Groups of the periodic table -
Feedback and Intervention



Task 1

Transfer
Spellings to your
spelling wall.



Task 2

Write your raw
grade on your
progress tracker
and mark the
grade with a x.

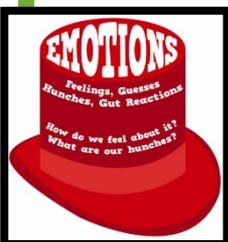
Task 3

Self assess
yourself for this
topic using the
LPP for topic 7 -
Groups of the
periodic table.



Are you happy with your grade?

Did you leave any blanks? Did you memorise formula?
Did you revise? Did you write enough? Therefore did
you do your best?



Assessment Feedback



Step 1

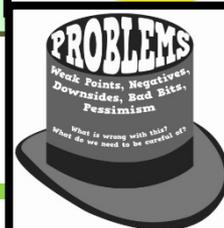
We are going to go through each question - with the green biro make any corrections as we go.



Step 2

Fill in your green response box in detail

Firstly...



Tuesday, 16 October 2018
Groups of the periodic table - Feedback
and Intervention



Explain what happens to the reactivity of the alkali metals as you go down the group. Use this to **describe** the differences in reactivity of sodium and potassium.

Identify what the two hazard symbols mean in Q6. **Explain** why hazard symbols are important. **Describe** some safety precautions which need to be followed when using bromine.

State the name of the group 1 elements. **Describe** the general properties of these elements.

State how to test for chlorine gas. **Explain** why chlorine is more reactive than Bromine.

Describe the appearance of the halogens and use this to **explain** how you could work out their reactivity using displacement reactions.

Identify the name of the group 0/8 elements. **Describe** how their density changes as you go down the group. **Explain** the different uses of these elements.

Explain what is meant by a metal halide. Write a word equation for the production of sodium Chloride.

Define electrolysis, anode and cathode. **Describe** what type of ions are attracted to the anode and cathode and explain why.

Explain what is meant by oxidation and reduction in terms of movement of electrons. **Identify** where each process happens. (anode/cathode)

Combined
Foundation
Paper 2

Explain what happens to the reactivity of the alkali metals as you go down the group. Use this to **describe** the differences in reactivity of sodium and potassium.



- What happens to the reactivity as you go down the group?
- Does this group want to lose or gain an electron?
- What increases as you go down the group?
- What do they produce when reacted with water?
- Can you write an equation for this?

Group I The Alkali Metals

		Electronic configuration
Li	Lithium	2,1
Na	Sodium	2,8,1
K	Potassium	2,8,8,1
Rb	Rubidium	2,8,8,18,1
Cs	Cesium	2,8,8,18,18,1
Fr	Francium	2,8,8,18,18,32,1



Key words

Electron	Alkali
Shielding	Lose

<https://www.youtube.com/watch?v=uixxJtJPVXk>

Combined
Foundation
Paper 2

Identify what the two hazard symbols mean in Q6. **Explain** why hazard symbols are important. **Describe** some safety precautions which need to be followed when using bromine.



Sentence starters

- The hazard symbols in Q6 mean...
- Hazard symbols are important because...
- When working with bromine some safety precautions are...

Think about our lab safety rules, if we were working with bromine in here, what would we need to do?

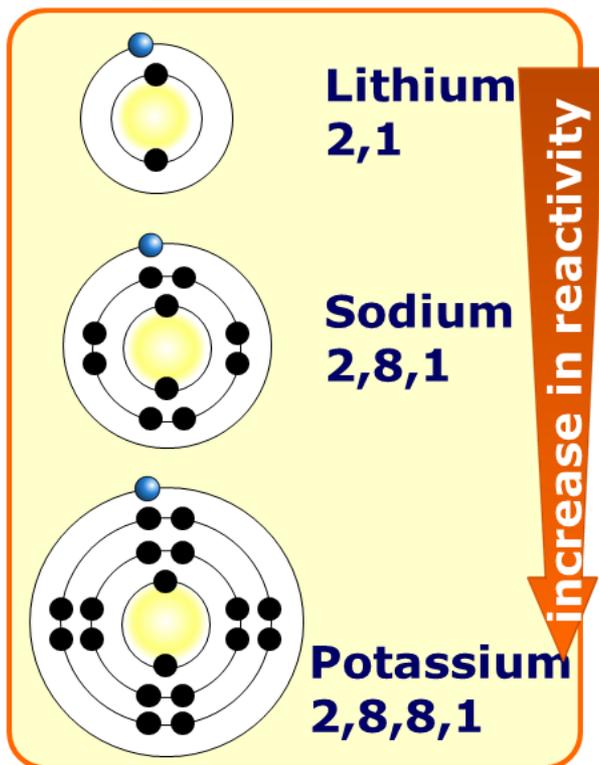


**Combined
Foundation
Paper 2**

State the name of the group 1 elements. Describe the general properties of these elements.



Use the pictures below to help you:



- Think about:
- Why can we cut them with a knife?
 - Why do they float on water?
 - Why do they melt when reacted with water?
 - What do they produce when reacted with water?
 - Why are they stored in oil?

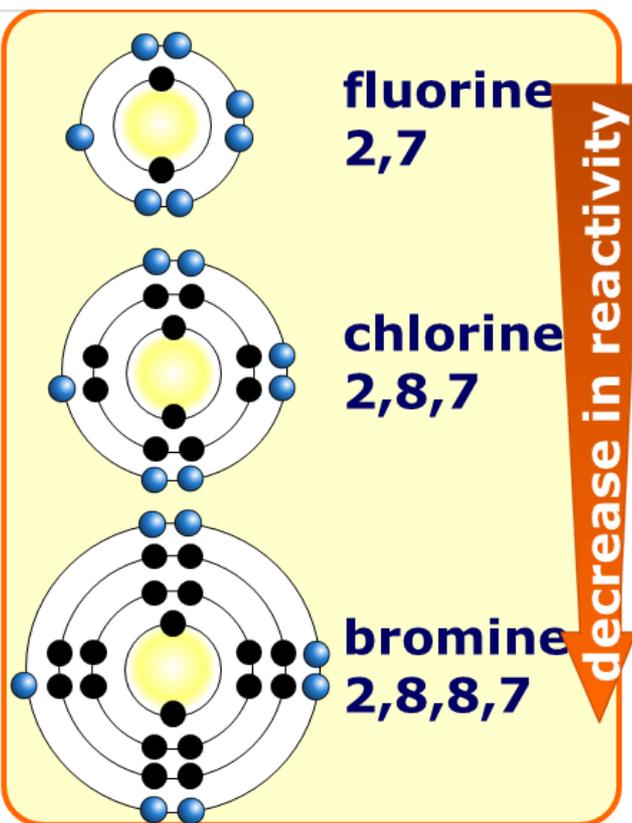


State how to test for chlorine gas. Explain why chlorine is more reactive than Bromine.



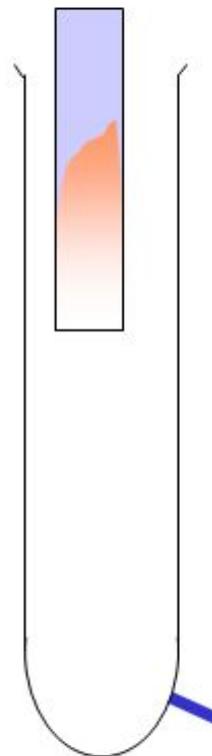
Use the pictures below to help you:

Testing
for
chlorine -



Sentence starters

- Chlorine is more reactive than bromine because as you go down the group there are more...
- Which means...
- This makes it easier...



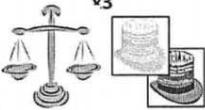
Outcome:

Post 'response lesson'
(Geography example)



TOE - Unit 2 - UK Geographical Issues
September 2018

Name: Olivia Austick

Explain <ul style="list-style-type: none"> Make a relevant point. Explain the point in greater detail. Use case study specific facts if required. 	P Ex Exp	TOE % 70 TOE grade 6.7 (80) <table border="1"> <tr> <td> A. UK's Evolving Physical Landscape  </td> <td> B. UK's Evolving Human Landscape  </td> <td> C. Geographical investigations  </td> </tr> <tr> <td>22 /27</td> <td>19 /27</td> <td>22 /36</td> </tr> <tr> <td>EXP 8</td> <td>AVE 8</td> <td></td> </tr> </table>	A. UK's Evolving Physical Landscape 	B. UK's Evolving Human Landscape 	C. Geographical investigations 	22 /27	19 /27	22 /36	EXP 8	AVE 8	
A. UK's Evolving Physical Landscape 	B. UK's Evolving Human Landscape 		C. Geographical investigations 								
22 /27	19 /27		22 /36								
EXP 8	AVE 8										
Identify / State <ul style="list-style-type: none"> Make a relevant point. Make the same number of points as marks available. 	1 2 3 4										
Describe <ul style="list-style-type: none"> Make a descriptive point. Look to comment on general trend / anomalies and use data where needed. 	1 2 3 4										
Assess <ul style="list-style-type: none"> Make a relevant point. If there is a stimulus, this should be a descriptive point about this. Add specific detail. If there is a stimulus, this should be drawn from this and if not, from a case study. Explain the point that you have made more fully. <i>This is significant because...</i> 	P Ex Exp 										

Spellings: [] [] [] []

Question: 6c TOE Mark: 1/4 Improved: 4

London:
 One strategy is First steps where you can purchase 25%-50% of your house initially and rent the rest. This makes houses more affordable and living more sustainable.
 Another strategy is reducing house hold waste and London wants to reduce household waste by 10% by 2020. This means that there will be less waste making living more sustainable.
 ARM

Question: 10c TOE Mark: 4/8 Improved: 7

Marking codes;
Geography example

Evaluate the quality of your question 4 response.

Self-assess your response using the structure outlined below:

P



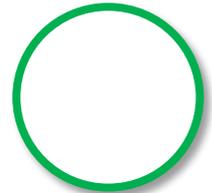
Have you been able to make at least three points about the content / method of each text? **Tick** each point that you have made.



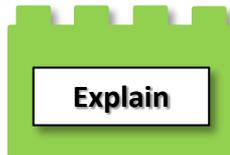
E



Have you been able to include quotations from each text to back up your points? **Circle** any quotations used in your answer.



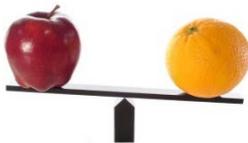
E



Have you been able to explain your points in detail? **Underline** your explanations.



C



Have you been able to compare the two texts and identify the ways in which they are similar / different? Write a **'C'** in the margin where you have introduced a comparison.

C



Underneath your response, write a comment next to **PEEC** in which you evaluate how well you have dealt with each element of the response.

We apply our learning to demonstrate understanding and then reflect on this.

However, one problem with our sites is that we only went to the ^{sites} parts of the beach ^{meaning} measuring our data ^{Terrace} North Beach may not be as reliable as if we went to more and we may have been able to collect more data if we went to a third site.

In conclusion, I believe Seaham was a very suitable choice as it is close, C and has coastal management techniques to investigate. This makes it good because there is a variety of different people there, from tourists to businesses to residents meaning we can have different opinions for the questionnaires.

P I have completed 2 PEE paragraphs but I didn't include an example in my 2nd paragraph

E I have included specific evidence

E I have explained my points well

C I have reached a conclusion

Suggest 2 ~~or~~ factors that the students may have considered when selecting their sites

1. Must be a single beach, ...
2. Must be close to the school so that the journey won't be too long and they can collect lots of data. This makes it more valid.

so more so they can measure the pebbles for the investigation

Maths game changer:

Replacing day to day marking and written feedback in exercise books (and for formal assessments) with 'real-time' responsive in-lesson strategies that ensure the teacher/student knows what learning and progress has taken place and what needs to be done to improve further.

Maths – the challenge:

- *Revealing the mistake / misconception without delay and responding without delay.*
- *Ensuring feedback speeds up progress as opposed to slowing it down.*
- *Meshing real time feedback with highly effective differentiation.*

*‘Medical checks as opposed to a post mortem’
(Dylan William)*

Maths – the challenge:

Moving from traditional teacher assessment (marking) to self assessment, to self assessment with self regulation.

Definition:

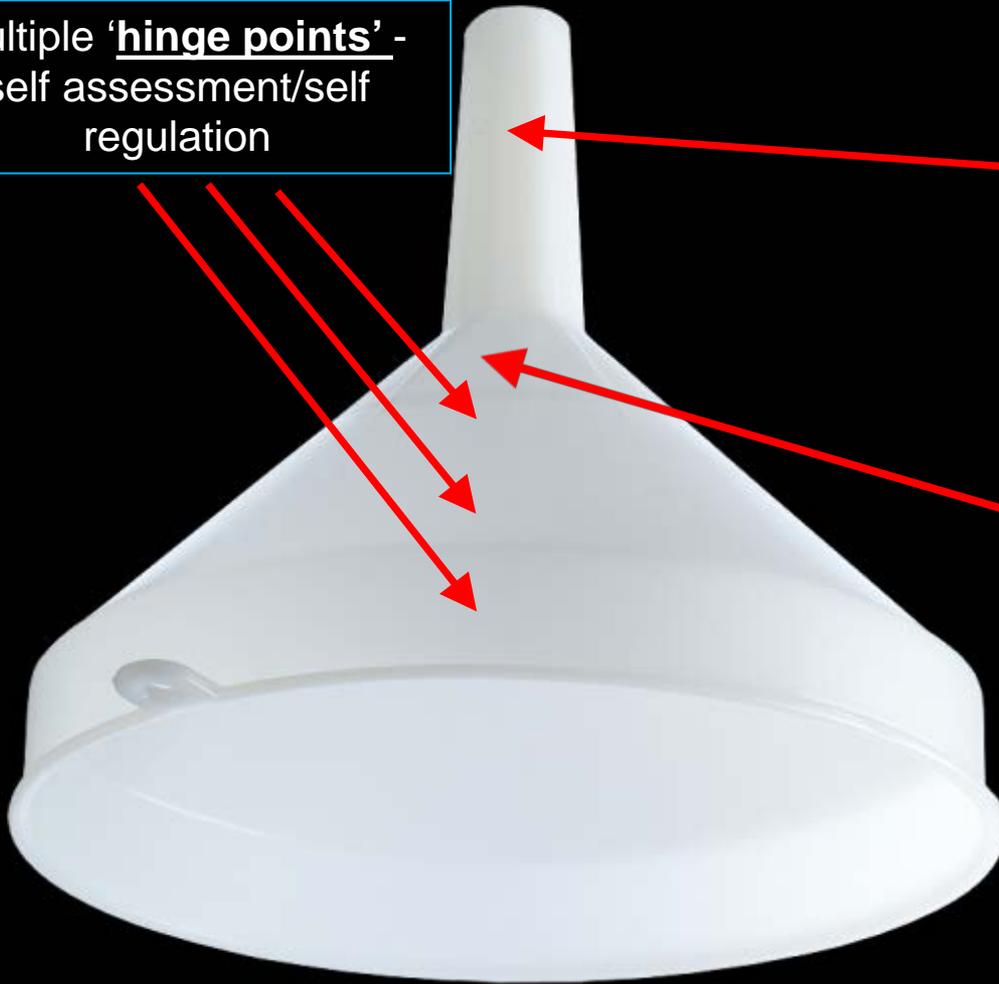
Self-regulation is when a person or group governs or polices itself without outside assistance or influence.

Maths – the funnel method:

Multiple 'hinge points' -
self assessment/self
regulation

Starting with the
basics, gradually
ensure skill base and
confidence is
established.

Reach a common skill
level, then move
towards rapid
progression through
self assessment/self
regulation



Maths – self assessment:

Answer grids / Answer clouds allow for immediate and effective self assessment/self-regulation from students.



Processing

Negative Indices



2^3	10^0	4^{-3}	3^{-2}
2^{-3}	5^{-2}	3^{-4}	5^{-3}
2^{-4}	3^4	5^3	10^{-2}
5^2	2^{-1}	3^3	4^3
2^4	3^2	7^{-2}	3^{-3}

Answer Grid

$\frac{1}{49}$	$\frac{1}{27}$	125	$\frac{1}{25}$	$\frac{1}{8}$
$\frac{1}{64}$	10	$\frac{1}{125}$	9	$\frac{1}{2}$
1	$\frac{1}{9}$	64	$\frac{1}{16}$	25
8	32	81	0	$\frac{1}{81}$
$\frac{1}{100}$	4	27	100	16



ACHIEVE @ Sedgefield

Maths – self assessment:

ABCD Cards - Real time diagnostic questioning – a medical check rather than a post mortem.

Look at the following sequence:

3, 7, 11, 15, 19...

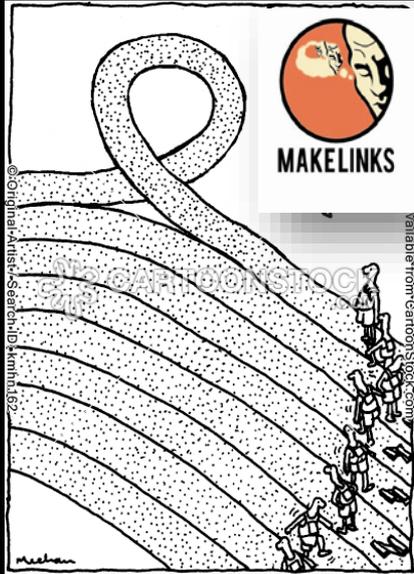
Which rule best describes the sequence?

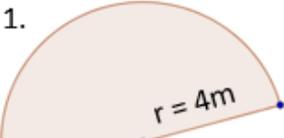
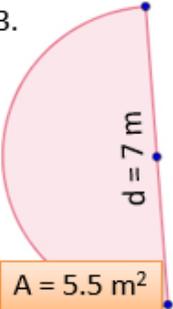
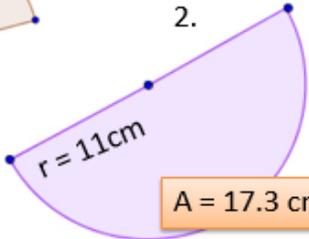
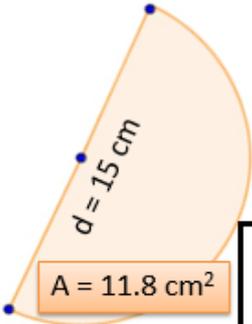
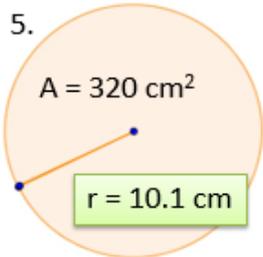
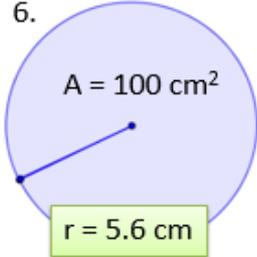
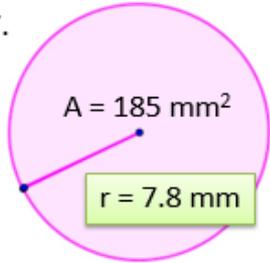
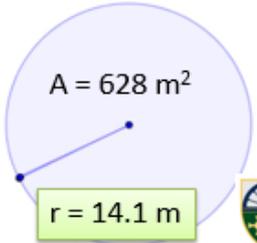
A $n + 4$

C $4n - 1$

B $3 + n$

D $4n + 3$



	Hinge Point	Apply your knowledge of the area of circles to find the radius of a circle
<p style="text-align: center;">Continue on to practising the skill to increase your confidence</p> <p style="text-align: center;">Find the area of the semi-circles</p>		<p style="text-align: center;">Move on to the following to deepen your understanding and progress further.</p> <p style="text-align: center;">Find the radius of the circle</p>
<p>1.  A = 25.1 m²</p> <p>3.  A = 5.5 m²</p>	<p>2.  A = 17.3 cm²</p> <p>4.  A = 11.8 cm²</p>	<p>5.  r = 10.1 cm</p> <p>6.  r = 5.6 cm</p> <p>7.  r = 7.8 mm</p> <p>8.  r = 14.1 m</p>
		 

Differentiation Detour' - Allowing students to go into different directions informed by real-time assessment.

Final answer provided so students immediately know whether they are understanding and applying the method correctly.

Maths – the funnel method:

Multiple 'hinge points' -
self assessment/self
regulation



Hinge points:

	Hinge Point	Be able to multiply and divide fractions (C)
Continue on to practising the skill to increase your confidence		Move on to the following to deepen your understanding and progress further.
6)	$\frac{4}{7} \times \frac{2}{7}$	$2\frac{2}{5} \div 3\frac{1}{2}$
7)	$\frac{2}{5} \div \frac{7}{9}$	$4\frac{5}{6} \times 1\frac{2}{3}$
8)	$\frac{1}{6} \times \frac{3}{10}$	$2\frac{1}{6} \div 2\frac{3}{4}$
9)	$\frac{1}{4} \div \frac{9}{10}$	$5\frac{7}{8} \times 2\frac{2}{5}$
10)	$\frac{8}{11} \div \frac{4}{5}$	







A real-time diagnostic check will either confirm the learning is progressing how you had planned (Plan A) or there is enough justification to re-teach any particular parts which students are struggling to grasp (Plan B).

Maths – Plenary and Exit Tickets...



Exit Ticket

Daniel invested £3028 for three years at 4.3% compound interest.
His sister Jo invested £3028 for three years at 4.5% simple interest.
Who made the better investment?

Next lesson, you should complete...	Intervention	
	Extension	

THE BOX *ACHIEVE @ Sedgefield*

Responses can simply be sorted into piles...

Where the vast majority of the correct box is ticked the teacher understands that future learning can progress as planned.

Enough incorrect random wrong selections would inform the teacher the learning needs to be re-taught.

Enough selections of a particular incorrect response would indicate the existence of a misconception.

A minority of incorrect selections would identify the individual students and ensure it could be corrected in the next lesson.

Maths - Exit Tickets...

Exit Ticket

Exit  **THE LEARNING BOX**
SEDFIELD

Name _____

 ACHIEVE @ Sedgfield 

Exit Ticket

Exit  **THE LEARNING BOX**
SEDFIELD

Name _____

 ACHIEVE @ Sedgfield 

Exit Ticket

Exit  **THE LEARNING BOX**
SEDFIELD

Name _____

A **B** **C** **D** **Unsure**

 ACHIEVE @ Sedgfield 

Exit Ticket

Exit  **THE LEARNING BOX**
SEDFIELD

Name _____

True **False**

What is the justification for your answer?

 ACHIEVE @ Sedgfield 

Maths – Self assessed 'Exit Tickets'.

Assessment Check-point $5\frac{1}{2}$ marks

8 (a) Expand $3(2y-5)$
 $6y - 15$ ✓

(b) Factorise completely $8x^2 + 4xy$
 $4x(2x + y)$ ✓✓

11 (a) Expand $4(3x+5)$
 $12x + 20$ ✓

(b) Expand and simplify $2(x-4) + 3(x+5)$ ✓
 $5x - 23$

Next lesson, you should complete...	Intervention	✓
	Extension	

THE LEARNING BOX
 ACHIEVE @ Sedgefield

$x^2 - 4x = x(x - 4)$ ✓

$6x^2y + 15xy = 3xy(2xy + 5)$ ✓

Extension
 $(x+3)(x+5) = x^2 + 8x + 15$ ✓

Name: Ryan Tomms

Write in standard form:
 $540000000 = 5.4 \times 10^8$ ✓
 $0.000037 = 3.7 \times 10^{-5}$ ✓

Write as an ordinary number:
 $3.82 \times 10^5 = 382000$ ✓
 $6.05 \times 10^{-4} = 0.000605$ ✓

Calculate:
 $4 \times 10^3 \times 3 \times 10^5 = 1.2 \times 10^9$ ✓
 $8 \times 10^6 \div 4 \times 10^3 = 2 \times 10^3$ ✓
 $\frac{8 \times 10^6}{4 \times 10^3} = 2 \times 10^3$ ✓

Next lesson, you should complete...	Intervention	
	Extension	✓

THE LEARNING BOX
 ACHIEVE @ Sedgefield

Star is 5.58
 Danden.

Light travels:
 6×10^8 m

$6 \times 10^5 \div 2$

Additional
checking

Literacy
marking

Literacy Marking

How to understand your teacher's marking

Literacy errors will be highlighted. A symbol in the margin will tell you what the error is.



Left a word out.



Check your spelling.
Incorrect word will be highlighted.



Start a new paragraph here.



Punctuation mistake.
Error will be highlighted.



Unclear.
If a section doesn't make sense it will be underlined.

Top 20 misspelt words!

Apparently

Alternatively

Believe

Benefit

Confidence

Exercise

Extremely

Definitely

Immediately

Independent

Instead

Necessary

Probably

Receive

Successful

Survey

Therefore

Unfortunately

Until

Whether

Literacy Marking

The principles of literacy marking continue as they were. The key is to ensure impact.

Spelling errors need to be transferred accurately to spelling walls and teachers need to be confident that this is the case – if there is a possibility that this will not happen, walls should be checked.

Recognising the specific needs of **Y pathway students**, more regular literacy marking should take place – the small group and in many subjects, allocation of an LSA supports this.

Presentation



High quality CPD enables
quality Self/Peer assessment

Teacher AFL / Marking Expectations – January 2017



AFL	Student work
Student books / folders demonstrate that students are aware of their current progress and what they need to do to make further progress. As such, there is evidence of some/all of the following being used effectively to increase student progress: <ul style="list-style-type: none"> Written feedback from the teacher Self-assessment / Peer-assessment 	Student work follows the relevant SoW for their year group/pathway.
Key Assessments are marked promptly (returned to students within a maximum of two school weeks), with appropriate data recorded accurately.	Low level activities that do not have a positive impact on student progress will be avoided.
Where written feedback is provided, benefits/ideas are specific and show students exactly what they have performed well on and precisely how they can improve further. Target banks may be used if appropriate.	There is evidence that students are completing tasks that have been set and if this is not the case, that this has been recognised and appropriate action has then been taken.
Written feedback corresponds with specific highlighting (yellow/green) of student work whenever appropriate.	Where there are concerns around progress due to underachievement or the student belonging to a specific group (SEN, Disadvantaged, etc) there is evidence of sufficiently regular teacher checking that we can be confident that the teacher has a clear understanding of the current progress of students.
Students in all classes/pathways respond effectively to all written feedback and demonstrate progress.	There is evidence of differentiation / personalisation to enable classes / specific students to make excellent progress.
Student responses are checked as necessary to ensure students respond effectively, with additional comments provided if required	At both Key Stages, students are regularly completing exam-style questions / assessments in accordance with SOW / exam specifications.
Where students are under-performing, there is evidence of intervention to address this.	For subjects that involve extended writing questions at KS4, there will be sufficient evidence of students undertaking these across both KS3 and KS4 with use of scaffolding as appropriate to support this.
When peer/self-assessment is used, it is well-structured allowing students to provide clear, relevant feedback.	There is clear evidence of development of subject-specific skills that will support students to be successful in KS4 examinations / assessments.
Marking for literacy is evident in all student books, with spelling corrections recorded on spelling walls – 2 to 4 spelling errors per marked piece. As necessary, wall checked to ensure accuracy.	
Teacher feedback is recorded in purple, marking for literacy completed in pink and student peer/self assessment comments recorded in green.	
Organisation	Presentation
Progress Record is stuck in books / in folders and updated regularly, after each graded, assessed piece.	Student work is neatly presented with no graffiti.
Spelling wall is in place and is updated regularly with spelling corrections	Straight lines have been drawn using a ruler.
LPP is present at the start of each book / unit and is updated as required for the specific faculty.	Diagrams are drawn neatly in pencil.
There are no loose sheets inside exercise books. Any sheets that are required are trimmed and stuck flat on the relevant page (alongside that lesson's work). However, excessive 'sticking in' is avoided. Folders are organised neatly where they are in use.	Diagrams, maps, graphs, etc have relevant titles.
Where possible, key assessments will be glued neatly into books, alongside linked feedback documents. Where this is not appropriate, assessments will be stored neatly / accessibly and be clearly dated.	All lessons have a title (lesson question) and date recorded.
	The Strive for Accuracy stamp is used to address any instances of poor presentation...and a subsequent improvement in presentation is evident.
	If there is a deterioration in the quality of a student's handwriting, there is evidence that this has been addressed by the teacher.

Frequency of Marking

Number of lessons a fortnight	Number of teacher assessed pieces a half-term
7 or 8	3 or 2
5	2
4	2 or 1
3 or less	1

Unless otherwise indicated in the subject area's own AFL schedule, the table above indicates the frequency with which teacher assessed pieces of work will take place. It is particularly important that an assessment takes place early in the autumn term to ensure teachers have a clear understanding of student progress / performance at an early point in the academic year. As the year progresses, there may be some instances where there are more / less assessed pieces in a half-term, but over the full academic year, these figures will be met.

Additional Checking of Work

Teachers must always ensure that they have a clear understanding of the progress that students are making in their lessons and the quality of work in student books / folders is a clear indicator of this. Where there are a significant number of lessons between teacher assessed pieces of work, additional checking of student books / folders may be required. There should be sufficient checking of student work to ensure that the teacher is confident that progress is being made and where this is not the case, is aware of this fact and is therefore able to adjust their practice to address this.

Additional checking of student work (including response boxes) should take place for any students where there are concerns about student progress and the three groups identified below are most likely to require this:

- Disadvantaged / Pupil Premium students
- Students with identified SEN or other needs
- Students who are currently not making expected levels of progress in the subject – Note: With the movement to new GCSE specifications and the 1-9 grading system, it can be hard to identify who our 'underachieving' students are – in some instances the majority of a class may seem to be 'underachieving' against their targets. With this in mind, in most instances, teachers should identify up to 25% of the class who would represent the 'underachieving' students for the purpose of this document. These will be students who are furthest from their targets.

The greater the concern that a teacher has about the possibility of a student to fail to make progress in lessons, the greater the frequency of additional checking of student books should be.

Y Pathway Classes

For students in KS3 Y pathway classes additional literacy / presentation checking should be taking place to meet the specific needs of these students, as indicated in the table below: Please note that where an LSA is attached to the class, the teacher may look to direct them to support with these checking processes. At KS4, the same principles of additional checking for those students with literacy difficulties apply and teachers should use their ongoing assessment to recognise those students in their classes who require this additional literacy / presentation support.

Number of lessons a fortnight	Regularity of teacher literacy checking for KS3 Y pathway students	Regularity of teacher presentation checking for KS3 Y pathway students
7 or 8	Every 2 weeks	Every week
5	Every 3 weeks	Every 2 weeks
4	Every 4 weeks	Every 3 weeks
3 or less	Every 4 weeks	Every 4 weeks

High quality monitoring
assures quality.

Tablet devices

- Differentiation at a new level.
- Bread and butter teaching and learning as opposed to wizz bang!
- Importance of well structured/organised VLE.
- Selecting the 'right device'.
- Infrastructure importance.
- Airwatch





SEDGEFIELD COMMUNITY COLLEGE

“An Outstanding School” - Ofsted