

MHS staff have been exploring the effectiveness of different methods of feedback. During a teach meet in January 2020, Mrs Parkins presented her peer marking strategies; Mr Evans shared his whole class feedback process; Miss Watt led on exit tickets and Ms Grant introduced her coded learning map approach (immediately below).

How does the writer use language here to portray Montag as a disturbed character.

The writer uses different language techniques when he portrays Montag as a 'disturbed' character. He uses a metaphor when he compares the hose to a 'great python spitting its venomous kerosene upon the world'. A great python makes the hose - which is an everyday normal object - sounds violent and dangerous, which could mean the water was powerful and seen as this strong thing overlooking the fire. 'Venom' is also lethal and the writer compares the water to venom so he makes the water seem lethal as well when it normally isn't.

Secondly, the writer uses repetition of the noun 'pleasure'. I think he uses this throughout the piece to suggest Montag really enjoyed it and people don't normally enjoy starting these huge fires so this makes Montag seem very disturbed. He was also calm about the whole thing like he had done this before. This could also imply that he likes dark things, and that's what makes him happy. As pleasure means joy.

so this could make the reader think Montag is disturbed

this will make the reader think he likes dark things and that's what makes him happy

1) QUOTATIONS ☒

2) SUBJECT TERMINOLOGY ☒

3) EFFECT ON READER ☒

YS	Understanding	Language	Structure
Understanding	<p>YS1 I can communicate clearly, effectively and imaginatively, forms.</p> <p>YS2 I can adapt the tone, style and register for different purposes and audiences.</p>	<p>YS1 I can communicate clearly, effectively and imaginatively, forms.</p> <p>YS2 I can adapt the tone, style and register for different purposes and audiences.</p>	<p>YS1 I can communicate clearly, effectively and imaginatively, forms.</p> <p>YS2 I can adapt the tone, style and register for different purposes and audiences.</p>
Knowledge	<p>YS1 I can demonstrate an independent understanding of texts through a statement or point.</p> <p>YS2 I can select and use appropriate evidence and quotations to support ideas.</p> <p>YS3 I can make inferences and deductions, interpreting ideas.</p> <p>YS4 I can select and use appropriate evidence and quotations to support ideas.</p> <p>YS5 I can show an understanding of the relationships between texts and their contexts.</p>	<p>YS1 I can demonstrate an independent understanding of texts through a statement or point.</p> <p>YS2 I can select and use appropriate evidence and quotations to support ideas.</p> <p>YS3 I can make inferences and deductions, interpreting ideas.</p> <p>YS4 I can select and use appropriate evidence and quotations to support ideas.</p> <p>YS5 I can show an understanding of the relationships between texts and their contexts.</p>	<p>YS1 I can demonstrate an independent understanding of texts through a statement or point.</p> <p>YS2 I can select and use appropriate evidence and quotations to support ideas.</p> <p>YS3 I can make inferences and deductions, interpreting ideas.</p> <p>YS4 I can select and use appropriate evidence and quotations to support ideas.</p> <p>YS5 I can show an understanding of the relationships between texts and their contexts.</p>

This student's work has the codes +R5 and +R6 annotated by the teacher which correspond to the codes on the learning map stuck into the front of their book. This allows the student to track their learning across units and see how they are progressing. Where the skill is marked amber – they are nearly there but need more practice. Where it is marked green – they have achieved that skill or showed recall of that knowledge.

Whole Class Feedback

Date: 12-11-19

Lesson: *Inspector Callie for R5*

NEXT STEPS IN LEARNING

Writer's intentions... could almost do with stating it like this in R5 or R6.

So close in W- they talk about class comfortably - just need to relate it to R5.

Use the multi-layer book for quotation analysis. (Note: have them list quotes - what could next - important in the explanation)

Good students words to put in their essays that are 4- there e.g. determiner / adverbial that helps the

GOOD EXAMPLES

Ms. Callie, I thought for a while that I was a character in a book.

Thank you for the... I thought for a while that I was a character in a book.

Praise for those who want to R5. I thought for a while that I was a character in a book.

MISCONCEPTIONS/ERRORS

Dismissive (diss)

NEED FURTHER SUPPORT

STAR PERFORMERS

PRESENTATION ISSUES

INCOMPLETE

As Ms Grant marks, she makes notes on the set of work/books in the format opposite. This informs her planning of the next stage as she records work to share under the visualiser, to exemplify good answers and notes those who need further support as well as the learning that needs re-visiting (see below).

Prepare for Learning ...

Title: Poetry

Date: 11th November 2019

1. Which is the correct spelling?

a) Sincerely or sincerely or sincerley?

b) Busses or buses?

2. Was the bus boycott because black people were not allowed on the bus?

3. Allowed is to do with rules/ Aloud is to do with noise. Write a sentence using one of these words.

4. The words 'I' 'my' 'they' and 'everyone' are pronouns.

5. If you know the name of the person you are writing to you should use it.

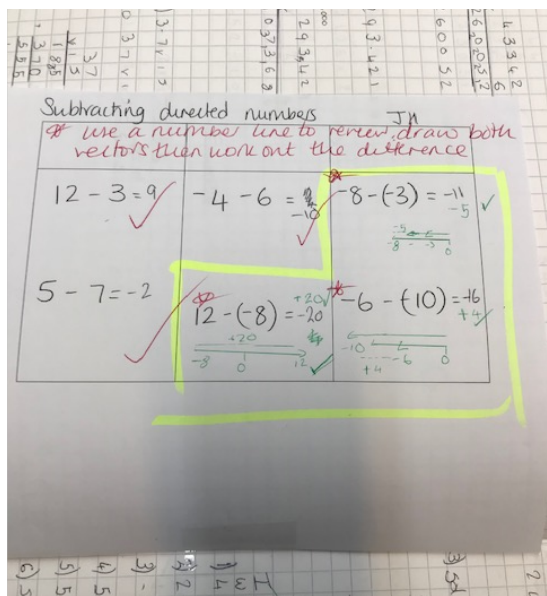
6. If you don't know the name of the person you are writing to you should use a title.

7. Write a sentence with they're in it.

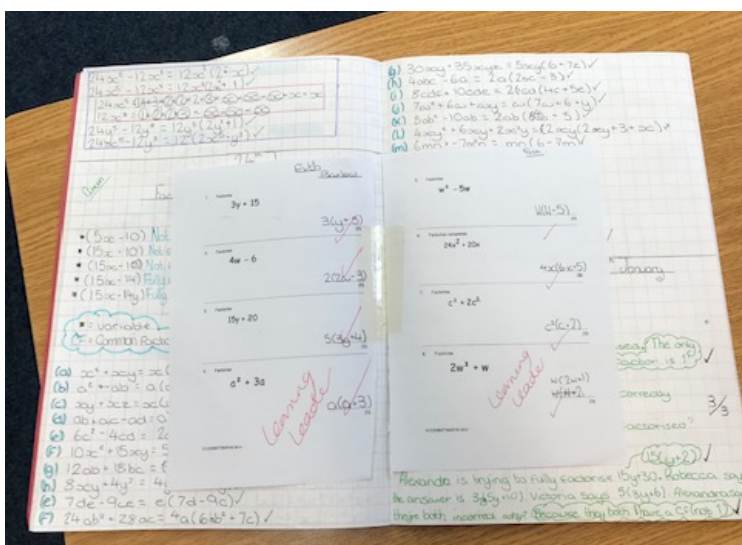
1. Sincerely
2. Buses
3. Work
4. people were not allowed to sit on the bus
5. pronouns
6. Sincerely
7. Yours faithfully
8. They're now married.

Maths have been assessing students using exit tickets. After a lesson or a few lessons, students are given an exit ticket with questions that test their understanding of what they have been taught. This ticket then reveals whether they can apply their learning. Teachers give the exit tickets back, marked, the next lesson.

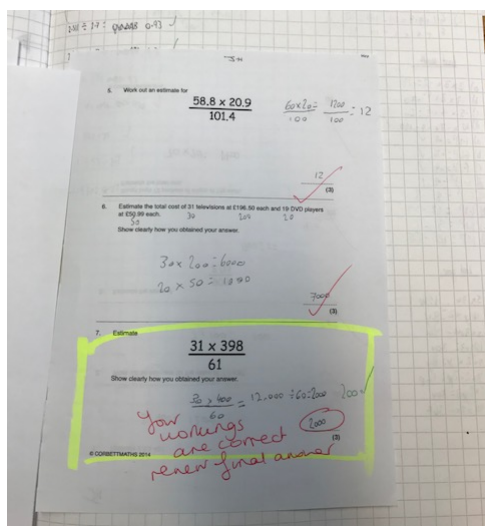
Science have been trialling this method and found it to be successful with KS4, so far.



This student has partially understood the learning. A yellow box is drawn around the work he needs to re-think. The student edits in green pen.



This student has fully understood the learning. Her work is labelled 'learning leader' and she is required to help others (like the student above) to adjust their maths.

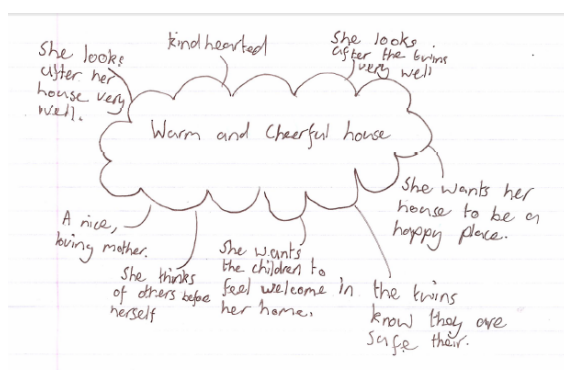


This student has made one error, which is quickly fixed, with a prompt.

Mrs Parkins delivered a session on Peer and Self-Assessment saying that it:

- Needs to be a routine established in the classroom
- Needs to be modelled
- Work as a class to initially identify the skills in a modelled piece of work
- Students need to have knowledge of what the process looks like before they can thoughtfully assess their own work
- Guided peer and self-assessment

Model Success



Present new information....Example

Would you like to live with Aunt Gisela?

She seems like a friendly woman who would be nice to live with because she has given them a cosy home and looks after their needs. It describes the house as "warm and cheerful"; these adjectives make it seem like she has created a welcoming place for the twins to live. She also does a lot of "baking" which implies that she is looking after them well. The house has an "aroma of petunia oil" which evokes a sweet and beautiful smell as petunias are flowers.

Establishing routines with highlighting/annotating example material to see the Success Criteria in use.

Review.....

You need to pay close attention to your work. Complete each of the steps below in order to check how successful your paragraph is.

1. Does your point answer the question?

If it does, write 'My point answers the question.'

If it doesn't, write, 'I need to ensure that my point answers the question.'

2. Have you used a correct quotation?

If you have, write, 'I have used appropriate quotation to support my ideas.'

If you haven't, write, 'Ensure that my quotation supports my point.'

3. Have you shown understanding of what is implied through your quotation?

If you have, write: 'I am identifying different layers of meaning and showing understanding of what may be implied.'

If you haven't, write: 'I must ensure that I am considering more implied ideas and commenting on different layers of meaning.'

Whole class PEE Paragraph:

Felix thinks the man has come to kill them because the man's appearance makes him look evil. It describes the man as having, "Black piercing eyes hooded by heavy grey lids." This could suggest that the man is intimidating. Also, it may emphasise that the man seems to be suspicious therefore making the twins worried about what he is upto.

How do we know that Aunt Gisela cares for the twins? Homework due in Monday.

We know that Aunt Gisela cares for the twins because she bakes "spiced ginger bread" and her famous vanilla pudding. This could suggest that she also loves the twins and making the twins feel loved. OR3 - you could consider some more inferences.

Point

Evidence

Explanation

Where possible complete a Whole Class working model so that students can see the process behind the model.

'Worked Examples' and 'Narrate the Process'-
Rosenshine's Principles

Independent Practice

Technique starter

1. Metaphor - C ✓ E - Why is the room pink? ✓
2. Simile - B x
3. Personification - D ✓ B - The glue was like it was brand new x
4. Rhetorical question - E ✓
5. Repetition - A ✓
6. Alliteration - F ✓ F - The burning beetles ✓

Personification - The planes howled in the wind, as they flew through the sky.

4/6

My Paragraph:

The writer uses the noun 'darkness' and the metaphor to show the fear that Joe Simpson was in. He was in a very dangerous situation. The darkness could suggest that he couldn't see, and this adds to the fact he knew that he was in trouble. This metaphor 'as darkness began to close around us' could indicate that he couldn't escape from the dark and that the darkness was trying to close him in. The adjective 'forbidding' could suggest that they were lost.

Key: Subject terminology Implied ideas Structure

My PEE paragraph 1-time

The writer uses a metaphor to show the dangerous situation that Joe Simpson is in, therefore increasing the fear he felt. We know that he is fearful because it says in the text 'as darkness began to close around us, we found ourselves in forbidding territory'. The metaphor 'as darkness began to close around us' could indicate that the darkness was trying to close him in. The adjective 'forbidding' could suggest he doesn't know where he is and he is lost.

He cared for his son more than the customer as he ~~was~~ could have potentially broken his bond.

The writer used shot to express how fast he ran to see if his son was alright.

He was trying to get there quickly.

Verb

I threw down the forceps and shot along the passage.

He is petrified

He is feeling petrified because he 'shot along the passage'. This shows that he ran along the passage, leaving the customer behind.

(+R1) James Herriot's emotion is changing throughout the extract because his son isn't listening to him and he's trying to work. At this point he is feeling petrified. Evidence of this is 'I threw down the forceps and shot along the passage'. This suggests that he shot along the passage because it shows that he ran, leaving the customer behind. The verb 'shot' implies that

(+R2)

used
he shot to express how fast he was going to see if his son was okay.

key:

How I met my targets

Self-Assessment

- + I have followed the PEE structure
- + I can answer the question in my point
- + I have used a quote that supports an answer
- + I am confident in considering some inferences
- + I am beginning to comment on language
- + I am becoming more confident at using subject terminology

The work is marked by ticking if I agree with each of their self-assessment points or put 'I disagree' if I don't. I will use coding to highlight where they could add in/change their work to meet the criteria.

in this extract, the writer uses verbs to convey the sense of fear that could show vulnerability. The quote 'you fled inspection' could imply that it was something everybody had to do. it was a rule they had to conform to as it came natural to the m. The verb 'inspection' could suggest the control they had. They would have to conform like every other bee or it would make them the odd one out. The writer also uses the verb 'fled' to suggest fear. If you flee, you have a strong purpose for leaving. This could show fear because of how scared this young bee was for standing out you wouldn't flee if you didn't want to.

Additionally, the writer uses repetition to convey the sense of fear. The quote 'Deformity is evil' Deformity is not permitted. Deformity is repeated which could show how important it was to them, the strength of that word in their culture. Deformity could also imply how it could cause isolation for this young bee. It makes her different to everybody else, even though she didn't want that to happen. The writer also uses the phrase 'not permitted' to suggest fear. Deformity wasn't a choice, but the bees higher up in the hierarchy don't care and only want a utopian hive. That also

Languages have found this an effective way to share feedback, praising learning that is going well and making students aware of common mistakes across the class. This sheet is written once, photocopied and glued into students' books. This cuts down on the repetitive marking load for teachers, allowing them to spend more time using what they have seen in students' work to plan effectively how to address misconceptions and advance student learning.

Middlewich High School MFL Department

E.L. ce que j'aime, c'est...
en revanche

T.C pour être en bonne santé
en jouant

EE en regardant la télé et en lisant
would accuracy with the imperfect tense

CK je peux me détendre en regardant la télé

FS develop paragraphs to include different tenses
en jouant / while playing
je me relaxe en mangeant mon repas

Praise

J.I. on doit rester en bonne santé en mangeant
je peux me relaxer en lisant

J.V. j'écoute de la musique
- en écoutant

S.J. je peux me relaxer en regardant la télé
- écouter imperfect tense

L.J. - en écoutant de la musique
- excellent imperfect tense

G.M. il faut se relaxer en écoutant de la musique

C.E. je dois garder la forme en faisant

T.E. je peux me relaxer en écoutant de la musique

A.B.

+ and iTime Codes

	I can ...	I should try to ...
1	use a good variety of vocabulary and grammatical structure with good / some accuracy	
2	use a simple range of vocabulary and grammatical structure with good / some accuracy	
3	use complex structures with good / some accuracy	
4	express and justify opinions	
5	give information about charities and their work	
6	give information to describe eating habits	
7	give information to compare old and new health habits	
8	use vouloir + infinitive	
9	use the conditional of vouloir and aimer	
10	use devoir and pouvoir + infinitive	
11	use the imperfect tense of être, avoir and faire	
12	use indefinite pronouns (eg quelqu'un)	
13	use en + present participle	
14	use il faut + infinitive	
15	use expressions of quantity	
16	use the pluperfect tense (eg j'avais mangé)	

iTime Tasks

- Highlight your + in green and I in pink
- Copy each spelling mistake correctly in green pen three times
- Write one sentence for each 'I' you need to include or improve, writing the number of your target in the margin eg. if 8 is a target, je veux manger ...
- Re-draft your work as needed if required

Missing / Incomplete Work

J.C. - Paragraphs 2,3 and 4

Common Spelling / Grammar / Omission Errors
top in the margin / error underlined on the line
(+ in the margin = missing word on the line)

beaucoup + de (with a quantity)
je peux + infinitive
cependant
je dois + infinitive
je joue au (with a sport)
souvent
pour rester en bonne santé (in order to stay in good health)
on peut + infinitive
assez de / beaucoup de / top de / un peu de
des sucreries = sweet things
normalement
j'écoute de + infinitive
carottes
paresseux / paresseuse
une boisson - a drink
boire - to drink
je bois - I drink
des sandwichs (no 'e')
intéressant

Students are given numbers in their books that correspond to these skills in order for them to judge how well they are doing and what to improve.

autres et je m'imaginais qu'il m'aurait donné des
 très belles lettres et des choses, je ne savais pas
 sur certains points en même temps. Je m'imaginais
 l'existence de la musique. Après avoir été en
 quelque sorte dans le vague.

Commencer par l'écriture, pour commencer, pour
 garder, je pense, je garde, je garde, je garde
 semaine, pour moi, pour moi, pour moi, pour moi
 toutes ces choses, toutes ces choses, toutes ces choses
 ceux se pensent, je pense, je pense, je pense
 lisant en bas, en bas, en bas, en bas

(good), 3. (good) (en français, après avoir étudié), 4, 5, 7.
 (je voudrais) 11. (j'aimais)

je ne pourrais, je ne pourrais, je ne pourrais, je ne pourrais
 C'est un très bon, je pense, je pense, je pense, je pense
 chose.