

How will my teachers mark my work?

- Your teachers will assess and mark a section of your work every 3 weeks.
- You will also have the opportunity to monitor your own progress through peer and self-assessment. See the Green Pen Policy below.
- The type and extent of written feedback will vary from subject to subject.
- Each piece of marking by your teacher should contain the following aspects;
 - ✓ Encouraging and constructive comments which are personal to you.
 - ✓ Comments which inform you of how you can improve your performance. These targets may be phrased as questions or prompts to help you make progress
 - ✓ An effort grade A to E.
 - ✓ Where appropriate a national curriculum grade, a GCSE or BTEC grade.
 - ✓ DIRT time - providing an opportunity for the pupil to respond to your feedback and improve one part of their assessment.

Your feedback from your teachers will include DIRT time - Dedicated Improvement and Reflection Time.

As teachers, we believe we need to give students a significant amount of time to reflect and respond to our feedback then the time we have spent marking becomes much more productive. In the long term, students will understand the purpose of our written feedback if they understand how they can and why they should respond to it. If students see and feel the improvements to be gained from drafting and responding to feedback then our marking time will have a transformative value.

Green Pen Policy



All students are expected to check though their written work with a green pen before handing it in to their teacher for marking.

What to check for:

- ✓ Spelling mistakes
- ✓ Punctuation and Accuracy
- ✓ Clarity – how clear is your writing? Does it make sense when you read it back?
- ✓ Paragraphs – show where they are meant to be if you forgot to put them in.

You might be asked to check your partner's answers and give them feedback to help them improve. This is called Peer Marking. Use your green pen to do this.

You can use these abbreviations:

P	=	Put your punctuation in
Cap.	=	Capital letters
NP or //	=	Start a new paragraph
SP	=	Spelling mistake
^	=	Missing word
?	=	Improve the sense of your writing

Here are some guidelines to help you give written and verbal feedback

Positives and Encouragement

I liked ...

- your style of writing
- the variety of information you found out
- The way you used key terms
- the way you linked your answer to the question
- the way you explained your answer
- the pictures you used
- how you worked well with your partner/group
- how you listened to others ideas
- How you kept trying when you found it hard



Improvements

Next time you could ...

- improve your style of writing by using different sentence starters
- use more connectives to link your sentences.
- find a wider variety of information
- use more key terms
- describe your answer in more detail
- explain your answer by using examples
- use more pictures
- improve you your partner/group working skills
- listen to others ideas
- keep trying when you find it hard
- Ask for help (from teacher/class mate) when you're not sure
- Keep focused and avoid distractions

3 Tips for Improving your writing style

1. Vary the openings of sentences:

- ✓ Start with a verb ending in ing...
- ✓ Start with a verb ending in ed...
- ✓ Start with an adverb ending ly...
- ✓ Start with a preposition e.g. over, at, on,

2. Use connectives to:

- ✓ combine sentences
- ✓ start sentences (with a comma)
- ✓ link sentences and paragraphs
- ✓ express thinking more clearly

3. Vary sentence length and construction:

- ✓ John sprinted to work. He was very late.
- ✓ John sprinted to work, because he was very late.
- ✓ Because he was very late, John sprinted to work.
- ✓ John, who was very late, sprinted to work.

Try using these Connectives to improve your writing style

<i>Adding</i>	<i>And, also, as well as, moreover, too</i>
<i>Sequencing</i>	<i>Next, then, first, finally, meanwhile, after</i>
<i>Emphasising</i>	<i>Above all, in particular, especially, significantly, notably</i>
<i>Comparing</i>	<i>Equally, similarly, likewise, as with, like</i>
<i>Cause and effect</i>	<i>Because, so, therefore, thus, consequently</i>
<i>Qualifying</i>	<i>However, although, unless, except, if, yet</i>
<i>Illustrating</i>	<i>For example, such as, for instance, in the case of, as revealed by</i>
<i>Contrasting</i>	<i>Whereas, unlike, alternatively, on the other hand, otherwise</i>

What Do Good Readers Do?

Activate Prior Knowledge	<ul style="list-style-type: none">• make connections before, during, and after reading• check that what they read sounds 'right'• fit the text into their own experiences• relate to the text
Determine the Most Important Ideas	<ul style="list-style-type: none">• don't get distracted• see the 'big picture'• use clues such as headings, bold text
Ask Questions...	<ul style="list-style-type: none">• ...before, during, and after reading, of themselves, the author, and the text
Visualize and Create Sensory Images	<ul style="list-style-type: none">• create and share mental images of the text
Infer	<ul style="list-style-type: none">• use prior knowledge to draw conclusions about the text, the author, or a character• laugh at the funny parts
Synthesize	<ul style="list-style-type: none">• retell a story• sort through the ideas in a text to understand it• reflect on the meaning of a text in connection with

and of course, they read a lot!!!!