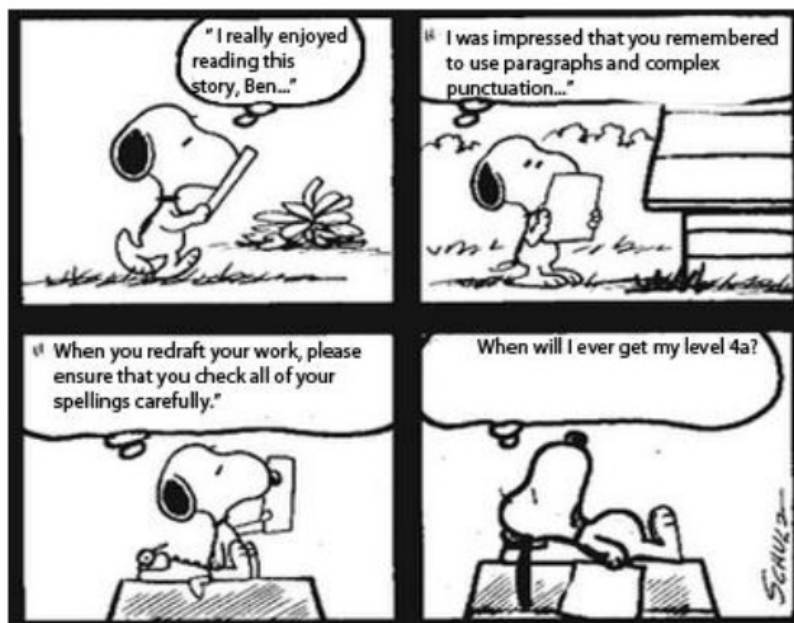


'Closing the Gap' Feedback

The Toolkit



Instead of seeing your marking as that horrible thing that you have to do on top of all the real teaching, see it as the most important aspect of that teaching.

Regular, high quality marking will:

Help students to get better
Build positive relationships (they see that you care)
Improve presentation
Allow you to evaluate teaching
Make students value what they do (they know you'll read it)
Improve behaviour (you are a teacher with high expectations)

'If I had to reduce all of the research on feedback into one simple overarching idea, at least for all academic subjects in school, it would be this: *feedback should cause thinking.*'(Dylan Williams, 2011)

Providing feedback should be less work for you and more for the students – whatever method you choose should make more work for the students to act upon it than it does for you providing it. Feedback should be more work for the recipient than the donor!

When student receive feedback it should make them question or reflect about what they have done. It should force them to think about what they know and what gaps they still have. It should encourage them to think about how to act upon the feedback in an effort to move their learning.

Feedback should answer the three questions – In Hattie and Timperley's paper 'The Power of feedback it was put forward that effective feedback should revolve around three key questions:

Where am I going?	<i>Feed up</i>
How am I going?	<i>Feedback</i>
Where to next?	<i>Feedforward</i>

Do our methods create a Growth Mindset?

We need to ensure that we are constantly reinforcing the message that listening to or reading feedback is an important aspect of learning. If we are to encourage students to have a growth mindset our continual message to them should be

- mistakes are good for learning
- good habits can be learnt and should be repeated

- effort and hard work are the key to help them to improve

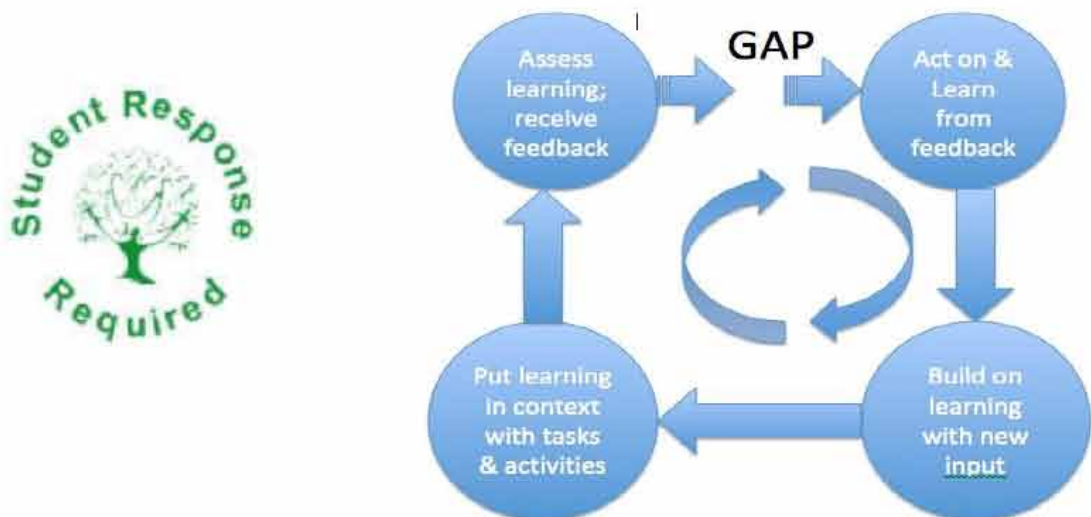
Some students find feedback (poor performance or mistakes) dents their self esteem and confidence. To overcome this we can praise the effort and hard work and keep on reinforcing the message that success is achieved through practice.

Here are five practical strategies which can help instil a growth mindset in our classrooms:

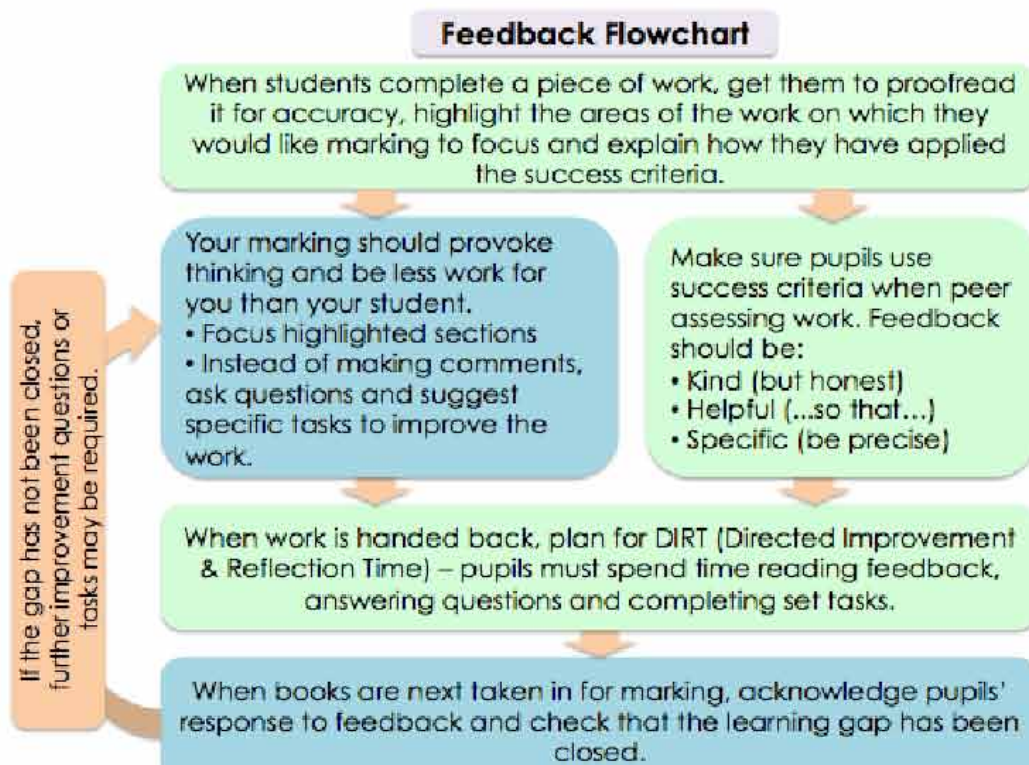
1. Provide frequent formative feedback
2. High levels of challenge for all students
3. Explicitly welcome mistakes
4. Engage in deliberate practice
5. Reward effort not just attainment

'Closing the Gap' –Students acting upon teacher feedback

'Closing the gap' means getting students to act upon feedback they receive to 'close the gap' in their learning. Students need to close the gap between the work they have done originally and a higher level of work suggested by the feedback they receive. In other words, *'closing the gap'* means *'acting on feedback'*. The mechanism for doing this is open to interpretation.



(<http://www.learningspy.co.uk/assessment/marking-act-love>)



DIRT time (students acting upon feedback)

This method gives allocated time to getting students to read their feedback and actually act upon it.

Plan time within lessons where students act upon the comments and feedback that they receive. This can come in the form of a starter activity, end of a lesson or a dedicated lesson (essay redrafting for example). Providing feedback in books can easily be forgotten about or simply not acted upon. By creating dedicated time in lessons where students have to act upon it, the gap between where they are and where they should be can be closed.



'Find & Fix' (A Dylan William idea)

Place a dot or a mark in the margin of a piece of work near where the mistake is. Students have to locate the error independently. At the end of the piece of work, explain that there are X number of mistakes. Students have to 'find' and 'fix' them.



Closing the gap lessons

A dedicated lesson that allows students to 'tidy up their understanding' from a previous unit of work.

Carry out a mini test at the end of a unit, following 1-2 lessons students analyse their understanding and revisit weak topics once more. Students will know where their weak topics are as they will have performed less well on these in previous test/homework etc... Students can create revision material on these topic areas (mind maps etc) and answer further exam questions. The aim is to make that topic an area of strength.



Burning Questions/Requests

When a student submits a piece of work, they have the opportunity to request a specific part is given a closer inspection. When a piece of work is handed in the student highlights an area that they didn't fully understand. This is not related to the task, but instead to the content. This method gives students the sense of ownership and responsibility. This involvement means that the comments you give will have a higher chance of being acted upon.



Feedback Questions (A Dylan William idea)

Give students questions as feedback to tackle misconceptions. Read through students work and place numbers against misconceptions. The number links to questions posed by the teacher at the end of a piece of work. Students need to respond to the questions and demonstrate that they have understood the information. By asking the questions students have to think about the error that they have made. Students have to engage with the feedback and act upon it.



Triple Impact Marking (You, me, you)



Provide feedback to students. They then provide feedback to your comments. You provide feedback again.

Read students work and provide feedback where necessary. This method engages students in a dialogue

Modelling and examples

When providing feedback, use a model or an A* standard piece of work to model to students. This method helps students understand and visualise what quality their work should be aiming for. Students often find that when they have great feedback from teachers they can't translate that into an image of what their work/learning should be. Sharing examples helps scaffold what the next steps actually look like and are more likely to get the students to act upon the feedback.



The Dot Round

The idea is that you assign students independent work and, as they are working, circulate to observe their work. If their work is wrong, you put a dot on their paper. Very subtle, not a permanent “wrong” mark, just a reminder that there’s something that needs checking. And here’s the best part - that’s ALL you do/say. The idea is that the dot reminds students, subtly, to find their own mistake and, in time, encourages self-reflect and self-correct. You could even then ask students to discuss: who got a dot and found it? Who got a dot and didn’t.



Feedback Key

Create a marking key and give students a copy to stick in their books. The codes could include T.V (Too vague), LOD (Lack of detail) or double ticks for well answered questions. Students receive their marked work back and know exactly what they need to do with their work. Students will be required to think about what they need to do and it is this thinking that will help progress learning further. This method will make marking much quicker. The key is quick to use and provides you with the time to write constructive comments where a student needs it most, rather than writing all over a piece of work. Less is more!!



Reduce workload AND increase impact! Student engagement with written feedback

Instead of...	The teacher...	The student...
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of the work.	Writes an overall review highlighting two strengths and one area for improvement
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall comment.	Annotates areas of the work where the areas of strength are apparent and where improvements need to be made
Writing extensive comments	Only gives one strength and one possible improvement; WWW: EBI:	Works to "Close the Gap" on the one issue identified
Writing 'well done you have...' next to good aspects of the work	Puts a double tick next to the best parts of the students work	Adds the reasons for the double ticks
Marking every question in detail	Only marks the highlighted questions in detail. There is no expectation that all class notes will be marked. Check your area policy and mark tasks where your marking will have an IMPACT!	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would most like help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over this question in class	Writes their own correct answer
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Completes the correction
Correcting work when a student makes a little mistake	Writes WWW? (What's wrong with this?) Or RTQ! (Read the question!)	The student makes their own correction
Marking only extended pieces of work	Reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not hand in rubbish!
Giving back work and moving straight on... Give students time to Close the Gap to make all that marking time worth it	Departments have lots of strategies for giving students specific skills to work on. A way of starting this can be if teacher asks students to "put a tick next to my comment if you know how to improve and a ? if you don't". This can be a first step to engagement. Paired work to resolve some of the ? prior to asking you for guidance is good practice and reduces workload.	Students read and start to engage with marking before working on the "Close the Gap" task the teacher has identified.

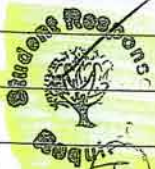
The following pages show how faculties encourage students to close their learning gaps

Exam Questions :

(2) shanty towns develop because luxuries become cheaper and more accessible to people living in the shanties. Also, the government would eventually invest in developing the shanties because it could give the area a bad reputation and turn profits away in the form of tourists. Also most likely the shanty is in a LEDC (less economically developed country) and urbanisation could also play a large part in getting the area re-developed and improved. Typically, the people who live in the shanties are extremely hard working and resilient and many of them want to get out of the shanties and to become a middle class family so they will try and get the best for their families, therefore the shanty towns will become more and more developed. You have misunderstood the question. The question is asking how shanty towns form (start/begin) and why they grow. 0/3.

2(3) Shanty towns can be improved in a number of ways. Some ways that shanties can be improved are: to install basic utilities such as sewerage, clean, running water, safe and legal electricity and to make sure that the homes are structurally sound. Some other ways are to build new permanent housing on previous plots where unsafe housing stood, to add new roads and streets to make it safer, organised and not just a unmapped maze of narrow alleyways and paths. If the families are too poor to build newer houses, the other alternative is to make their houses safer and to connect them to utilities. ~~This success~~ These ideas have all been happening in Agadir, Morocco when the ANH (the Moroccan national shelter upgrading agency) received funding and help from other charities and the government to redevelop the slum/shanties and all of the improvements listed above happened in the shanties and over a million lives were dramatically improved.

5/7



Ezra Makwana

(1) How can these improvements

improve people's quality of life?

The improvements of Agadir slum improve people's quality of life because the improvements to the slum (connection to basic utilities) give the residents an opportunity to have candles (running water so they can have a wash) and watch television (after connecting to the electricity) so the

Quality of life will improve. The quality of life will improve because they will feel happier as they have utilities.

causes of sea level rise in the UK.

Storm surges
likely to flood.

Storm surges affect
UK because it will
cause coastal erosion
and floods. Houses and
buildings will be damaged
and will result in
people having to
relocate which will
cause a concentrated area
of people.
Storm surge is a

powerful wave that pushes
water towards the coast,
resulting in abnormally
high waves that
increase coastal
erosion
and coastal
flooding.

Sea level rises will affect the
UK because there will be more
coastal erosion and coastal
flooding.

The cause of sea
level rise is Global
warming, glaciers
melt and flow into

the sea
which causes
the sea levels
to rise which
floods many places
Also, thermal
expansion causes
sea levels to
rise. This is when
the water

heats up, it expands.
About half of the past
century's rise in sea
level attributable to
warmer oceans simply
occupying more
space.

wind
direction

Improvement
on back of
1 sheet



Which coastal
areas in the UK
have been affected
recently by

Storm Surges?

Manchester

Plymouth

Portsmouth

Star
(S) new
well
presented.

→ p.t.o for Q5 → 7.2.14

Question 5

Sea level rises have had consequences on the UK. These include:

- Coastal erosion - this means that the cliffs will erode more quickly. This causes the transportation of sediment and material along the coast.

- Houses and businesses will have to relocate to other cities where it is less liable to experience coastal flooding.

- Beaches will be destroyed by cliff erosion. This will have an affect on tourists. This will mean less income for coastal or beach managers.

- Also, if beaches are disappearing ^{due to coastal erosion} then more money must be spent on managing it. For example money could be spent on building sea walls or groynes.

Improvement: Norfolk floods: Seven Hemsby homes badly damaged by waves.

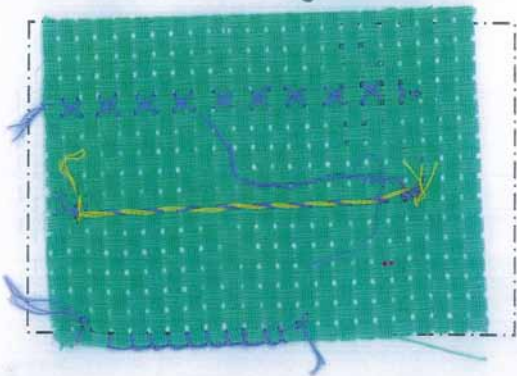
The storm surge hit and eroded the cliff which resulted in homes being abandoned.

Seven cliff-top homes were badly damaged as the biggest tidal surge in 60 years hit the Norfolk Coast.

TEXTILES TECHNIQUE SAMPLE SHEET

STUDENT NAME _____ DATE _____

TECHNIQUE NAME Hand embroidery



PROCESS: (Describe what you did)
use embroidery thread, stitch different pattern into a Binka. cross stitch, blanket stitch and laced running stitch I used. Name of needle? How do you prepare the thread?

USES: (Say on what or where this technique could be used)
decoration You take three pieces of the thread to use it.

ADVANTAGES: (Evaluate what is good or easy about this technique)

looks neat
different coloured thread makes it look nice

DISADVANTAGES: (Evaluate what is poor or difficult about this technique)

takes a long time



What technique do we use to apply the paint?

PROCESS: (Describe what you did)

Put masking tape on the swatch of material.
Paint on top and add texture.

USES: (Say on what or where this technique could be used)

borders on cushions, tops + skirts bedding.

ADVANTAGES: (Evaluate what is good or easy about this technique)

It looks really creative

DISADVANTAGES: (Evaluate what is poor or difficult about this technique)

It could look or go wrong has?
If the paint brush was wet it could go underneath the masking tape

Student Response Required



GROBY GRAPHIC DESIGN FEEDBACK

Patrick Boyer Project

Student: Mia Stewart Date: 29th October 2013

Project Comment:
An excellent first unit of work Mia!
Please keep up the excellent work and your folder will look fantastic.

FFT	EG	CPG
D	A	A-

No. of Work	Work Needed	Red	Amber	Green
1	Mind Map: -N/A yet. A mind map showing images and categories of the chosen country			
2	RM Patrick Boyer Title Page:	X		A
3	Critical and Contextual Analysis: A piece of writing looking at Form, Content, Process and Mood for the piece 'Live on the Coke Side of Life'. Presented in a professional way.			A
4	RM Transcript: Your own interpretation of the artists work about yourself.		B+	B+
5	Compare and Contrast: A piece of writing comparing your design to the artists piece of work, looking at Form, Content, Process and Mood. Presented in a professional way.			A-



Feedback	
Strengths: ① Work is beautifully presented & consistent throughout the unit. ② Idea for transcript is very creative with good images + a range of sizes. ③ Written work is fantastic raising some very good points.	Targets: ① Insert Patrick Boyer Title Page JK ② Ensure you always use high quality images for pieces of work and also cut them out accurately (look at nail polish) JK ③ Maintain <u>Excellent</u> effort + attitude.

Red	Amber	Green
Work missing	Corrections to improve work	Work is complete
You need to ensure that all work is present in your folder or it cannot be marked....this will affect your overall grade.	Spend time improving amber work so that all your work is the best that it can possibly be.	If all work is green, talk to teacher - as you have completed work. Well Done!

Teacher Signature [Signature]



GROBY GRAPHIC DESIGN FEEDBACK

Parental Feedback Form

Student: Siwan Smith

Date: 29th May 2014

Homework Task

Ask family members for their feedback on the work that you have produced so far this year. This is an excellent opportunity to show off your design skills and be proud of what you have learnt so far on the course. Allow people to ask you questions about your work and explain how you have made it. Parents can fill in the boxes below (you should be there with them so don't run off) and then you need to complete the 'self reflection' box at the bottom of the page.

Name of Family Member	Relationship of Family Member i.e. Mum	Strengths/Good Points of the Folder Work	Targets/Areas for Development Points for the Folder Work	Signature
1 Mum	Emond	I was delighted to see Siwan's graphics work. The pieces of work show vibrant imagination & the power of graphics. I particularly liked the effects of the Smurfs & the patience required for the Sarah Beeton pieces was amazing & well done.	I liked the variation of the work & look forward to seeing the remaining pieces once complete.	
2 Dad	Darren	Excellent work, very passionate & imaginative. Lots of energy in the pieces, good imagination & work, well done.	Spent a little more time on the pieces completed.	
3 Annabelle	Sister	I liked the way he laid out his work and liked his imagination towards his work in graphics.	You could improve by making the writing a bit bolder & the backgrounds less complicated on the analysis of the artwork.	

Reflect on the comments that you have received from the other people. How do they make you feel? Do you agree with what they have said? Give reasons.

I think that the comments I have been given are good because they like my work and the targets they gave me will push me to do better.

Any Questions/Queries for Teacher (parents/guardians):

Teacher Comments on Homework:

Well done Siwan! I hope that the comments from your family members have filled you with confidence! There are some FAB strengths and targets so please take on board the advice.

Teacher Signature

3/6/2014





Grobby Fine Art Feedback

Year 10

Name.....

Group..... A **B** C

	Date..... Work marked / Assessed	Teacher comment: Strengths / Targets for improvement	Student comment: Areas refined or improved	Mark / Grade
Strengths Targets	11.09.13 Henry Moore Animal	Great drawing Megan - very well rendered - well done! :) Great use of Zonal Technique		A.
	18.09.13 Textures	Megan, a great start. • More care needed with use of Z-one. • Refrain from putting dark outlines around areas		B.
	25.09.13 Tints & shades	Well presented work Megan. • perhaps needed to include more variations of shades.		B.
	02.10.13 Artists Research	Great collection of images Megan. • Aim to print off in calendar as discussed earlier today.		B
	04.10.13 Artists Research	Colour version presented - Great work! Well done!		A.
	17.10.13 Portraits research	Great examples Megan. • Aim to fill the gaps	 ✓	B
	6.11.13 portrait collage	Megan, good collection of images & text. • Aim to add a few more, for interest.	I added more images that show my interests of camera, bows, Jewellery.	A
	20.11.13 G-Exp research	Megan, some interesting images researched. • Aim to find more to fill page.	I filled the space with more images.	B
	2.12.13 G-Exp S. Portrait	Lovely work Megan - great use of line & shape - well done!		A
	10.12.13 Gaudi Moodboard	Megan, very creatively made. Good use of images & text.		B.
	5.02.14 Mask Moodboard	Great collection of images. • Aim to add key words (raised) for more interest.		B

Target Grade B



Grobby Fine Art Feedback

Year 10

Name.....

Group..... A **(B)** C

	Date..... Work marked / Assessed	Teacher comment: Strengths / Targets for improvement	Student comment: Areas refined or improved	Mark / Grade
Strengths Targets	26.02.14 Mask transcription	Lovely work Megan, good use of colour. • Aim to strengthen the tonal areas	Student Response Required	B
	IDENTITY			
	12.03.14 Identity Moodboard	Very creatively created Megan - Well done! • Aim to add more key words for interest	Student Response Required	B
	19.03.14 Artists Research	Megan, some interesting images I researched. • Aim to print off second sheet with additidix to help with ideas.	✓(A)	B
	2.04.14 Self- portrait	Megan, great work. Good use of shape & proportion. • More care needed with use of tone	Student Response Required	B.
	9.04.14 observation drawing	Lovely work Megan, good use of line, shape & tone - well done. • Aim to lift off some areas to lighten & strengthen.	Student Response Required ✓(A)	B
	8.05.14 observation	Lovely drawing Megan. More care needed with use of shape & tone - A little smudged.	Student Response Required	B
			Target Grade	(B)



Groby GCSE History

Feedback: Year 10 Mock Exam

HISTORY



Name: <u>[Redacted]</u>	Target Grade:	Mark: <u>40</u> /57	Grade: <u>C</u>
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Question 1: Study Source A. Why was this source published in 1954? Use details of the source and your knowledge to explain your answer. [7 marks]

Level 1: Describes surface detail of selects details from the source. [1]	Level 2: Makes a comment without support from source or knowledge OR misinterprets the poster [2]	Level 3: Comments on the context of the source, but doesn't address either message or purpose [2]
Level 4: Explains the message of the source, says what the source means OR identifies partial purpose of the source (e.g. to get women working but not why they were needed) [4-5]	Level 5: Explains the full purpose of the source [6-7]	

Question 2: Study source B. Are you surprised by this source? Use details of the source and your knowledge to explain your answer. [7 marks]

Level 1: Summary of the source or unsupported comment. [1]	Level 2: Everyday empathy- surprised or not but with no link to context. [2]	Level 3: Selects relevant extract from the source but issue of surprise is implicit or not explained. [3]
Level 4: Points out internal contradictions in the source. [4]	Level 5: Surprised or not surprised by content of source (checking against context or cross referencing). [5-6]	Level 6: Not surprised because of the purpose of the source. [7]

Question 3: Study sources C and D. Does Source C prove that Source D is wrong about Britain in the 1960s? Use details of both sources and your knowledge to explain your answer. [9]

Level 1: Unsupported comment or summary of source. [1]	Level 2: Selected points that disagree but not discussed proof. [2-3]	Level 3: Source D is evaluated but there is no correct reference to source C. [4]
Level 4: Argues yes/no based on the differences between the sources. [5]	Level 5: Argues yes/no based on relevant use of provenance, purpose or context of C OR cross reference to knowledge OR other sources. [6-7]	Level 6: Argues yes/no based on relevant use of provenance or purpose or context of C <u>and</u> D or cross reference to knowledge or other sources. [8-9]

Question 4: Study source E. What is the message of the cartoonist? Use details of the source and your knowledge to explain your answer. [7]

Level 1: Describes surface detail. [1]	Level 2: Misinterprets the message of cartoon. [2]	Level 3: Interprets parts of cartoon without showing that the cartoon has a message. May see it as a real scene. [3]
Level 4: Secondary message of cartoon. [4]	Level 5: Identifies main message of cartoonist. [5]	Level 6: Explains main message of cartoon using detail OR context. [6]
Level 7: Explains main message of cartoon (pill is a good thing) using detail AND context. [7]		

Question 5: Study source F. How useful is this source to an historian studying women in the workplace? Use details of the source and your knowledge to explain your answer. [8]

Level 1: Unsupported comment or summary of source. [1]	Level 2: argues useful/ not useful based on undeveloped evaluation OR evaluates but does not explain how useful/ not useful it is OR makes an inference without considering how useful/ not useful it is. [2]	Level 3: Argues the source contains some useful information. [3-4]
Level 4: Argues the source is useful because of what it reveals or implies about women in the workplace OR argues the source is not useful because of what it doesn't tell us [5-6]	Level 5: Argues it is useful/ not useful because of what it shows about <u>attitudes</u> in the workplace not just actions. [7]	
Level 6: Argues useful/ not useful because of bias in the source [8]		

Question 6: Study all of the sources. In the period 1950-1975, opportunities increased for women. How far do you agree with this interpretation? Use your knowledge of British society, 1939-1975) and the sources to explain your answer. [16] Spelling, Punctuation and Grammar (SPaG) [3]

<p>Level 1: Very limited knowledge of the period OR little use made of the sources, meaning it is a very limited response. It may not answer the question, or may not contain any valid information or use of the sources. There are mistakes in SPaG that sometimes hinder communication. [1-3]</p>	<p>Level 2: Limited knowledge of the opportunities for women during this period. A basic response with little valid use of the sources. Some SPaG errors sometimes hinder communication. [4-5 marks]</p>
<p>Level 3: Knowledge and understanding of opportunities for women is demonstrated and shows some understanding of the past. They assert which sources support the interpretation and which sources disagree. Written work is legible, SPaG is mostly accurate. Meaning clearly communicated. [6-8 marks]</p>	<p>Level 4: Sound knowledge and understanding of opportunities for women is demonstrated and a developed response either supports or challenges the interpretation effectively. Several sources are used to support their response, with some explanation and analysis of some key concepts (such as importance, change, continuity) and features of the period (such as feminism) to reach a conclusion. SPaG is mostly accurate and meaning is clearly communicated. [9-11 marks]</p>
<p>Level 5: Good knowledge and understanding of opportunities for women is demonstrated and a developed response evaluates the interpretation effectively. Several sources are used well to support their response, with some explanation and analysis of key concepts (such as importance, change, continuity) and features of the period (such as feminism) to reach a conclusion. SPaG is accurate and meaning is very clearly communicated. [12-14 marks]</p>	<p>Level 6: Comprehensive knowledge and understanding of opportunities for women is demonstrated and a fully developed response evaluates the interpretation effectively. Several sources are used with sophistication to support their response, with thorough explanation and analysis of key concepts (such as importance, change, continuity) and features of the period (such as feminism) to reach a conclusion. Work is legible, SPaG is accurate and meaning is very clearly communicated. [15-16 marks]</p>

Spelling, Punctuation and Grammar

High Performance [3]: Consistent accuracy in spelling, punctuation and grammar. Effective control of meaning. Specialist terms used precisely.

Intermediate Performance [2]: Spelling, punctuation and grammar are usually accurate and meaning is clear. Good use of a range of specialist terms used.

Threshold Performance [1]: Reasonable accuracy of spelling, punctuation and grammar. Mistakes do not hinder meaning. Where required, some specialist terms used.

Overall strengths and targets

STRENGTHS

- managed time well
- Gave a balanced answer on question 3 with valid reasoning

TARGETS

- Cross reference sources against each other to answer questions
- Say if a source supports or challenges a view in the question or another source.

Signed:

Date: April 2014

① Source A was published in 1954 to advertise that women are needed to work again to make good and important things for their country. It also advertises that the women will end up working at the same pace as their friends and they will have fun at work, the advertisement is also trying to persuade women by saying they will get more money to spend or to have. The fact that the government published this advertisement in 1954 shows that Britain need from women to work as they have / are proving that they are just as able as men are and they will fight for equality.

Wanting women to go back to work

What action the creator wants

reasons why they were wanted at work again
 leader shortage due to WW2 immigration was encouraged

what is suprising? give valid reasons

what you know or cross refer with another source.

other sources to give good reasons to be surprised its very important

purpose of the source

election year 1958

This source is suprising in a way as it is a film broadcast ^{from} 1958 and it was around this time that women started to campaign for equal rights and equality with ~~men~~ men, but this 'school of the future' is ignoring the fact that women want equality. Their ~~class~~ classes are very stereotypical engineering for boys and dressmaking and needle work for girls. However this source also isnt suprising as girls faced lots of issues fighting for equal rights in education, if it was going to secondary school or further education or what they wished to study.

③ Both source C and D are bias as source C ~~is~~ was written by a ~~lar~~ pro-conservative newspaper in 1970 and its just critasizing the Labour party, however source D is also bias as it is an obituary and if you critasize somebody's ~~finer~~ actions and choices just after they have died ~~a~~ people would think ~~that~~ negative things about you and see you as cruel no matter if that person made good or bad choices. Source C doesn't talk about anybody imparticular, just about ~~the~~ Labour and their new ~~laws~~ enforced laws. On the other hand source D, ~~that~~ talks specifically about Roy Jenkins and his colleagues, as well as a positive point of view towards "The Divorce Reform Act in 1969 and The Matrimonial Properties Act in 1970. Source C cant prove source D as being wrong as it is an opinion as well as source D being bias as its an obituary.

Specifically
Abortion
~~the~~ and
Divorce

④ The cartoonist is trying to show the contraceptive pill as a good thing as the parents look worn out, the house is damaged and several children are fighting, creating mess and running about. The cartoon ~~is~~ is almost advertising the pill as its basically saying that if you take the pill your family wont turn out like this.

agne beaucoup d'argent. earn. lots of money.	Les conditions peuvent être dangereuses. The conditions can be dangerous
eut visiter les autres pays. can visit other countries	On ne gagne pas beaucoup d'argent. We don't earn much money.
eut avoir une bonne carrière. can have a good career	Il faut passer beaucoup d'examens. You have to pass lots of exams
ide les malades. help the patients / the ill.	C'est fatigant. It is tiring

Les avantages et les inconvénients.



pas ^{the} ennuyeux et ~~by~~ trop strict on les étudiants s'arrêteraient de aimer - ce sujet

- ⑤ Well done job. Good attitude in class and good work
- ⑦ You need to write less complex sentences. You made a lot of mistakes on your last paragraph because what you want to create is too complex. Keep it simple and then add difficulty.

Below, write ⑥ feminine jobs from memory.

- 1 serveuse
- 2 infirmière
- 3 facheuse
- 4 comédienne
- 5 prof professeur
- 6 caiffeuse



c'est intéressant parce que les enfants ont beaucoup d'imagination. Il faut être un chirurgien

- ⑤ Excellent student and very good attitude in class.
- ⑦ Be careful with your spelling. You made a lot of silly mistakes.

Rassemblez les mots below ③ times:

ce n'est pas : 1 ce n'est pas
2 ce n'est pas
3 ce n'est pas

intéressant : 1 intéressant
2 intéressant
3 intéressant

dangereux : 1 dangereux
2 dangereux
3 dangereux



①. Je suis contre cette idée / solution

②. Je ne pense pas que ce soit la meilleure façon d'aborder le problème

③. Je suis d'accord dans une certaine mesure, mais en revanche

④. Cela n'est pas toujours le cas

⑤. Je suis opposé à cette proposition

⑥. Il faut bien reconnaître que...

⑦. A mon avis

⑧. Il me semble que

⑨. C'est à dire

⑤. I am against + It seems that

①. his idea / solution

③. I agree to a certain point, but on the other hand

⑥. We need to recognise that...

②. E... I don't think it's the best way of tackling the problem

④. F... It's not always the case

⑦. G... In my opinion

⑨. H... That's to say




Grobby Science P3


SCIENCE

Feedback and Targets

This form is to record the feedback between teacher and student.

Name: ↑ Target: 13/12/13.

P3 Assessment Booklet: End of module test		Mark: 15/25 Grade: B.
STRENGTH: Knowing the basic formulas and getting the questions and understanding.	TARGET: working on answering the long questions altogether and including the relevant information.	
SELF/ PEER/ TEACHER Signed:	Date:	

P3 Assessment Booklet: Long Answer Question		Mark: 5/6
STRENGTH: Good information & understanding shown.	TARGET: Plan question out so only aspects of questions is covered.	
SELF/ PEER/ TEACHER Signed: G1	Date: Dec 2013.	

P3 Assessment Booklet: Data Question		Mark: /12
Use an appropriate scale		✓
Label axis		✓
Add units to axis		✓
Add title		✓
Accurately plot all points		✓
Use appropriate line of best fit		✓
Q) Describe main trends more clearly e.g. as you increase drop height you increase bounce height		✓
Q) Use values in your description e.g. put figures in from your results table to back up your trends		✓
Q) Explain any anomalies and how you eliminated them e.g. what doesn't fit the pattern		✓
Q) Explain how taking averages improves reliability		✓
SELF/ PEER/ TEACHER Signed: M Fairhead	Date:	

b) 120°
 $180 - 120^\circ = 60^\circ$
 $360 \div 60 = 6$
 6 sides ✓

c) 150°
 $180 - 150^\circ = 30$
 $360 \div 30 = 12$
 12 sides ✓

What do exterior angles always add up to?



number of side shape has minus two times $180^\circ =$ angle sum.

$$(n - 2) \times 180 = \text{exterior angles}$$

exterior angles =
~~interior angle~~
 $180^\circ - \text{interior angle}$

Unit 2 Literature: Understanding Poetry: Section A: Unseen Poetry – (Higher)

Name:

Date: 31 October 2013

Essay title: *Explore how Sylvia Kantaris presents her thoughts and feelings about a cat*

My Focus is:

Baseline Test

Your teacher will highlight the grid below to show you how well you have done

Band	Mark	(below is a brief guide for how well you have written) AO2
1 (E/U)	1-2 3-4	<ul style="list-style-type: none"> I have tried to support limited ideas with a generally sound quote I have made a clear comment about techniques, ideas or themes
2 (D/E)	5-6 7-8	<ul style="list-style-type: none"> I have tried to support developing ideas with an appropriate quote I have made appropriate comments about techniques, ideas or themes
3 (C/D)	9-10 11-12	<ul style="list-style-type: none"> I have sustained at least 3 ideas with relevant quotes I made sustained comments about the techniques, ideas or themes and found good examples to support my ideas
4 (B/C)	13-14 15-16	<ul style="list-style-type: none"> I have supported at least 4 ideas with purposeful quotes I have developed the purposeful comments I made about techniques, ideas or themes and used examples concisely to support my ideas
5 (A/A*)	17-18 19-20	<ul style="list-style-type: none"> I made at least 5 lengthy, convincing and perceptive points I have supported my sophisticated ideas with discriminating quotes I have developed the sophisticated comments I made about techniques, ideas or themes and crafted convincing examples to support my ideas

Additional marks are awarded for clear sentences with higher order vocabulary, effective punctuation and consistently good spelling

Total Marks: 15/20	Band Guide: 4	Grade Guide: B	Your Target Grade: A
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How to Improve:
Discussed confidently & logically, good. To improve you could have discussed personification in the first half of the poem and the more device in the second half.

My focus for next time is:

improve the structure and highlight more literary devices

Target Grade: How does the poet present her feelings about the past?

Self Assessment: Did I notice/discuss... (highlight below as appropriate, and on your essay)

- This is a sonnet and link the tradition of the sonnet form to her theme
- Use the structural terms octave, sestet or quatrains
- Use the structural terms stanza, rhyme, enjambement, repetition, turning point, resolution, voice, tone
- Use the literary language terms metaphor, symbol(ise), imagery, positive/negative lexical choices, sibilance
- Use the specific/higher order words regret, reminisce or melancholy

What did I do well? included some of the bullet points.I need to focus my revision on... detail and PELE. C?

Teacher assessment

Band	Mark	(below is a brief guide for how well you have written)	AO2
1 (E/U)	1-2 3-4	<ul style="list-style-type: none"> • I have tried to support limited ideas with a generally sound quote • I have made a clear comment about techniques, ideas or themes 	
2 (D/E)	5-6 7-8	<ul style="list-style-type: none"> • I have tried to support developing ideas with an appropriate quote • I have made appropriate comments about techniques, ideas or themes 	
3 (C/D)	9-10 11-12	<ul style="list-style-type: none"> • I have sustained at least 3 ideas with relevant quotes • I made sustained comments about the techniques, ideas or themes and found good examples to support my ideas 	
4 (B/C)	13-14 15-16	<ul style="list-style-type: none"> • I have supported at least 4 ideas with purposeful quotes • I have developed the purposeful comments I made about techniques, ideas or themes and used examples concisely to support my ideas 	
5 (A/A*)	17-18 19-20	<ul style="list-style-type: none"> • I made at least 5 lengthy, convincing and perceptive points • I have supported my sophisticated ideas with discriminating quotes • I have developed the sophisticated comments I made about techniques, ideas or themes and crafted convincing examples to support my ideas 	

Essay Grade: B

To improve:

Pretty good, Mollie, well done. To get into the A, I would have liked you to discuss the language in a little more detail: eg. the use of 'arms' & 'head' rather than referring to lover's names specifically.