



MARKING AND FEEDBACK EXEMPLARS

September 2023

OUR VALUES

We are high performing because we are curious and have a thirst for knowledge. We are considerate and value our community. We succeed through commitment and relentless ambition

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Educational Evidence

The Education Endowment Foundation (EEF) outlines that effective feedback has a very high impact for very low cost based on extensive evidence. In addition, evidence suggests that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged students and lower prior attainers than other pupils: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

At Newfield School, approximately 43% of the student population are pupil premium. Therefore clear, actionable feedback that allows students to understand specific strengths and areas for development is a key teaching and learning tool to maximise attainment and progress of all students, whilst promoting a closure of the disadvantage gap.

The EEF outlines that feedback should “redirect or refocus the learner’s actions to achieve a goal, by aligning effort and activity with an outcome”. Key findings from the evidence also suggest that feedback:

1. Should be well evidenced and focus on the task, subject and self-regulation strategies. It should provide specific information on how to improve.
2. Can be effective during, immediately after and some time after learning.
3. Can come from a variety of sources – for example, the teacher or peers.
4. Should not be limited to exclusively written marking. A balance of verbal and written feedback is highly effective.
5. Should not adversely affect staff workload.
6. Should be given when things are correct and not just when they are incorrect.

Through consideration of the EEF evidence and other educational evidence, Newfield School has developed a marking and feedback policy that focuses on best supporting students. This policy is outlined in the subsequent sections.

Rationale

High quality marking and timely feedback can assist in students making progress and achieving their best. This document aims to outline how:

- Staff are providing regular high-quality feedback that enables students to understand what they must do to improve.
- Assessments conducted within the assessment cycle are marked with high quality subject-specific written feedback from staff.
- Subject areas implement the Newfield School’s feedback expectations and also provides exemplars of how students have responded to this feedback.

There are two strands to our feedback policy. The first strand is a commitment to providing high quality feedback to students which makes sure students are clear on how to improve in their lessons – Strand 1 feedback. The second strand is a clear set of guidelines for marking of assessment pieces within the assessment policy – Strand 2 feedback.

Strand 1 – Regular In-class Feedback

Teachers must regularly read and check classwork. Regularity of feedback will be determined by the Curriculum Leader for each department. Teachers will then provide high-quality, timely group feedback to students on:

- Specifically, what has gone well.
- What could be even better.
- Any misconceptions identified.
- Those requiring further stretch will be identified and appropriately challenged.
- Literacy strengths/areas to develop.

Students will then respond to and improve their work. The use of excellent examples should be frequent. It is an expectation that teachers can evidence that feedback is taking place when Curriculum Leaders and Senior Leaders are conducting quality assurance exercises.

This document outlines suggestions of what Strand 1 feedback could look like in different subject areas.

Strand 1 Feedback in Practical and Creative Subjects

Due to the nature of practical and creative subjects like art, music, drama, design technology and physical education, feedback will be given verbally at regular intervals. This will ensure all students are still aware of how to improve in those particular subjects. The following models are in place:

Art

Regular in-class feedback will be given through verbal feedback, so each student has individual feedback at least once every two weeks. Teachers will identify which key knowledge, skills and techniques are successful and specific areas for development. These will mostly be individual to each student but may be generalised to the class where common mistakes are evident. Teachers, however, are free to also use written/visual feedback methods where appropriate.

Students are expected to act upon the feedback given at a time which is most appropriate, which should be directed by the teacher. In most cases this will be 'on the spot', but may also be in the next lesson, or in future lessons or homework tasks. Students will respond to feedback in a visual way, given the nature of the subject, but should be confident in verbalising and showing evidence of this.

At the end of each project students will also receive a feedback sheet identifying which skills are most successful in their folder of work and final piece (if one is produced), along with areas of development.

Music and Drama

Bespoke formative feedback is given in every Drama and Music lesson from Year 7 through to Year 11. Strand 1 feedback is predominantly given verbally though teachers are given freedom to communicate their feedback as they feel appropriate. Across all key stages other methods of Strand 1 feedback include assessment for learning through student examples and performances. Specific strengths and areas for development are highlighted during whole class discussions. The teacher then leads the class conversation and lesson activities with clear feedback and instruction that will support the learning of every member of the group. Success criteria are used as a means of allowing students to benchmark their own progress and achievement in lessons.

In Lower School, teachers give feedback on a student's skill and knowledge acquisition. On occasion where there is a commonality in areas for development the intervention will be made as a whole class level. In Upper School feedback is provided with greater frequency and detail. This is made with direct links to the assessment criteria from the relevant exam board and also to the powerful knowledge outlined in curriculum plans.

Design Technology and Food

Bespoke formative feedback is given in every Design Technology lesson from Year 7 through to Year 11. Strand 1 feedback is predominantly given verbally though teachers are given freedom to communicate their feedback using teaching and learning techniques that they feel are appropriate. Across all key stages other methods of Strand 1 feedback include:

- Assessment for learning (AfL) through student examples. Specific strengths and weaknesses of work are highlighted during whole class discussions. The teacher then leads the class conversation with feedback that will support the learning of every member of the group. Marking criteria are used as a means of allowing students to benchmark their own progress.
- AfL through exemplar material. Teacher/student led conversations regarding the source material is used to highlight the strengths and weaknesses of the exemplar material. Marking criteria is used as a means of allowing students to benchmark their own progress.

In Lower School, teachers give feedback on a student's skill and knowledge acquisition. On occasion where there is a commonality in areas for development the intervention will be made as a whole class level. In Upper School feedback is provided with greater frequency and detail. This is made with direct links to the assessment criteria from the relevant exam board and also to the powerful knowledge outlined in curriculum plans.

Physical Education

Regular in-class feedback will be given verbally so that each student regularly receives individual feedback. Teachers will identify which key knowledge, skills and techniques are successful and specific areas for development. These will mostly be individual to each student but may be generalised to the class where common mistakes are evident. In Upper School, where BTEC Sport is taught, Strand 1 feedback may be given as written feedback or through whole class discussion.

In Lower School, teachers give feedback on a student's skill and knowledge acquisition. On occasion where there is a commonality in areas for development the intervention will be made as a whole class level. In Upper School feedback is provided with greater frequency and detail. This is made with direct links to the assessment criteria from the relevant exam board and also to the powerful knowledge outlined in curriculum plans.

Strand 2 – High-quality subject specific marking of assessment work

Strand 2 feedback will be high-quality subject specific marking of assessment work that provides clear details of student successes and how areas for development can be improved. High-quality assessments will be set that are at least 45 minutes long in both Upper and Lower School. Assessments should be commensurate with teaching allocations.

- All assessments must reflect schemes of learning and mirror academic needs and skills.
- All assessments must be completed in the designated assessment week.
- All assessments must be clearly labelled – Assessment 1 and Assessment 2.
- Teachers must provide high quality, subject specific written feedback to all students.
- Students should not respond generically. Poor improvements must be challenged and rectified.
- Students must be given a high-quality feedback episode to improve and adapt their work after receiving feedback.
- The focus of feedback must be on what has gone well and how students improve.
- Students should be shown examples of excellent work using WAGOLL when improving work. This could be using student work under visualiser.
- If tracking sheets are used, they must be filled in.

Homework

Strand 1 feedback can also be applied when providing feedback for homework. Homework should be set by the teacher and submitted by the student regularly. Regularity will be determined by the Curriculum Leaders. Teachers should read all homework and provide general comments on strengths and areas for development, and these should usually be shared, where appropriate, at the next available lesson. Exam question homework should be given a mark.

The following guiding principles should be followed:

- Homework should be set regularly and monitored by the Curriculum Leader and Senior Team through Edulink.
- Homework frequency should be determined by the Curriculum Leader of each subject area.
- Homework could be preparation work for the next lesson. This will help maximise student progress in lessons as well as reduce workload.
- Homework could be focussed on retrieval of knowledge.
- All homework must be logged on Edulink.

Quality Assurance of Strand 1 Feedback

To ensure that Strand 1 feedback is purposeful, timely and effective it is quality assured through the following activities:

- Quality assurance lesson drop-ins carried out by members of the Senior Team and Curriculum Leaders. Each member of staff will have one drop-in from a member of the Senior Team and one from the relevant Curriculum Leader each half term and part of this will be a focus on feedback provided and student response to this. At the discretion of the Deputy Headteacher for curriculum, quality-assuring feedback, may be deemed a key focus for drop-ins over a half term.
- Work scrutiny carried out by Curriculum Leaders. Work scrutiny is calendared to take place in department time throughout the academic year and, where relevant, this will focus on feedback and student responses to this.
- Work scrutiny carried out by the Senior Team. This may focus on key year groups, subjects, cohorts (e.g. PPI, SEND, EAL) or individual students throughout the academic year.
- Student voice. A programme of student voice activities is calendared throughout the academic year with some focus being put on students' knowledge, response to feedback and how they can articulate their learning.

Quality Assurance of Strand 2 Feedback

To ensure that Strand 2 feedback provides accurate and effective feedback following summative assessment quality assurance processes take place following each Assessment Cycle. These activities will include:

- Curriculum Leaders standardising marking following assessments and ensuring consistency of marking.
- Curriculum Leaders providing opportunities for moderation of marking following summative assessments. Feedback will then be sent to the Assistant Headteacher responsible for assessment and feedback.
- Work scrutiny carried out by Curriculum Leaders. Work scrutiny is calendared to take place in department time throughout the academic year and, following Assessment Cycles; this will focus on Strand 2 feedback and student responses to this.
- Work scrutiny carried out by the Senior Team. This may focus on key year groups, subjects, cohorts (e.g. PPI, SEND, EAL) or individual students throughout the academic year.
- Line management discussions between Senior Leaders and Curriculum Leaders following Assessment Cycles.
- Student voice. A programme of student voice activities is calendared throughout the academic year with some focus being put on students' knowledge, response to feedback and how they can articulate their learning.

Department Feedback Templates and Exemplars of Strand 1 Feedback

English

Approach to Strand 1 Feedback

Strand 1 feedback should take place regularly and should always follow a timed write. This will be approximately every two weeks.

Following a timed write, teachers should read all students' work and note what is going well, including examples of excellence ('Positives'). Teachers should also note down incorrect spellings, incorrect use of grammar, misconceptions and the main issues that need to be improved upon ('Errors').

After reading students' work, teachers should decide a main focus that students need to improve on. As part of the 'Next Steps', the teacher should give explicit instruction for how the work can be improved and then allow the class time to improve their work.

When delivering strand 1 feedback, teachers should use the following terminology:

- **Positives** – when celebrating student successes, identifying strengths and being specific about what has gone well
- **Errors** – this will include misconceptions, areas that need re-teaching and literacy errors, specifically SPaG errors
- **Next Steps** – this will include clear guidelines on what students should do to improve their work

In order to make it clear to students that they have received feedback, they should always use a purple pen. Examples include (but are not limited to):

- Whole class strand 1 feedback
- Correcting knowledge quiz starters
- Re-drafting
- Correcting written work after individual or whole class feedback
- Correcting homework
- Self-assessment using success criteria

We will not record numerical marks for questions in books as this promotes 'exam factory' ideology and a focus on grades, rather than improvements.

We should ensure students see the value in responding to feedback by dedicating time in lessons for students to act on feedback.

Furthermore, we must all have high expectations of our students when they are responding to feedback and not expect 'bare minimum' input from them. We can praise students with stamps, postcards and phone calls home for massive improvements to writing and impressive efforts made. Similarly, we can use CDM for a lack of effort and poor presentation.

Exemplars of Strand 1 Feedback

FEEDBACK

Positives	Errors	Next Steps
<ul style="list-style-type: none"> ✓ Use of quotations ✓ Ideas led ✓ Vocabulary to describe Shakespeare's feelings ✓ Focus on Shakespeare 	<ul style="list-style-type: none"> • Informal language at times, e.g. 'hot' • Short – perhaps this was due to timing? • Some did not use the annotations from their poem/notes in their book to help 	<ul style="list-style-type: none"> • Double comment/inference after a quotation • Frequent shorter quotations, rather than one long quotation

SPAG

- Shakespeare
- Deteriorate
- Beautiful

EXAMPLE

Ultimately, Shakespeare presents his feelings as affectionate and devoted to his loved one.

One idea that Shakespeare expresses is that his lover is as beautiful as a summer's day, suggesting that she is as bright and beautiful. The imagery of 'summer' has connotations of being warm so perhaps suggests that his loved one is also warm and friendly. Furthermore, Shakespeare describes her as 'more lovely and more temperate' which also conveys how wonderful she must be and suggests her measured, even temperament. Here, Shakespeare's use of the intensifier 'more' emphasises just how beautiful, charming and delightful his loved one is. Therefore, we understand just how much Shakespeare loves this woman and we understand his devotion to her.

vocab

link back to initial idea.

Strand 1 Feedback

One idea that Shakespeare expresses is that his lover is as beautiful as 'the eye of heaven'. This metaphor suggest ~~be~~ how bright and shows the great beauty in her. Furthermore Shakespeare describes her as ~~stun~~ she is his light in the quote 'So long lives this and this gives life to thee!' his shows ~~it~~ she keeps him alive and gives a reason to live and keep going. Also describes her as 'more lovely and more temperate' which also conveys how immense her beauty is and how calm and temperate she is. Therefore we understand just how deep Shakespeare love for this woman is and we understand his motivation to live.

Strand One Feedback: Grief and Loss – Frankenstein.

Previous Targets: Language analysis, word count and too much focus on context.

Positives Tick which applies to you.	Errors Tick which applies to you.	Next Steps Do now...
<ul style="list-style-type: none"> • Relevant quotations to support ideas about grief and loss. • Strong focus on the question with plenty of mini answers relating to the question. • Improvement in Word Count – just. 	<ol style="list-style-type: none"> 1. Some literal and paraphrased comments for 'Unable to sleep'. 2. Use of personal pronouns in a formal essay. 3. More A02 – analysis of language is needed. 	<ol style="list-style-type: none"> 1. Consider further inferences for 'Unable to sleep'. Why is this? How will it affect Victor's mental health? 2. Remove personal pronouns and replace with the reader, Romantic writer, Shelley etc. 3. Add key terminology for language. Think back to language Q2. Add declarative, dynamic verbs, emotive language etc.

SPAG Errors	Terminology to include:
Why do we use apostrophes?	Pathetic Fallacy
Why do we use full stops?	Despondent
Why do we use capital letters?	Accountability
	Martyrdom

Model Answer: What makes this top?

Evidently, Shelley's presents a narcissistic portrayal of Frankenstein's experience of grief. His solitary acknowledgement of 'grief and fear again overcame me' implies he is overwhelmed by feelings of despair so much so, that these feelings have become part of him, demonstrated by Shelley's personification of the emotive adjectives. This self-indulgent expression of emotion insinuates he cannot control feelings of grief and loss. Even nature has encapsulated these feelings, 'night also closed around me' here nature has become the anti-sublime for Victor. Interestingly, Shelley's frequent use of pathetic fallacy foreshadows further loss and grief, which Victor is conscious of. The symbolic value of 'night' reinforces the Gothic and could represent the Monster who is closing in around him to cause further grief.

Year 9 Feedback: How does Keats present Autumn in his poem?

Positives	Errors	Next Steps
<ul style="list-style-type: none"> We have all made a good effort to include ideas about the Romantics and how their views influenced poetry. Clear, complex opening sentences used to focus your answers. Particularly, impressive use of paired noun phrases e.g. melancholy yet tranquil. Mini conclusions consolidated paragraphs. Using 'therefore' and 'thus'. 	<ol style="list-style-type: none"> Explanations often re-tell the quote, which we call paraphrasing. Look for hidden meanings, inferences to create perceptive explanations. Ambitious terminology is lacking across our writing. 	<ol style="list-style-type: none"> Complete the task below, looking for inferences. Consider the connotations of words, symbolism, even the Romantics interpretation. Go back to your quotations and add an inference using: 'because', 'and' or 'so'. Highlight informal vocabulary such as 'tired' or 'lazy'. Can you think of a more ambitious word? See terms below to help. If you have used 'the word' can you change to a subject term. E.g. verb.

Do now tasks:

1. Inferences	2. Terminology
Explode the quotes, 4 ideas:	Sentimental: To be emotional and promote feelings of nostalgia.
'Seasons of mist and mellow fruitfulness'	Lethargic: To feel tired.
	Abundance: Plenty, large amount.
	Improve these words:
	Lazy:
	Hardworking:
	Tired:
'Thee sitting careless on a granary floor'	

Begun in lesson 17.03.22 - Feedback for Classwork on Question 5 Using a motif to structure creative writing.

POSITIVES: tick on essay	ERRORS: tick here or ask	NEXT STEPS: In purple
<ul style="list-style-type: none"> Sense of mystery and intrigue created as the photograph is locked away/lid closed etc. Expanded noun phrases used to enhance imagery e.g. 'burning tears', 'sun-tortured glowing chains', 'native tongues'. 	<input type="checkbox"/> Punctuation errors and capital letters <input type="checkbox"/> PROUD: Dates and titles missing. <input type="checkbox"/> Show do not tell to develop description	<input type="checkbox"/> Proof read your work for errors such as missing capital letters and commas. <input type="checkbox"/> Underline your titles and ensure you use purple pen for modelled answers. <input type="checkbox"/> Explore how to show emotions e.g. guilt – you might mumble or your stomach may churn.

What makes this successful?

I'm home now. I should be grateful, finally relaxing like I thought I would. But the horrendous image of innocence and cruelty kept returning in my uncontrollable mind. Before, I can truly reminisce. I place the photograph in to a shoe box. It feels heavy in my palms. Heavy with responsibility. Heavy with remorse. So I quickly put it away and free myself of the agony, temporarily anyway. It's inevitable that I'll find it again in a few years and revisit that awful moment.

Show don't tell task:

Feeling	How you would describe it/show
Misery	
Nervous	
Embarrassed	
Tired	
Remorse	

Positives

- You have been able to identify quotes from stories
- Your answers, both verbal and in books, have been great
- You have made starts to explaining why key words/phrases are important

Errors

- Sometimes your annotations lack detail
- You need to consider what a word or phrase might suggest

Key Phrases

I think that...

As well as this, it is suggested

The word '_____' suggests...

I also think this word could mean...

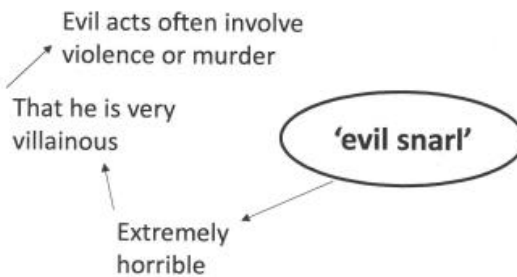
Next Steps

- Try to have 2 or more ideas about what each word might be showing when you annotate

E.g. if the Cyclops has an 'evil snarl' you need to answer three questions:

1. What do both of those words mean?
2. What do they suggest about the cyclops?
3. Why do they suggest that?

Example Answer-



Positives

- Reader response was really well constructed, with opinions given about the text
- Some made links to elsewhere in the novel and talked about connections
- Some developed multiple comments about words/quotes

Errors

- There is some repetition in answers
- Ideas not fully developed

Key Phrases

Additionally, Shelley is implying...

As well as this, it is suggested

Like earlier in the novel, Victor is shown to be...

Alternatively, it could be stated...

Next Steps

- Deepen your language analysis by making extra connotations on your own inferences

E.g. if you are stating that Victor is upset that he has made the monster ugly, how does this link to elsewhere in the novel, why would Shelley have included this moment?

Example Answer-

Within this extract, Shelley presents guilt and remorse through Frankenstein's despair at how ugly and "evil" the monster has turned out. Having awoken from a nightmare, he sees the 'demoniacal corpse' which suggests that he sees the monster as Hellish, almost as if it is the devil. By saying such, he is implying that the monster is one of the most evil creatures he has ever witnessed, therefore showing his remorse as he has brought something truly malevolent into the world. Furthermore, the use of the deathly noun 'corpse' conveys his remorse as, although he has crafted it himself, he doesn't see the monster as a living person but almost as though it was a supernatural creature back to haunt him. Shelley does this in order to create sympathy in the reader; both for Victor as he is clearly distraught at his own failure but also in the monster as we feel upset at the poor way in which this "new-born" is being treated. Therefore, guilt and remorse are presented by the ugly reaction which Frankenstein has towards his own failure.

Maths

Approach to Strand 1 Feedback

Students will receive whole class feedback in three ways

Regular in class assessment

- Teachers regularly question students to establish understanding and respond to students immediately before misconceptions develop.
- Mini-Whiteboards are used often in classrooms to allow the teacher to assess and feedback to the whole class immediately.
- Diagnostic questions are used to identify misconceptions so teachers can accurately target feedback.

Topic Tests

- These will be done in class books and marked by students. How the test looks will be decided by the teacher; it may be a multiple choice quiz with confidence scoring or a test taken from the exam board.
- Teachers will collect the books after a topic test, flick through the book addressing any presentation or quality of work issues and generate feedback questions to be done by the class the next lesson.
- The next lesson there will be an opportunity for either recovery or extension which will be done in purple pen under the title Topic Test Feedback.
- Most topics will take between 1-2 weeks to complete so tests will be of a similar frequency, however this may vary if it is a split class.

Homework

- Homework will be set and completed every other week through Sparx Maths.
- The teacher will review scores from Sparx Maths and complete a book look to ensure homework is done to the appropriate standard.
- If an area needs addressing, where students are making common misconceptions this will be addressed through whole class feedback in homework books.
- Further information on homework can be found in our homework policy.

Every lesson starts with retention and retrieval, teachers will use strand 1 feedback to identify topics covered in starters.

Exemplars of Strand 1 Feedback

Topic Tests

Sine and Cosine Rule

Sine Rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule: $a^2 = b^2 + c^2 - 2bc \cos A$

Area of Triangle: $\frac{1}{2}bc \sin A$

Worked Example 1: Find the missing side a in $\triangle ABC$ where $B = 45^\circ$, $C = 15^\circ$, and $b = 12$ cm.

Worked Example 2: Find the missing angle A in $\triangle ABC$ where $a = 10$, $b = 12$, and $c = 15$.

Worked Example 3: Find the area of $\triangle ABC$ where $a = 10$, $b = 12$, and $C = 15^\circ$.

Topic Test:

- 1) B, 5 ✓
- 2) C, 8 ✓
- 3) D, 2 ✓
- 4) D, 4 ✓
- 5) A, 1 ✓
- 6) B, 2 ✓
- 7) B, 1 ✓
- 8) A, 1 ✓
- 9) A, 1 ✓
- 10) D, 1 ✓

Confidence Scoring:

Test score: $\frac{5}{10}$

Confidence score: $\frac{5}{10}$

Revision page with multiple choice topic test and confidence scoring.

Recovery

Recovery Question: Find the missing angle A in $\triangle ABC$ where $a = 10$, $b = 12$, and $c = 15$.

Worked Example: Find the missing angle A in $\triangle ABC$ where $a = 10$, $b = 12$, and $c = 15$.

Area of Triangle: $\frac{1}{2}bc \sin A$

Topic Test:

- 1) B, 5 ✓
- 2) C, 8 ✓
- 3) D, 2 ✓
- 4) D, 4 ✓
- 5) A, 1 ✓
- 6) B, 2 ✓
- 7) B, 1 ✓
- 8) A, 1 ✓
- 9) A, 1 ✓
- 10) D, 1 ✓

Confidence Scoring:

Test score: $\frac{5}{10}$

Confidence score: $\frac{5}{10}$

Following page recovery question done in purple pen.

Sine and Cosine Rule

Sine Rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule: $a^2 = b^2 + c^2 - 2bc \cos A$

Area of Triangle: $\frac{1}{2}bc \sin A$

Worked Example 1: Find the missing side a in $\triangle ABC$ where $B = 45^\circ$, $C = 15^\circ$, and $b = 12$ cm.

Worked Example 2: Find the missing angle A in $\triangle ABC$ where $a = 10$, $b = 12$, and $c = 15$.

Worked Example 3: Find the area of $\triangle ABC$ where $a = 10$, $b = 12$, and $C = 15^\circ$.

Topic Test:

- 1) B, 5 ✓
- 2) C, 8 ✓
- 3) A, 5 ✓
- 4) D, 5 ✓
- 5) A, 5 ✓
- 6) A, 5 ✓
- 7) B, 5 ✓
- 8) A, 5 ✓
- 9) B, 5 ✓
- 10) B, 5 ✓

Confidence Scoring:

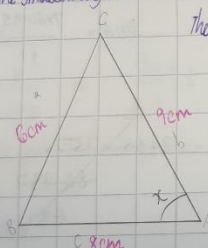
Test score: $\frac{5}{10}$

Confidence score: $\frac{5}{10}$

Topic Test and Recovery Question

Recovery Question
Find the smallest angle

The smallest angle is opposite the shortest side.



$\cos^{-1} \left(\frac{9^2 + 8^2 - 6^2}{2 \times 8 \times 9} \right) = 40.8$

Smallest angle = 40.8°

Science

Approach to Strand 1 Feedback

Plan for it:

- **Plan the S1 task into your lesson/PowerPoint**- write in your planner when you are going to take the S1 task in and when you are going to provide feedback)
- **A variety of tasks are suitable for S1 feedback** e.g. extended writing, practical methods, 6 mark questions, homework

Make time for it in your lesson:

- **Best practice of strand 1 feedback requires time**, set aside a minimum of 20 minutes for feedback to make it purposeful (this will mean that the 'new content' part of the lesson will be shorter, but this is time well spent to overcome misconceptions)
- **Provide strand 1 feedback at the start of a lesson** so it is not rushed

Make it personal:

- **Differentiate the feedback** (see exemplars) the feedback as necessary for your classes. Give visual clues, gap fills or key word lists as needed.
- **Emphasize that the 'stars' are not just the highest scorers**. Stars could be for effort (picked up upon within the lesson), presentation, scoring well on particular sections of an EOTT (e.g. the MCQ section, rather than just the overall score), good use of scientific vocab etc.

Tips for Writing

What Went Well (WWW):

- Emphasis should be placed on the WWW, specifically repeating the disciplinary knowledge that was included in the best examples of work.
- Terms such as 'the best work included...' can be used.

Even Better If (EBI):

- The EBI section should be a task that pupils must complete as part of their feedback.
- Students should be able to engage with the EBI and therefore the task chosen will depend on the ability of your pupils and the nature of the task you have fed back on.
- Tasks may include quick recall questions, gap fills, sentence starters or directions on how to improve the piece of work marked (e.g. directions of how to improve a graph or describe the pattern it is showing).

Challenge Task:

- This task should be related to the focus of the EBI.
- Pupils should be able to apply their answers to the EBI task to the challenge activity.
- The challenge activity should be more challenging than the EBI, often requiring an extended response or application of the EBI answers to another scenario.
- Support can still be given for LA classes e.g. scaffolding, key word lists, modelling of reading the question under the visualiser etc.

Literacy:

- For incorrect spellings underline these as you mark on the pupil's work and create a list on the feedback sheet.
- Grammatical errors could also be stated here e.g. capital letter for names/start of a sentence, full stops at the end.
- Emphasise key tier 2 or tier 3 vocabulary, asking pupils to define keywords (a sentence starter or key words could be given to support LA classes).

Stars:

- Include a list of names of pupils who have been successful.
- Emphasize that the 'stars' are not just the highest scorers. Stars could be for effort, presentation, scoring well on particular sections of an EOTT (rather than just the whole thing), good use of scientific vocab etc.

Strand 1: Tips for Teaching

Use the strand 1 sheet to structure this section of the lesson.

- **Starter**- Stick in the yellow sheet and complete a retrieval quiz on the board (this could match the EBI task to save time). Pupils are more likely to engage with the EBI task if it is on the board (could be frozen on the visualiser) as this fits with their usual science routine
- **Read the WWW**- choose a pupil to read this. This should include an example of the disciplinary knowledge that was shown. Questioning could be used here to give further examples of powerful knowledge relating to this topic.
- **Mark the EBI task quiz**. Question pupils throughout and ensure that all are using purple pen to mark their answers
- **Refer back to the original strand 1 task**- if this is an exam Q, paste the mark scheme on to the strand 1 sheet. Pupils could then tick off the points they have already included. Model how to use the mark scheme to extract knowledge to form sentences that can be written in purple pen on their original answer sheet/in their book. The prior EBI task can help to support pupils with purple penning their original work.
- **Challenge**- read as a class. Question/discuss/note on the whiteboard to emphasize what the question is asking of pupils. Give pupils a set amount of time for the challenge task and then provide immediate purple pen feedback.
- **Literacy**- Read this section with the class and give time for pupils to correct spellings and/or write key definitions. Model on the board how pupils can correct their spellings e.g. writing out three times in their book/margin
- **Stars**- Celebrate the stars! Emphasize what specific pupils did well and give them a shout out! **STAMP!**

Date:



Strand 1 Feedback- 11ab7

Topic: Evaluating Contraception

What Went Well (WWW):

Secure knowledge that hormonal contraception gives side effects (these should always be stated e.g. headaches, skin changes, nausea etc) and a good comparison that an IUD is a longer lasting contraceptive.

Even Better If (EBI): Decide if the statement is giving an advantage or a disadvantage of contraception

1. The pill must be taken daily and at the same time
2. An implant can last for up to 5 years
3. The pill contains hormones
4. An IUD requires insertion at a GP practice
5. The pill is 99% effective at preventing pregnancy when used correctly

CHALLENGE:

For each of the statements above write a sentence that 'adds value' to explain why it is an advantage or a disadvantage.

Literacy:

Spellings: pregnancy, contraceptive, disadvantage, advantage

Write a definition for 'hormonal contraceptive'. A drug that...

Webster's Winners!

Maddie

Faiza

Abdullah

Cam

Date:



Strand 1 Feedback- 7x4

Topic: Separating Rock Salt Practical Method

What Went Well (WWW):

High quality methods included steps that were written in a logical order, along with explanations of why certain steps were needed e.g. the rock salt was ground into a powder to make it easier to dissolve. Some methods also included diagrams.

Even Better If (EBI): Complete the questions:

Which technique is used to...

- a) Separate the salt from the salt water?
- b) Separate the sand from the solution?
- c) Turn the rock salt into a powder?

Which equipment is needed for...

- a) Breaking down the rock salt into a powder?
- b) Dissolving the rock salt?
- c) Filtering the solution?
- d) Evaporating the water from the salt water?

CHALLENGE:

Jenny wants to separate a mixture of **chalk powder, sugar and water**. Explain how you would do this.

Literacy: Ensure that 'Bunsen' starts with a capital letter as it is named after a scientist

Spellings: pestle, mortar, beaker, filter, contains, separate, dissolve

Webster's Winners!

Ava Lewis Sarah Kyle Shrijan Emily Aleena

Exemplar 3:

Foundation Pathway Feedback (HTN)

Topic: Acids and Alkali's

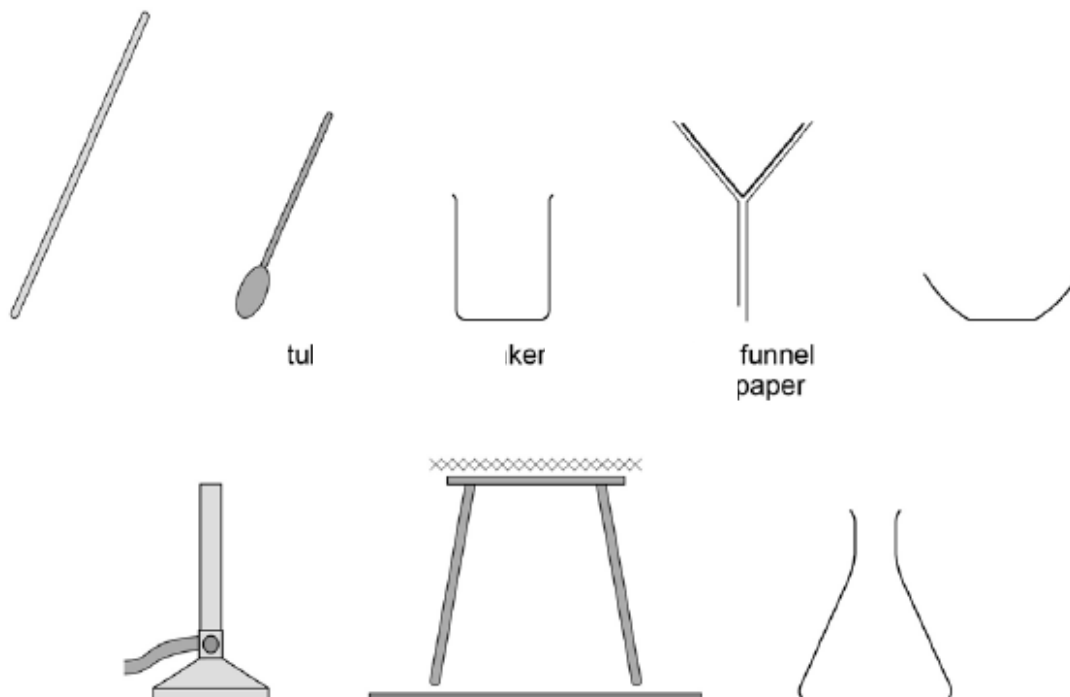
What Went Well (WWW):

- ❖ Knowing an acid turns red in universal indicator
- ❖ Knowing an indicator changes colour
- ❖ Knowing the symbol for hydrogen is H
- ❖ Knowing copper sulphate makes a blue liquid
- ❖ Knowing a wide range indicator gives many colour changes

Even Better If (EBI):

What is the pH and colour of a neutral solution?

What are the names of the following pieces of equipment?



Spellings: Hydrogen conical flask

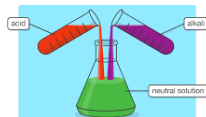
Stars: Libby Gizem Shane Aaron

Challenge Tasks: Match the key word with the definition

Indicator



Neutralisation



Soluble



Filtration



Evaporation



A technique used to separate an insoluble substance from a soluble one

A mixture of dyes that change colour

A change of state from a liquid to a gas

Something that can dissolve

A reaction that takes place between an acid and an alkali

pH number	1				5			8				12		14
Colour														
Acid/alkali/neutral														

pH1 Acid Alkali Neutral

pH 12 Acid Alkali Neutral

pH 6.1 Acid Alkali Neutral

pH 9.7 Acid Alkali Neutral

green Acid Alkali Neutral

yellow Acid Alkali Neutral

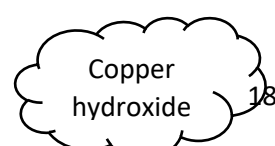
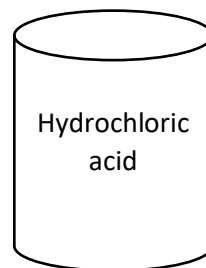
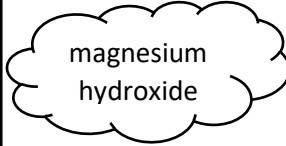
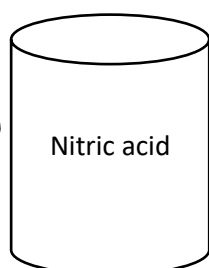
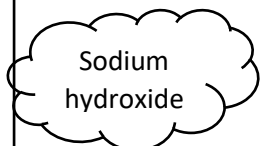
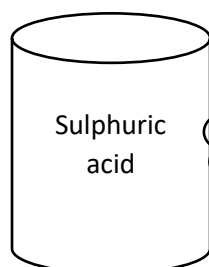
pH 7 Acid Alkali Neutral

blue Acid Alkali Neutral

Sodium Chloride

Magnesium Nitrate

Copper sulphate



History

Approach to Strand 1 Feedback

This year all students are working in booklets. Strand 1 should be completed in one of the following ways:

- 1) Whole class summary on a feedback sheet – with what went well and steps to improve
- 2) Live marking student work under the visualiser – identifying strengths and areas to improve – students then improve/finish their work.
- 3) Scan through booklets and photocopy good examples – then use to identify strengths in an answer and model purple pen improvements.
- 4) Analysis of model answers under the visualiser – then students improve their work

Year 7, 8 and 9	Strand 1 marking will be completed every 6 lessons (3 weeks)
Year 10 to 11	Strand 1 marking will be completed every 6 lessons (2 weeks). Marking will focus on exam questions.

This policy will be suspended when the assessment cycle reaches preparation, assessment and feedback as the focus will be on strand 2 marking. It will then resume as above. This means in booklets strand 1 will not be every 6 lessons throughout the whole year.

Piece of work: How did Britain make money from the slave trade?

Successes:

Everyone wrote about one person or group that made money and told me how they made money.

History super stars: Devon, Shane and Charlie! Detail about different groups of people.



Purple

Pen Time – What can we remember? Match up

1. A merchant was...		someone who owned a large farm where slaves worked
-----------------------------	--	--

Improvement and next steps:

- Look at the red pen – do you have a question to answer or anything to finish?
- Spellings x3

2. A plantation owner was...		were cities which made money from the slave trade
3. Liverpool and Bristol...		someone who traded slaves
4. Harewood house...		...was a huge house built on the profits of sugar and slavery.

Challenge:

5. The percentage of profit a merchant could make was...		80%
6. The family who owned Harewood House was...		20-50%
7. The percentage of the British slave trade controlled by Liverpool was...		The Lascelles family

**Piece of work: 'There was little progress in Medicine in the period 1250-1500'.
How far do you agree?**

Successes: I'm impressed 10C!

All – Correct structure – clear agree and disagree

Most – Clear agree side with lots of knowledge shown on Hippocrates and Galen and Black Death.

Clear examples to disagree - with surgery

Some links back to why ideas were or were not progress.

Improvement and next steps:

1. Develop links back to the question. Why is it not progress? Why is it progress? Use **bold writing** in each paragraph below

2. Detail on surgery – is there something else you could add? Check the model for extra details.

3. **Conclusion** – Have you made a clear decision? Check the conclusion below

SPAG:

Capitals:

**Galen
Hippocrates
Black Death**

Model answer

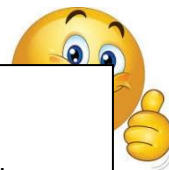
I agree with the statement that there was little progress at this time because of the dominance of the four humours. Hippocrates developed the theory of the four humours which said that illness was caused by imbalance of these four liquids, blood, phlegm, black bile and yellow bile. Galen, a Roman doctor, then adopted the four humours and developed treatments to balance the humours. These were blood-letting an opposites. Galen dominated medicine in medieval period as he had written 350 books and the church agreed with his ideas. Therefore these old ideas were still being used in the period 1250-1500 by doctors who had been taught at university to follow Hippocrates and Galen. **This is not progress because these ideas were over 1500 years old by 1250. This is because the Church controlled education and taught that Galen was completely correct and discouraged people from looking for new ideas about disease.**

Another reason why I agree that there was little progress is because of the reaction to the Black Death which came to England in 1348. Many people blamed God for sending the disease as a punishment and in response, prayed or lit candles to show how sorry they were. Some people even whipped themselves in public to show God that they were sorry. They were called flagellants. Other people blamed bad air or miasma. They often carried herbs to try and protect themselves. People were treated with Galen's opposites which involved giving people who were too hot something cold like cucumber. **All these ideas were old and in existence before the time period 1250-1500 so were not progress.**

However, I also disagree with the statement as there was also progress in the area of surgery. New techniques were developed like the use of arrow spoons by Roger Frugadi which made the removal of arrows easier and less damaging for patients and so increased their chances of survival. Surgeons could also remove an arrow that had gone through the cheek of the Henry V into his skull. They could also do advanced operations like removing bladder stones which would relieve someone of the terrible pain they caused. **Surgery was one area of great improvement because there were many wars and surgeons were often attached to armies and got a lot of practice and developed new techniques of treating wounds. It**

was an area of improvement because the training of surgeons was not controlled by the church as surgeons were trained by others as apprentices.

In conclusion I agree that there was little progress. Surgery did improve a little but most other areas of medicine like the understanding of disease did not improve, due to the control the church had over the training of doctors and education. This made progress in these areas very unlikely.



Successes:

- **Clear point sentence** – stating the reason you are discussing.
- **Good detail using the information we have discussed** – e.g. examples of the profits merchants made, the increase in the population of Liverpool during the slave trade.
- **Some of you linked your information back to the question** – e.g. *This shows the significance of Britain's involvement in slavery, as the slave trade helped these banks to be successful enough to still be trading today.*

Piece
of
work:
Why
was
Britai
n's
involv
emen
t in
the
slave trade significant?

Improvement and next steps:

- **CAPITAL LETTERS: Britain, Liverpool, Bristol.**
- **Try to write in your own words:** This meant, this shows – some of you are still copying the text.
- **Use more detail** - e.g. Liverpool's population increase, what was produced in different places.
- **Explain how it shows Britain's significance in the trade** - This shows the significance of Britain's involvement as well over a third of the slave trade transactions were happening in Britain.
- **Challenge: LINK the significance of the slave trade to the industrial revolution: See the last paragraph in the model answer.**

Model Answer

One reason why Britain's involvement in the slave trade was significant is because British merchants made a lot of money from the trade. Merchants could make profits of between 20 and 50% on one voyage. This made ship owners vast amounts of money and many of them never even left England. This also made money for the banks who loaned money to merchants, such as Barclays and the Bank of England. Additionally plantation owners became rich from having enslaved people to work for them. Wealthy plantation owners often retired to Britain and used the money they had made through slavery to build mansions or to become MPs. An example of this is Henry Lascelles who used money he made from trading slave grown goods to build Harewood House and to become a member of Parliament. The Lascelles family



Explain why the Nazis

Successes:



Clear sentence starters using the question and category

Many of you write with good detailed and specific examples.

There was some good attempts to link your points back to the question – how does this lead to an increase in support for the Nazis?

Improvement and next steps:

Use more specific examples – e.g. the number of Nazi controlled newspapers, the companies which gave Hitler financial support.

Develop your link back to the question – how does this lead to an increase in support for the Nazis? It's all about getting people to vote for them

Timing – Use purple pen time to finish

SPAG: Put a full stop at the end of a sentence!
Capitals - Nazis, Hitler, Goebbels

increased their support from 1929 to 1933. (12 marks)

One reason why the Nazis increased in popularity was the economic depression in Germany and the inability of the government to deal with it. In 1929 the Wall Street Crash happened, which meant that the USA recalled their loans to Germany. Many German businesses went bankrupt and by 1932 there were 6 million people unemployed. Food shortages were common and the government could not agree on a strategy. Chancellor Brüning forced through unpopular measures using Article 48 which cut government spending and raised taxes. This meant that government workers lost pay, unemployment benefit was cut by 60% and taxes on income, beer and sugar were raised. Many people nicknamed Brüning the 'hungry Chancellor' and were angry towards Weimar and desperate. **This desperation led to people turning to extremist parties like the Nazis who promised solutions to Germany's problems, so increased their support. Before 1928 the Nazis achieved 12 seats in the Reichstag but by 1930 had 107 showing the impact of the depression.**

Another reason that the Nazis increased support is Hitler's leadership. He was a charismatic leader and a powerful speaker. He made sure the key messages of the Party went into his speeches, he criticised the Weimar government for creating the economic problems and said only the Nazis had the solutions to create wealth again. He promised to scrap the unpopular Treaty of Versailles. Hitler also made it very clear that there was a scapegoat for all of Germany's problems – the Jews. Hitler designed his speeches to be more about criticising others like the Jews, rather than specific Nazi policies. This meant he could appeal to

the largest number of people at once. He tried to portray himself as all things to all people – the war hero, the ordinary man on the street, the special saviour. He let people believe that he was willing to give all his time and energy into making Germany better. **This strong charismatic figure attracted many to the party who were looking for a strong leader to solve Germany's problems.**

Lastly an important reason for the increase in Nazi support was propaganda. Josef Goebbels was appointed Head of Propaganda in 1929. He knew exactly how to appeal to the masses and how to use media to the best effect. He knew that the best campaign method was to repeat the same simple messages over and over again in many different ways. This made sure people understood their key points but also began to feel that support for the Nazis was everywhere. By the early 1930s the Nazis owned 120 newspapers, which presented only their point of view, regularly read by hundreds of thousands of people all over the country. He also recognised the importance of the radio which carried the messages straight into people's homes. He also organised the mass rallies which proved to doubting voters how popular the Nazis had begun. **This all led to the Nazi messages being spread really effectively and created more support as they became well known nationally.**

Piece of work: Explain how the Normans controlled England after 1066.

Successes:

- **Best overall answer for detail and explanation – George**
- **Some great presentation – neat writing in paragraphs**
- **Clear PEE Structure – POINT, Examples, Explanation – Logan, Lily**
- **Good explanation of how castles kept control – Olivia, Toby**
- **Good explanation of how dealing with rebellion kept control – Ryan, Miley**
- **Good explanation of how the feudal system kept control – George, Darrell, Ronni, Alicia**
- **Good explanation of how the Domesday Book kept control – Alfie**
- **Nice links back to control – Aafiah, Oliver, Amiera, Ashaaya, Daisy, Gabriella**

SPAG:

Check these spellings:

Motte
Bailey
Feudal

Capital letters

Normans
England
Start of every sentence

Let's look at a good example with clear PEE structure! Can we improve it even more?

Explain how the Normans controlled England

One way that the Normans took control was the Domesday Book. This helped William because it allowed him to know who owned the land, the size of the land, what it was used for and many other reasons. This helped him keep control because he knows the wealth of the country and what he can tax people. He could also take land from people who weren't loyal to him.

Improvements

1. Don't
2. Keep
3. and
4. Use
5. Try

A second way they took control was dealing with rebellion. This helped because it would stop future rebellions like the one in the North of England in 1069. He stopped these by when the biggest rebellion happened he destroyed villages, killed people, he burnt crops and animals, he also put salt on the crops stopping them from growing. This helped keep control because it scared people, informed people that rebelling would not be tolerated.

A third way they took control was by building castles. These castles were made of earth and timber, helped defend because they had ditches which often had water in. William had them built all over the place but especially at important river crossings and crossroads. This helped keep control because it showed

ion

Piece of work: Explain why there was progress in the fight against infectious disease in the 18th and 19th century (12 marks)

Successes:

Almost everyone followed the plan – clear explanation of What? How? And impact?

Clear explanation – well written making perfect sense. If I haven't written anything it's because it's great



Improvement and next steps:

1. **Complete** any unfinished paragraphs
2. **Find and fix anything marked 'Check'** – there is an error to correct – use the model.
3. **Impact?** Look at the model to improve the impact section of this paragraph
4. **Challenge** – see below the model



Model answer

There was progress because of Jenner. He created vaccination by making the first ever vaccine. He noticed that cowpox protected people against smallpox. He tested this theory by giving a boy cowpox and then smallpox and they stayed healthy. This was vaccination and Jenner wrote about his work in a book. Smallpox vaccination was

SPAG:

Names need capital letters! Pasteur, Koch, Jenner

Check these spellings:

Vaccine

Eradicated

made compulsory in 1852 and this meant smallpox was eradicated by 1879, which was huge progress. Jenner's work is also important because it inspired Pasteur to work with vaccines.

Another reason is the work of Pasteur on germ theory. Up until this people believed in the theory of spontaneous generation. They believed that germs and bacteria were produced by decay and disease. Pasteur did experiments with wine which showed that this was wrong and he proved that it is germs which cause decay and disease. His work was followed up by Robert Koch who used dyes to stain germs and then photographed them. In this way he was able to identify the germs that caused septicaemia, TB, cholera and anthrax. Neither of these ideas led directly to ways to fight infectious diseases but without the knowledge of which germs cause which specific diseases, then there is no way that anyone would be able to find ways to treat those diseases which they did in the 20th century.

The third reason is the work of Pasteur on vaccines. Pasteur read about Jenner's work and decided to investigate whether he could make vaccines for other diseases. He began experimenting with chicken cholera and accidentally discovered that sunlight weakened germs and you could use this to develop a vaccine for chicken cholera. After proving this worked he used the same method to create vaccines for anthrax and rabies. He tested them on animals and then he got the chance to test the rabies vaccine on a human and it worked. He had found a way to make vaccines for different diseases. In the modern period other people developed many more vaccinations such as for polio, diphtheria and whooping cough which have prevented illness effectively. This has led to the eradication of many of these diseases.

Challenge – Same knowledge for a different question.

Pasteur's work on germs was the most important breakthrough in the fight against infectious disease in the 18th and 19th century

<i>I agree that Pasteur's work on germs was important because....</i>	<i>However, I think that other people were also important, for example.....</i>

	<i>Also, I think</i>

Piece of work: 'England was changed forever by the arrival of the Romans.'

Successes:

Everybody had a go at the task and had one piece of evidence

Most people gave more than one piece of evidence to support the statement.

Some people had lots of detailed information about what the Romans did.

Some people explained really clearly how the evidence supported the statement. – you identified what had changed from before the Romans to after they arrived.

Improvement and next steps:

If you only gave one piece of evidence that supports the statement in your answer, add at least one more – *Another piece of evidence that supports the statement is.....* (You can get ideas from the model answer.)

Include more detail about what the Romans did that brought a change.

Make su
changed
Romans

Model answer:

The evidence to support the statement is that the Romans introduced roads to England. Before the Romans there were only muddy tracks, but the Romans built paved roads, with ditches at the sides to allow rainwater to drain off. This has had a lasting effect on England as some Roman roads have been converted to become today's motorway network.

Another piece of evidence that supports the statement is that many towns in England were founded by the Romans. Places with names ending in 'chester', 'cester' or 'caster', get their names from the Roman word for fort 'castrum'. In places like Chester, the remains of Roman buildings can still be seen and lots of towns dating from Roman times are still based on Roman layouts.

Another way that the Romans changed England forever is religion. At first the Romans brought their own gods to Britain. Then eventually when Christianity became the official Roman religion they introduced that to Britain too. This still has an impact on England because Christianity remains the biggest religion.

The Romans also changed Britain permanently by introducing written records. This practice has continued until the present day. The Romans introduced their own language, Latin. Many modern English words have Latin roots. Roman numerals can still be seen on many British buildings.



SPAG:**Capital letters:****England****Romans****Britons****Permanent****Religion****Language****Amphitheatre****Forum****Geography****Approach to Strand 1 Feedback**

All Geography strand 1 feedback will include a series of improvements (which identify any misconceptions in that group) alongside an answer to improve together, a challenge task and/or rewrite. It may also include a WAGOLL answer and particular strengths for a group. For years 10-11 all exam questions which are strand 1 marked will receive a mark.

Strand 1 feedback might take place using a typed up or handwritten feedback proforma, which should be printed on purple paper if possible, or via live marking an example/ student answer under the visualiser. Feedback may also be given verbally/ under the visualiser for students to respond to e.g. checking spellings, or answers to quiz questions, or general feedback from something the teacher has identified

Year 7, 8 and 9	Strand 1 marking will be completed every 3-4 weeks and will focus on either a key skill or piece of homework.
Year 10	Strand 1 marking will be completed every 2 weeks and will focus on either an exam question or piece of homework
Year 11	Strand 1 marking will be completed at least every 2 weeks (ideally there will be something strand 1 marked every week) either homework or an in class exam question

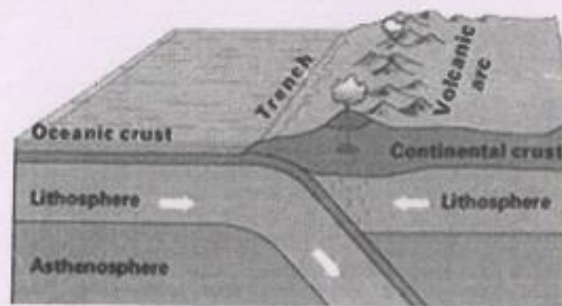
whilst circulating the classroom (if safe to do e.g. if the students have break or lunch in the middle of a lesson).

Strand 1 feedback cycles will be suspended for three weeks during assessment cycles (the exam preparation week, exam week and the feedback week), as strand 2 feedback will be taking place instead during this time.

Exemplars of Strand 1 Feedback

Year 10 - Geography Strand One Feedback

Piece of work: Explain how volcanoes are caused on destructive plate boundaries.



WAGOLL – Let's read this answer and check it against the success criteria below- what can we do to improve it?

more towards each other Incorrect - sinks not rises
An oceanic and continental plate collide, the oceanic plate submerges. Once it is in the
oceanic subducts, denser (C) subducts (B) Reasoning
mantle, the oceanic plate begins to melt, causing a build-up of pressure. This allows the

magma to force its way through the crust, forming a volcano, leading to explosive

eruptions.

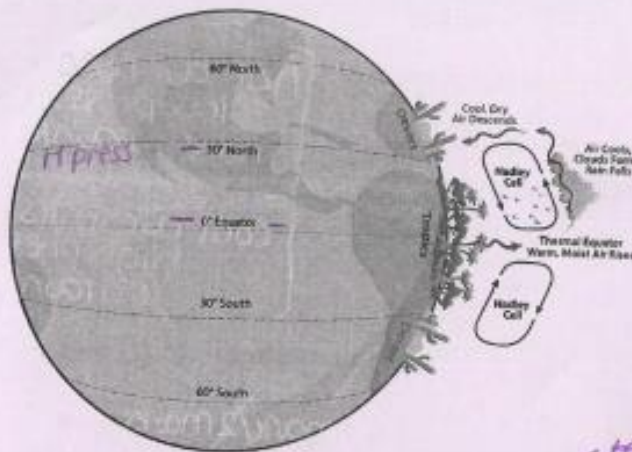
(C) Convection currents + explanation

The plates move towards each other due to convection currents which are circular movements of magma in the mantle. The magma is heated by the core where it becomes less dense and rises.

As it nears the crust, it cools, becoming more dense and sinks again. The plates floating on top move.

Letter	Use the checklist to improve your answer and tick each success criteria once you've completed it:	Tick when complete:
Example		
A	I have described what direction the plates are moving at a destructive plate boundary	✓
B	I have said what the two plates are made of and explained therefore what happens to them Explain - oceanic continental	✓
C	I have referred to convection currents and said how they are responsible for the plates moving in the first place	-
D	I have explained how volcanoes are formed as a result of the above processes	✓
E	I have used key words such as subduction, mantle, lava, magma, composite	✓

Challenge: How are earthquakes that are formed at a destructive plate boundary different to those formed at a constructive plate boundary?



Equator = tropical rainforests

90° N/S = polar

60° N/S = temperate

30° N/S = hot deserts

temperate 60° N/S

Explain how the global atmospheric circulation system affects the weather and climate around the world [9 marks]

Task: Let's look at some of the similarities between cells and areas, to help make our writing clearer:

Where do we find....?	Latitude
High air pressure/ sinking air	30° N/S
Low air pressure/ rising air	90° N/S / DESERTS
Hot temperatures	0°
Mild temperatures	0° Equator, 30° N/S tropics
Cold temperatures	60° N/S Temperate
precipitation - Rainfall	90° N/S Polar
No rainfall	60° N/S, temperate, 0° Equator
	30° N/S, hot deserts, 90° N/S cold deserts

High pressure = no rainfall

Task: Match up the latitude with the explanation below, then name the biome found at each of the four latitudes listed. Notice the similarities- how can we link them together in a time saving way?

Use this information to improve your own answer.

It is **colder** here, due to the sun having to heat a larger area of land, caused by the curvature of the earth. In addition the white colour of the snow and ice reflects heat away from the area. (albedo effect)

90° N/S

It is **hotter** here, as the sun's energy is more concentrated, due to the curvature of the earth making the sun more directly overhead.

30° N/S Equator / 0°

Here the air is **sinking** because it is cooler and more dense, creating an area of **high air pressure**. There is little precipitation here, as there is little water vapour left in the air. It will already have fallen as precipitation earlier in the cell.

30° N/S 90° N/S

Here the air is **rising** because it is warmer and therefore less dense, creating an area of **low air pressure**. As the air rises any water vapour in it cools, condenses and form clouds, leading to precipitation.

60° N/S 0°

30° N/S
hotter,
concentrated
energy
H pressure
no rain

60° N/S

90° N/S
colder,
less conc.
energy
H pressure
no rain

Equator / 0°
hotter,
conc.
energy

Global Atmospheric Circulation Model- Exam Practise

Task: Answer the following exam questions- think about the mark schemes we used to mark the example answers, try not to use your notes.

01. State **two** characteristic features of the climate in polar regions

[2 marks]

One

one characteristic of polar climate is
high pressure cold temperature

Sunny

Two

Another is dry, clear conditions
cold temperature

Cold

Climate is the average weather over a long period of time.

02. Outline **one** reason for these features

[1 marks]

Think about the circulation of air here- is it an area of high/ low pressure? Why? Refer to the name of a cell.

One reason is an area of high pressure at 90° N/S, meaning there is little rainfall due to air falling, and little water vapour due to high temperature

There is high air pressure, so it is dry. There is little water vapour in the air, due to precipitation earlier in the cell

03. Explain the global distribution of tropical rainforests

[4 marks]

Tropical Rainforests are found in areas near the equator, because of a hot, wet climate. This is due to the equatorial Hadley cell (30° N/S) bringing air from the equator alongside precipitation. Tropical Rainforests are found near the equator. This is unpacked by the Hadley Cell. The sun's energy is more concentrated due

We know they are near the equator- why?

Describe the **climate** found here, then describe the **cell/s** that are there. Explain how the cell/s works, what is happening to the air? How does this lead to the weather found there?

Why is it hot here? to the curvature of the earth
Why is it wet?

Y11 Strand 1 Feedback 7/11/22: Sheffield

P27: To what extent has urban change created social and economic opportunities in a UK city you have studied? [9 marks]

WWW: *lots of case study facts*

EBI: you must include the change that has resulted in these opportunities in your answer

On one hand the urban change of deindustrialisation in Sheffield has led to lots of social opportunities. One example includes the integrated transport system that has been developed to help improve the city, after it declined in the late 1980s. Each Supertram can hold 225 people, this removes congestion from the roads, reducing stress and increases the time that people have to interact with each other. Furthermore, there have been several large-scale urban greening projects, for example the Peace and Winter Gardens. This has created habitats and has improved Sheffield's air quality drastically, whilst simultaneously providing space for people to socialise in their leisure time. This shows that several social opportunities have been created in Sheffield.

On the other hand lots of economic opportunities have been created in Sheffield, due to inward migration after the EU expanded in 2007, the population is growing. This has led to an increase in the amount of waste generated, which has been used to power homes- 62% of waste created has been burned by Veolia to power 19000 homes. This is an economic opportunity, as cheap energy is being generated as a by-product of another process through energy recovery. Furthermore during the regeneration of Sheffield, Meadowhall out of town shopping centre was opened in 1991, this has led to the creation of 7000 jobs, allowing people the opportunity to earn more money. This therefore demonstrates that there are also plenty of economic opportunities.

Overall, I 70% believe that the urban change has created more economic opportunities in Sheffield. Whilst there are many challenges with an increasing population, we have the chance to make lots of positives, as has been done with the waste project.

P33: Explain how regeneration can help to solve urban problems. Use Figure 4 and your own understanding [4 marks]

WWW:

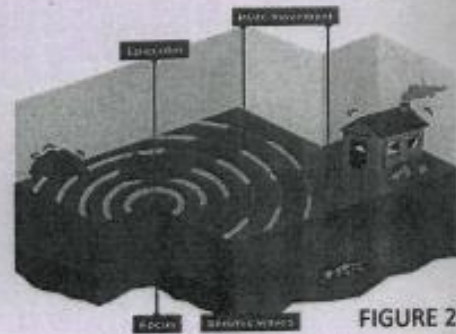
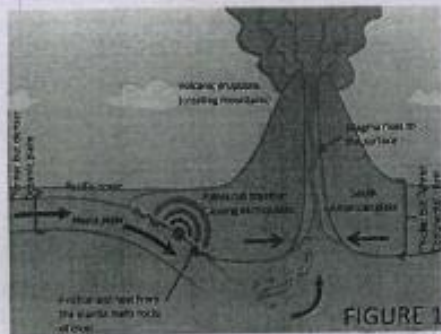
EBI: To get the full marks here, you HAVE to use the figure and your own understanding (Sheffield).

You also have to state what urban problem is being solved

WAGOLL: One urban problem that can be seen in Figure 4 is derelict buildings. By turning them into "affordable rent and low-cost ownership" it could help the homeless and also lower crime rates. In Sheffield many of the Park Hill flats were left abandoned after deindustrialisation, crime rates increased. By regenerating them and including some urban greening (as seen also in Figure 4- indoor garden). The area becomes more attractive and people move into the area lowering the issues of urban crime problem and the dereliction.

Geography Strand One Feedback

Piece of work: Using Figure 1 and Figure 2, compare the movement and tectonic activity of the two different plate boundaries. [4 marks]



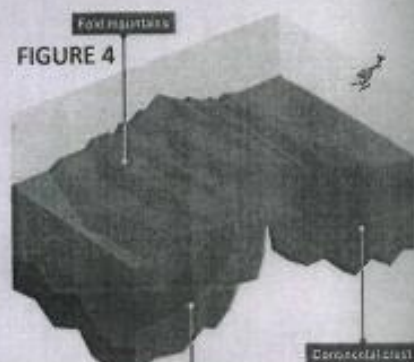
Task 1: Read the WAGOLL and identify where it meets the success criteria underneath: ②

Figure 1 shows a destructive plate boundary whilst figure 2 shows a conservative plate boundary. One similarity is that strong earthquakes can occur at both types of boundary. This is because friction between the two plates grinding past each other leads to a build-up of pressure. Once this pressure becomes too high, the plates will snap past each other and energy is released as seismic waves. However, the main difference is that only a destructive plate boundary has volcanoes and that is because of the direction the plates move. Convection currents in the mantle move the oceanic plate towards the continental plate, and subducts into the mantle below as it is denser. In the mantle, the plate will begin to melt and form magma which will eventually rise to the surface and force its way through the continental plate to form a volcanic eruption. The lava will cool and solidify to form new crust which make up layers of the volcano. Instead, at a conservative plate boundary, the plates move side by side which means that there is no subduction nor is there a gap created for magma to rise through, and therefore there are no volcanoes.

Task 2: Use the WAGOLL and success criteria to improve your answer: Have you....

1. started your answer with "Figures 1 and 2 show..."
2. given the names of the two types of plate boundaries?
3. identified at least one similarity between the two types of plate boundary?
4. identified at least one difference between the two types of plate boundary?
5. explained how convection currents in the mantle are the reason why these plates move in different directions?
6. explained how earthquakes are caused at these both plate boundaries?
7. explained how a volcano erupts at the destructive plate boundary but not at a conservative plate boundary?

Task 3: ALTERNATIVE QUESTION - Using Figure 3 and Figure 4, compare the movement and tectonic activity of the two different plate boundaries. [4 marks]



using figure one and figure two, compare the movement at the two different plate boundaries.

One main difference between a destructive plate boundary and a conservative plate boundary is that in a destructive, oceanic crust and continental crust move towards each other, where as at a conservative, two plates move side by side. ★4.

Another difference between the two boundaries is the hazards caused. At a destructive plate boundary both earthquakes and volcanos are caused however, at a conservative plate boundary only earthquakes are caused.

This is because, in the destructive the oceanic crust sinks, melts and forms magma. The movement from this then causes ^{huge} ~~large~~ volcanic eruptions which then leads to massive earthquakes.

1. ★ Figure 1 shows a destructive plate boundary whilst figure 2 shows a conservative plate boundary.

3. ★ One similarity is that strong earthquakes can occur at both types of boundary.

5. ★ Convection currents in the mantle move the oceanic plate towards the continental plate, and subduct into the mantle below as it is denser.

Date: 1st December 2011

Year 8 - Geography Strand One Feedback

Piece of work: Describe and explain the population distribution of China



Task 1: What does each letter stand for and mean?:

T = trend / pattern

E = Example

E = Exception

N = Numbers

Task 2: Complete the WAGOLL answer using the population density map in your books:

Overall, the trend is that it is most densely populated in China in the South East in a cluster pattern. For example, in the provinces of Hubei and Shandong there are between 80,000,000 and 100,000,000 people. An exception to this trend is the province of Bingxi which is in the south-east but has quite a low population density.

One reason why the south-east is densely populated is because of the Yangtze River. This is good for the people because... It supplies the people with water

Another reason for the dense population is Climate. This is beneficial for the people because... they can import goods and grow food

Instead, it is sparsely populated in China in the North West and in the West with between only 0 and 20,000,000 people. This is a difference of 80,000,000 people between the most densely and most sparsely populated areas.

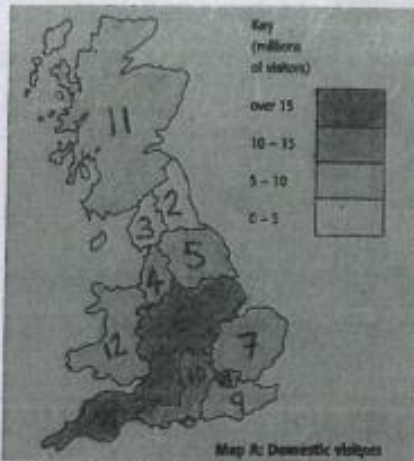
The reason it is sparsely populated in the north-west is because... it is too cold
The reason it is sparsely populated in the south-west is because... it is too hot and dry

Task 3: Use the success criteria below and the WAGOLL above to improve your own answer:

Success Criteria:	
I have capital letters at the start of all names e.g. China	✓
I have spelled "densely populated" and "sparsely populated" correctly	✓
I have identified the trend for high populations (and used the word "clustered")	✓
I have used the key to give an example of how many people live there	✓
I have picked out the exception/anomaly and said why they don't fit the trend	✓
I have done some maths to compare the two areas	✓
I have explained in detail why it is densely populated in the south east (flat land, Yangtze River, fertile soil etc) and said why it is easier and beneficial for people to live there	✓
I have done the above for areas with a low population density too in the south west and north	✓

Year 7 - Geography Strand One Feedback

Piece of work 1: Describe the distribution of domestic visitors in the UK



Task 1- Write down what each of the following letters of the acronym 'TEEN' stand for and what that means:

T = Trend: Overall where the most people are on the map

E = Example: An example of a country or compass direction where the most people are.

E = Exception: a compass direction or country that doesn't follow the trend.

N = Numbers: Numbers used from the key to backup your ~~ated~~ evidence.

Task 2: Complete the following gaps to give yourself a WAGOLL answer to the above question:

T = Overall, most domestic visitors visited the regions in the South West (compass direction!) of the UK

E = For example, over 15 (number from key!) million people visited the regions of "South-West" and "The heart of England" (name of region!).

E = An exception to this is the region of "Wales" (name of region!) which is also in the south west but only had between 5-10 (number from key!) million domestic visitors.

N = The least visited regions in the UK by domestic visitors were in the North (compass direction!) of England in regions such as "Northumbria" and "Scotland" (name of region!) with less than 5 million visitors (which is at least 10 million less than the most visited regions!). There were 13.4 (calculate the range!) million more visitors to the most visited place than the least visited place.

Task 3: Use 4 different colours to highlight each aspect of TEEN in your original answer. Draw the key here:

T =



E =



E =

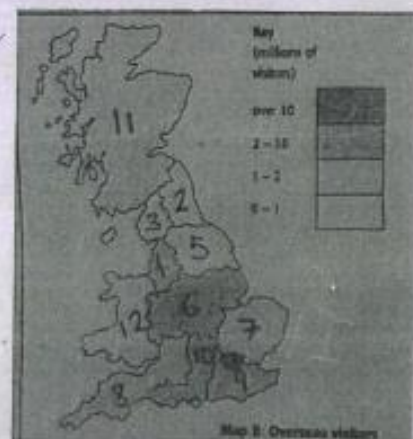


N =



Task 4: Task 3 should help you identify what you need to add to your original answer. Improve it now using the checklist below:

	✓
I have described the trend and said where most domestic visitors visit (look for the darkest colours on your map)	✓
I have used the key to say exactly how many million visitors go to these places and named the region	
I have identified an anomaly (something that sticks out from the trend e.g. a less visited region surrounded by lots of highly visited regions)	
I have used the key to calculate the range to say how many more people visited the most visited region compared to the least visited region	



Challenge: Describe the distribution of overseas visitors to the UK (see map to the right and coloured version on the board!)

Computing

Approach to Strand 1 Feedback

Y7 & Y8

Strand one feedback is given to Lower School students through the marking of their homework.

Homework is marked as a class at the beginning of the following lesson. Whole class feedback is provided and students will make necessary amendments to their work based upon this. See appendix one for an example of strand one feedback piece on a piece of homework.

The overall grade for each piece of homework is shown on the sheet as well as recorded into Show My Homework for both students and parents to see.

Each student has a homework book in their folder which displays each piece of completed homework including any corrections. This book also includes their assessment results and feedback (Strand two).

Y9, 10 & 11 Computing

Computing - Classwork

Whole class feedback is used during lesson time to mark any questions, students will mark and make corrections using purple pen.

Computing - Homework

All upper school students receive strand one feedback on each piece of homework. The template used for this is shown in appendix three. Their homework is printed onto yellow paper (unless students require a different colour) and their strand one feedback sheet is attached to this on purple paper. See appendix four for an example. Students have the opportunity to respond to this feedback during the starter of the following lesson.

24.9.18

File management

Using computers: Homework 1



PG ONLINE

 Name Ellie Foster Set

Task 1: File types

1. Complete the table using the following file extensions. Some types of file may have more than one possible extension:

.xls .mov .doc .jpg .png .docx .exe .ppt .accdb

Type of file	File extension
A Word document	<u>.doc</u> <u>.docx</u> ✓
A spreadsheet	<u>.xls</u> ✓
A PowerPoint presentation	<u>.ppt</u> ✓
A video	<u>.mov</u> ✓
An image or photograph	<u>.jpg</u> <u>.png</u> ✓

Task 2: File management

1. What is the shortcut key combination to open File Explorer?

Windows + X ✗ Windows key + E

2. Give the shortcut key combinations for the following operations:

- a. Copy CTRL + C ✓
 b. Paste CTRL + V ✓
 c. Save CTRL + S ✓
 d. Undo CTRL + Z ✓
 e. Redo CTRL + Y ✓
 f. Print CTRL + P ✓
 g. Select All CTRL + A ✓

Grade 6

Task 3: Naming Conventions

1. Draw a circle around any of these file names which you think are not sensible:

- a. myHomework.doc
 b. Presentation1.pptx ✓
 c. Geography_Coursework_Environment.docx
 d. 12 work.xls

2. Lucy saves a file with this name: **SamMathsHomeWork.xls**
 What type of naming convention has Lucy used here?

A spreadsheet Camel Caps

WWW

- Correct use of variables
- Correct use of if statements
- Loops have been attempted

EBI

- Loops are repeated the exact amount of times
- Make sure a loop is included
- More than one loop is needed (One for year and one for day)

Miss Fort's Stars:

Sam L

Louis

Challenge

Create an algorithm that displays the 5 times table up to 12 x5

Hint: A nested loop is needed

WWW

Different categories of target audience were identified.

Gender, Age, Ethnicity, Location, Income, Disability

EBI

Identifying the 2 different research methods.

Primary Research – Research you have conducted yourself. Examples include; questionnaires, surveys, focus groups

Secondary Research – Research you gain from somebody else. Examples include;

Internet research, Books.

Mrs McErlain's Stars:

Luca
Alfie
Callum
Aimee

Challenge:

When creating pre-production documents for a documentary film, the audience of the final product must be considered. The film has a target audience that ranges from 14 to 30 years of age.

- a) State **two** aspects of the target audience, other than age, that should be considered in the pre-production document.

Spanish

Approach to Strand 1 Feedback

The Spanish Department utilise an array of feedback templates that cover the school feedback expectations. The templates often use key sections including 'common errors', 'spelling codes', 'next steps' and identifies those students who have produced outstanding work.

Exemplars of Strand 1 Feedback

Strand 1 Extended writing

Date: 12 julio 2022

Class: Y7

<u>Common errors</u> <ul style="list-style-type: none">• Adjectival agreement eg mis <u>hermanas</u> son <u>tontAS</u>• Mi/Mis• Me <u>gusta/gustan</u>• Spelling of <u>aburrido</u>• Me odio• Me <u>ME gusta</u>• Word order: <u>los ojos marrones</u>	<u>Spelling Codes:</u> Sp - Spelling mistake WW - Wrong word WO - Word order AA - Adjective agreement V - Verb error ^ - Missing word									
	<u>Next steps:</u> Purple pen your answer									
	<u>Outstanding work:</u> <table><tr><td>Libby</td><td>Eliza</td><td>Leon N</td></tr><tr><td>Jessica</td><td>Lucia</td><td>Eve</td></tr><tr><td>Sophia</td><td>Charly</td><td><u>Carys</u></td></tr></table>	Libby	Eliza	Leon N	Jessica	Lucia	Eve	Sophia	Charly	<u>Carys</u>
Libby	Eliza	Leon N								
Jessica	Lucia	Eve								
Sophia	Charly	<u>Carys</u>								

<u>Common errors</u> No article with 'eating' verbs eg <u>como fruta</u> Using English words! Missing verbs eg <u>'porque ES/SON'</u> No title?? Adjectival agreement eg <u>son sanAS</u> Me <u>gusta</u> /me <u>gustan</u> (singular and plural)	<u>Spelling Codes:</u> Sp - Spelling mistake WW - Wrong word WO - Word order AA - Adjective agreement V - Verb error ^ - Missing word
	<u>Next steps:</u> Purple pen your answer responding to all feedback.
	<u>Outstanding work:</u> Tina Roxana Amber Salman <u>Fozan</u> Daisy Abby Millie

Ethics

Approach to Strand 1 Feedback

The Ethics Department utilise an array of feedback templates that cover the school feedback expectations. The templates often use key sections including 'SPAG errors', 'subject specific mistakes', 'next step tasks' and identifies common exam technique mistakes (especially at GCSE).

Exemplars of Strand 1 Feedback

<p>Model answer (12 mark question)</p> <p><i>"Loving, is the best way to describe God" 12</i></p> <p>Some people may agree with this statement because Christianity teaches that God is Omnibenevolent. This means that God is all loving towards his creation including humans. Christians believe that God created humans because of his loving nature and that he sent his only son Jesus Christ to be tortured and sacrificed so that humans could be saved from sin. This is seen as God's most loving act towards humanity.</p> <p>Christians also argue that God created the Earth and made it perfect for human life, giving humanity everything needed. God also shows his love through forgiveness and teaching Humans to love each other, "Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God"</p> <p>However, some Christians would argue that it is not possible to describe God with just one word. They may argue that God is omnipotent and omniscient, meaning that God is all powerful and all knowing. Christians would say that we can see that God is omnipotent because he created the universe and only an all powerful being could do that, "I am the LORD, the Maker of all things, who stretches out the heavens, who spreads out the earth by myself." Christians would also argue that as the creator of everything, God sees and knows everything. "Great is our Lord and mighty in power; his understanding has no limit". Some people may say that you cannot describe God without explaining that he is just, meaning that he is the perfect giver of justice. Christians believe that God will judge everyone on judgement day and that all humanity will receive justice for the actions in life.</p> <p>In conclusion I believe that the argument against the statement is stronger because it surly must be impossible to use only one word to describe a being that created the universe and everything in it. There are so many other attributes that need to be mentioned when describing God. The agree argument is weak because, although there is evidence that God is all loving there is also lots of biblical evidence showing that God has other qualities that are of equal or more importance.</p>	<p>SPAG errors – God, Christians, Bible, Jesus, should always have a capital letter!</p> <p>Y10 Feedback</p> <p>Common exam technique mistakes</p> <ul style="list-style-type: none">• Not including a quote or teaching.• Not explaining the quote or teaching.• Forgetting to say who the quote or teaching is from.• Saying 'all' Christians or 'all' Muslims – not everyone in these groups will hold exactly the same views, remember to say some.• You must write at least 3 paragraphs. One to support the statement, one arguing against the statement and one to explain which arguments are the strongest and weakest and <u>WHY</u> you think this. <p>Mark scheme</p> <p>Level 1 (1-3 marks) A point of view with some reasons in support.</p> <p>Level 2 (4-6 marks) Reasoned consideration of one point of view. Logical chains of reasoning show knowledge and understanding of relevant information.</p> <p>OR</p> <p>Recognition of different points of view, with relevant reasons.</p> <p>Level 3 (7-9 marks) Reasoned consideration of different points of view. Logical chains of reasoning show knowledge and understanding of relevant information.</p> <p>Clear reference to religion.</p> <p>Level 4 (10-12 marks) Well argued response. Reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant information. References to religion applied to the issue.</p> <p>Subject specific mistakes</p> <ul style="list-style-type: none">• You must not make up quotes!• The flood in the story of Noah was <u>not</u> an act of forgiveness.• You must make more than one point for each view. <p>Next step tasks:</p> <ol style="list-style-type: none">1. Read the model answer on the other side of the sheet. Give it a level (1-4) and a mark out of 12 and say why you have given it. (use the mark scheme box to help you.)2. Now read your answer and decide what mark you would give it. If you achieved less than 12/12 see if any of the common mistakes apply to you and try to improve your answer. (make your improvements in purple pen, the model answer might also give you ideas.3. Check whether the SPAG errors apply to you and correct if needed.
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Model answer (12 mark question)

"Loving, is the best way to describe God" 12

Some people may agree with this statement because Christianity teaches that God is Omnibenevolent. This means that God is all loving towards his creation including humans. Christians believe that God created humans because of his loving nature and that he sent his only son Jesus Christ to be tortured and sacrificed so that humans could be saved from sin. This is seen as God's most loving act towards humanity.

Christians also argue that God created the Earth and made it perfect for human life, giving humanity everything needed. God also shows his love through forgiveness and teaching Humans to love each other, "Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God"

However, some Christians would argue that it is not possible to describe God with just one word. They may argue that God is omnipotent and omniscient, meaning that God is all powerful and all knowing. Christians would say that we can see that God is omnipotent because he created the universe and only an all powerful being could do that, "I am the LORD, the Maker of all things, who stretches out the heavens, who spreads out the earth by myself." Christians would also argue that as the creator of everything, God sees and knows everything, "Great is our Lord and mighty in power; his understanding has no limit". Some people may say that you cannot describe God without explaining that he is Just, meaning that he is the perfect giver of Justice. Christians believe that God will judge everyone on judgement day and that all humanity will receive justice for the actions in life.

In conclusion I believe that the argument against the statement is stronger because it surly must be impossible to use only one word to describe a being that created the universe and everything in it. There are so many other attributes that need to be mentioned when describing God. The agree argument is weak because, although there is evidence that God is all loving there is also lots of biblical evidence showing that God has other qualities that are of equal or more importance.

Y10 Feedback

SPAG errors –
God, Christians, Bible, Jesus, should always have a capital letter!

Common exam technique mistakes

- Not including a quote or teaching.
- Not explaining the quote or teaching.
- Forgetting to say who the quote or teaching is from.
- Saying 'all' Christians or 'all' Muslims – not everyone in these groups will hold exactly the same views, remember to say some.
- You must write at least 3 paragraphs. One to support the statement, one arguing against the statement and one to explain which arguments are the strongest and weakest and WHY you think this.

Mark scheme

Level 1 (1-3 marks)

A point of view with some reasons in support.

Level 2 (4-6 marks)

Reasoned consideration of one point of view. Logical chains of reasoning show knowledge and understanding of relevant information.

OR

Recognition of different points of view, with relevant reasons.

Level 3 (7-9 marks)

Reasoned consideration of different points of view. Logical chains of reasoning show knowledge and understanding of relevant information.

Clear reference to religion.

Level 4 (10-12 marks)

Well argued response. Reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant information.

References to religion applied to the issue.

Subject specific mistakes

- You must not make up quotes!
- The flood in the story of Noah was not an act of forgiveness.
- You must make more than one point for each view.

Next step tasks:

1. Read the model answer on the other side of the sheet. Give it a level (1-4) and a mark out of 12 and say why you have given it. (use the mark scheme box to help you.)
2. Now read your answer and decide what mark you would give it. If you achieved less than 12/12 see if any of the common mistakes apply to you and try to improve your answer. (make your improvements in purple pen, the model answer might also give you ideas.
3. Check whether the SPAG errors apply to you and correct if needed.

In many countries where there's war taking place
the main cause is countries like America etc.
Therefore making it their responsibility to try harder
to look after / care for the victims. The Quran
also teaches to help those in need and by
helping victims of war you are doing so.

In conclusion I think its ~~stupid~~ everyone's responsibility to look after those who are victims of war because its not morally and religiously right thing to do as well as be unfairness on the victims. ~~for~~ some are caused by countries like America.

Others may see victims or war should
become the responsibility of those who wage the
war in the first place or one etc. Some
Christians may believe that the suffering caused by
war is part of God's plan that we don't know.
They may quote the he teaches a man his
what he sows. Shewage (you get what you sow)
in life as a result of your actions.

in many countries where there's war taking place
the main cause is countries like America etc.
therefore making it their responsibility to ~~be~~ ~~the~~ ~~involve~~
to look after / care for the victims. The Quran
also teaches to help those in need and by
helping victims of war you are doing so.

In conclusion I think its ~~stupid~~ everyone's responsibility to look after those who are victims of war because its not morally and religiously right that we do as well as we can to help the victims of some wars caused by countries like America.

Others may see victims of war should become the responsibility of those who waged the war in the first place. Some Christians may believe that the suffering caused by war is part of God's plan that we don't know. What we should know is that we are hearing a man's heart's life as a result of his actions.

Technology

Approach to Strand 1 Feedback

The majority of feedback provided to students is through verbal means. Students do however complete workbooks as part of their projects and are provided with individual feedback for the various aspects of this. Examples are shown in the next section.

Teaching and Learning

6. Assessment

Formative Assessment – Formative feedback is given in every Technology lesson from Y7 through to Y11. Strand 1 feedback is predominantly given verbally and via demonstrations. Other examples are:

- Where specific strengths and weaknesses of work are highlighted
- Whole class discussions.
- Marking criteria is used as a means of allowing students to benchmark their own progress.
- Exemplar materials

Dot Marking



Students' booklet work in KS3 is Dot Marked once a project is underway to provide feedback. Students complete their upgrading in a lesson, using purple pen. Their response to the feedback is then checked.

Summative Assessment - Opportunities to test knowledge are built into projects with quick quizzes and tests, often as starter activities.

All KS3 year groups complete Assessment 2 annually as a knowledge assessment. One practical project taught between September and March in each KS3 group is assessed to provide an application assessment.

KS4 classes will complete both assessments annually, but the content of the assessments in Assessment 2 Y10 and Assessment 1 Y11 needs to be a past paper format not a Knowledge and Application format for experience in accessing the exam paper and sitting a 2-hour assessment.

Exemplars of Strand 1 Feedback

This is a summative feedback on the project as a whole. Each project has a similar assessment grid which is based on the GCSE format.

Name: Hakeem Khan Teaching Group: 7x4 Teaching Day: Thursday

Technology Booklet

Eat . Sleep . D&T .

Toy Car

	1	2	3	4	5	6
Investigation and Design	Identify possible ideas and choose the best one.	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.
Knowledge	Research and understand the project, showing how it will be made.	Research and understand the project, showing how it will be made.	Research and understand the project, showing how it will be made.	Research and understand the project, showing how it will be made.	Research and understand the project, showing how it will be made.	Research and understand the project, showing how it will be made.
Skills	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.	Plan and design the project, showing how it will be made.

Student Initial: HS Student A/L: 2

I have read and understood the Health and Safety rules workshop. Sign: HR

Machine trained to use	Pillar Drill	Hand Files	Hand saws (Junior Hacksaw)	Belt Sander	Grill Cutter
Staff Initial & Date	<u>ASS</u>	<u>ASS</u>	<u>ASS</u> <u>22/11/22</u>		<u>ASS</u>

This is skills record that is dated and signed off by teachers during the projects.

Y7 Autumn Assessment

Student name: _____

	5	10	15	20		Student Feedback
Independent work	Rarely spends more than 5 minutes working without help	Can maintain independent working level for a while but will require help	Is able to work independently at a good pace after being given instructions	Is capable and often helps others		Grade /60
Knowledge	Needs support selecting and knowing tools / equipment at most stages of the practical process	Has some knowledge and selects the right tool / equipment on occasion	Is aware of equipment names and generally knows where to find them	Shows good knowledge at finding and selecting the right tools / equipment for a practical activity		Progress Level
Quality	Work is generally low-level standard or demonstrates limited accuracy	Work may be completed but has a number of errors or lack of quality	Work is completed and is for the most part accurate with minor issues	Completed work is of a good standard with few issues that need further work.		ATL

This is the assessment grid we have used for Y7 this autumn for Assessment Capture 1

Student total _____

Student ATL _____

The focus being on developing independent skills in the practical areas

Quiz assessments

wood X Pine Square Section	Try Square	Date: 6.10.22 Score: 4
metal Ruler ✓	Sharp Pencil ✓	Hand Saw ✓
MDF	nail Panel P.u	Names
		Bench hook

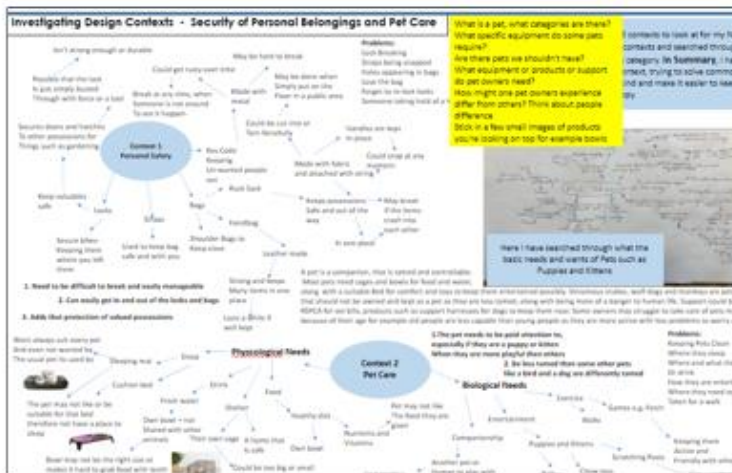
Date: _____ Score: _____

Most lessons have a starter quiz.

Here you can see purple pen being used to update work after the quiz.

We are now printing the quizzes into the booklets not just the blank

Blue dot means work needs completing.
Purple pen then carried out in lesson with support



Yellow box feedback on coursework to provide bespoke advice and targets

A small, black and white photograph of a cat lying on its side on a dark, textured surface, possibly a couch or bed. The cat is looking towards the camera.

Will this stop cats from destroying furniture?
Will this stay up and not tip over?
Is this safe for children at home?
If my pets left at home will they be to break it and possibly break my furniture?
Will this product stop all pets from ruining furniture?
Will my pet even like your product?

Check spellings more frequently, read things back or get someone else to read it.

Hospitality and Catering

(7m)
THE ROLE OF A FHO

the role of the FHO is to go out to different businesses and ensure that they are following the safety standards. An example of what they would do is they would take photos of the business for evidence. They may also be used on court if necessary. Another thing they may do is look for improvements and for negatives as they walk around they will write down the good and the bad. Another thing they do is if they feel that the business is to bad they will either shut them down or give them a week to meet the standards expected. However if everything is all good they will rate you either a 4 or 5 on food hygiene rating. They may also tell you when they are good turn up to make sure it is for everyone. If they have more to complain they will go ahead to check it out.

Share the rule + what business they have.

5 marks

Good start. Answer made good sense regarding the job role however, to gain 5 marks you need to be more specific - please see feedback.

Written feedback on classwork independent exam question task.
Purple pen evidence of improving work,

1.4 Food safety and of unit knowledge quiz

1. Name 2 high risk foods.
Chicken ✓
Milk ✓
2. Name 2 visible signs of food poisoning.
nausea ✓
vomiting ✓
3. Name 2 non-visible signs of food poisoning.
diarrhoea ✓
stomach pains ✓

4. Name 2 different strains of bacteria and an example of their food.

Strain of bacteria	Source
Salmonella	meat, dairy, eggs
E. coli	eggs, milk, beef and chicken
Monella	chicken

5. Name 2 groups of people whom food poisoning is particularly dangerous and explain why. (3 marks)

lactose intolerant, coeliac disease, x, penicillin, eggs, strawberries x

Also, it's vulnerable age groups such as elderly, babies and those who have a weak immune system or pregnant ladies.

Construction

Written feedback on classwork independent knowledge review task.
Purple pen evidence of improving work,

Name: Alan

Test Your Knowledge Questions

1.1.1

1. Give an example of a solid structure. A house is also a solid structure. A structure could be a wall.
2. What materials are used to build solid structures? Stones, bricks, concrete floor.
3. Where would you find a frame structure in a house? Roof.
4. Which part of a construction would putting the electrical wiring in be? Floor fix.
5. What is a foundation on a building? Where is it found? Foundation is built to keep the building up - the wall.
6. Name two types of foundation. Pad foundation, strip foundation.
7. Which would be used for a high-rise building? Pad foundation.
8. Name three components of a house build. Brick, cement, stone. These are materials for floor.
9. What does a roof provide? Shelter from weather.
10. Where is a lintel found? Above doors and windows.
11. What is a lintel usually made out of? Steel.

Go back to these questions & finish.