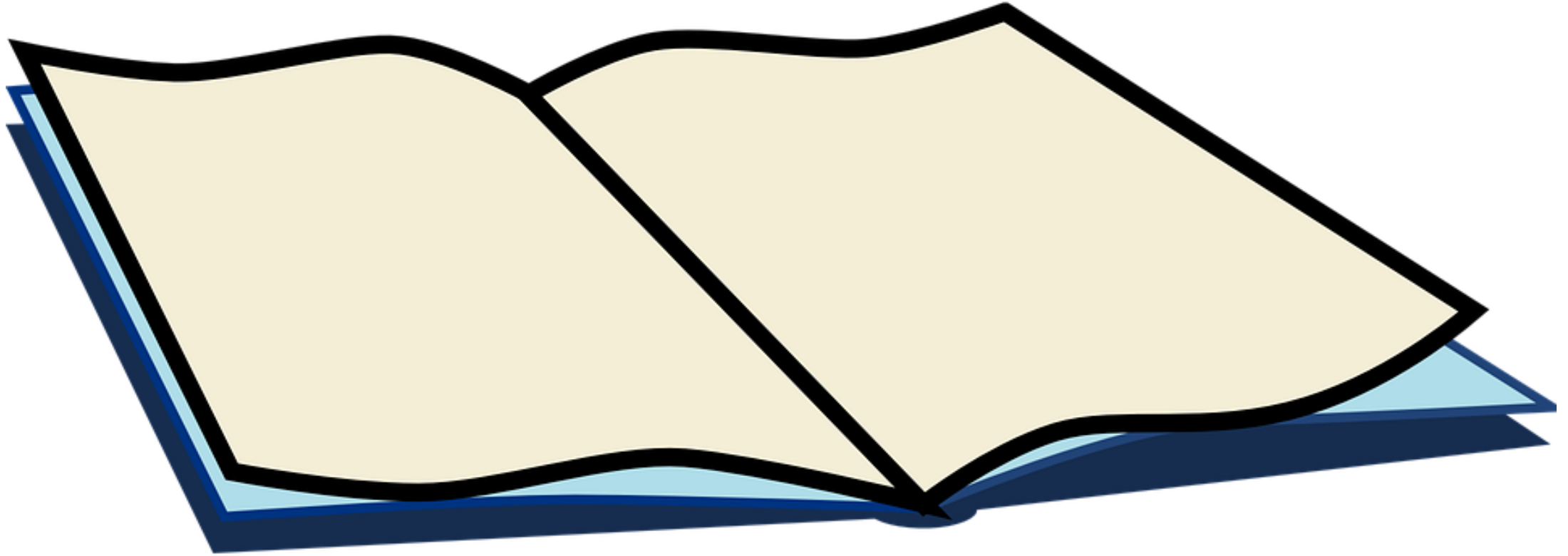


Achievement: Assessment



Some examples of
marking and feedback...

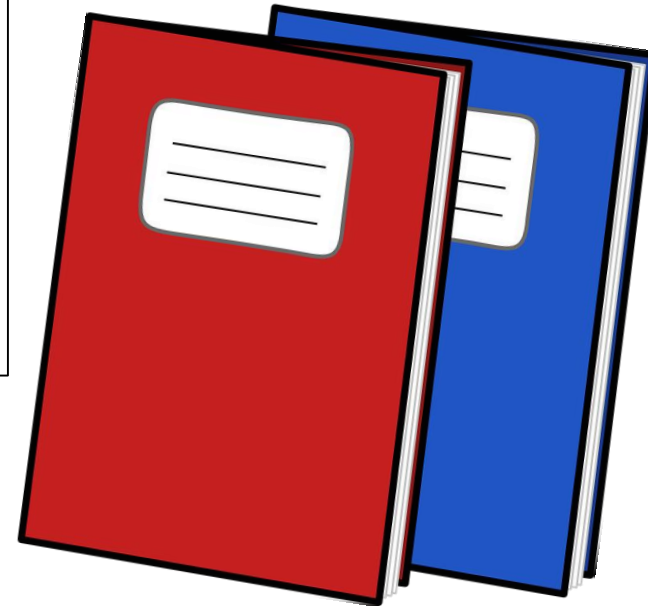
24.1.17.

Excellent use of colour and
3D detail, to show your
inspiration linked to graffiti.

→ Develop the location of the
lettering. How can you add
details to the brickwork?
Answer here →

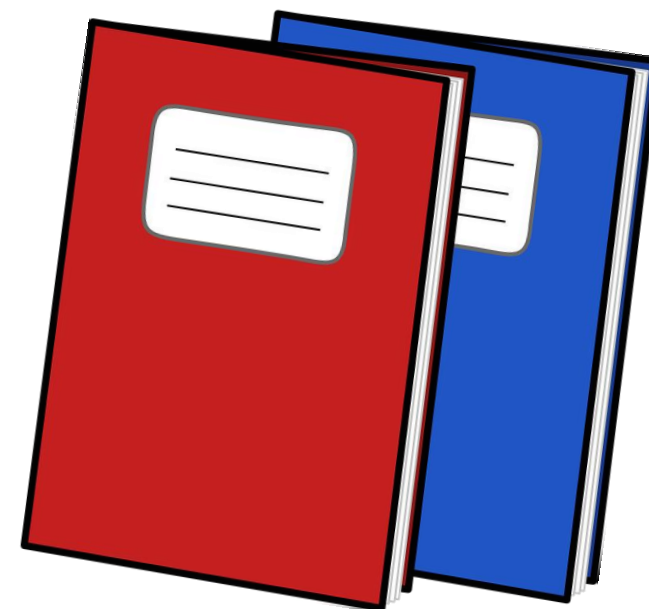
→ Add words associated with graffiti.
See aeroplane starter to help
you with this.

- ✓ This Art feedback identifies positive qualities of the student's work and then gives them two targets for improvement.
- ✓ Students are given the opportunity to act on the teacher's advice.



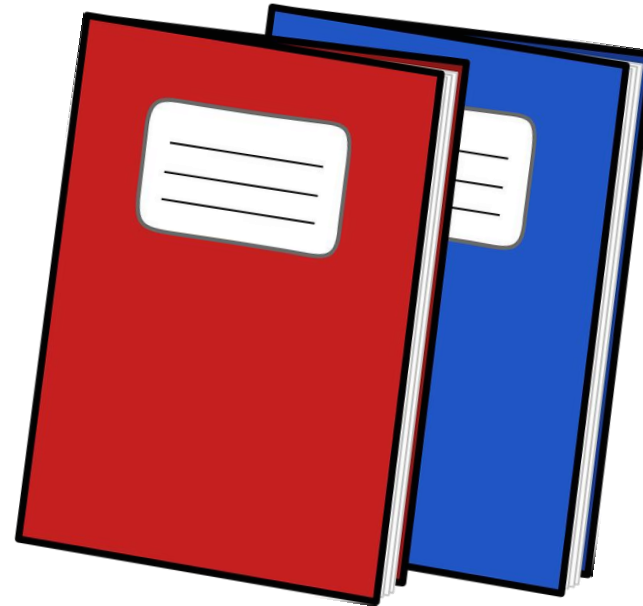
Teacher Feedback:	What you need to do to reach the next level:
The mood board has a good range of images which have been well presented and ordered on the page. There is good variety in the images.	Can the amount of images or the variety of images used be improved? Can the page layout be improved with no blank space left? Can the size of the images be reduced / increased?
The spider diagram is neatly presented and has a wide range of different types of tables. Media, writing tasks, computer tasks, and different types of storage has been thought of for specific hobbies / interests.	Can you improve your presentation skills? Write in pen, draw in pencil and render with pencil crayons. Could you have improved the type and range of tables? When creating your spider diagram you should have spent more time looking at different functions a table could have.
Drawings are in 3D or front, side and plan view (birds eye view) have been used. Rendering is neat and clearly shows the materials used in the table. The annotation is clear and covers personal and 3rd party opinion.	Your need to practise your 3D drawing skills, as your drawings are limiting your creativity. You have drawn good ideas but you need to improve your rendering skills. Can you aim to render with texture and tone to show the material used?
The conclusion is missing, rushed or very limited. The conclusion is good but does not suggest suitable type of sustainable wood that could be used. The conclusion is well constructed but could use more technical language or keywords.	Can you read the task and make sure you never miss sections? Can you research sustainable wood so you would know which would be suitable for your table? Can you use the suggested keywords when writing your Conclusion?

- ✓ Sometimes, a bank of feedback is shared with students, along with advice on how to improve
- ✓ The teacher would highlight the statement that is relevant to the student



Date	Skill	Level	Feedback (circle)	WWW	EBI / Action Point	Student Response
13/9/16	Key board	Mock 2+	Teacher Peer Self	<ul style="list-style-type: none"> - I have learnt the chords to "Seven Nation Army." - I have learnt to play the E chords (CH) - I have learnt a bass line. 	<ul style="list-style-type: none"> - Get rid of gaps between chords. - Slow tempo. - add left hand. - work on last line 	<ul style="list-style-type: none"> - learn the more difficult parts - line focus - focus on last line - try to get 1st row. <p>good detail</p>
27/09/16	Keyboard	Final well done	Teacher Peer Self	<ul style="list-style-type: none"> - I can now play with two hands. - I have added a simple bass line. - I can now play the E chords - I did my homework practice 	<ul style="list-style-type: none"> - I now need to try and get rid of the gaps. - I need to come more air break times. - I must not give up. - I must keep going. - Slow the tempo down. 	
		Mock	Teacher			

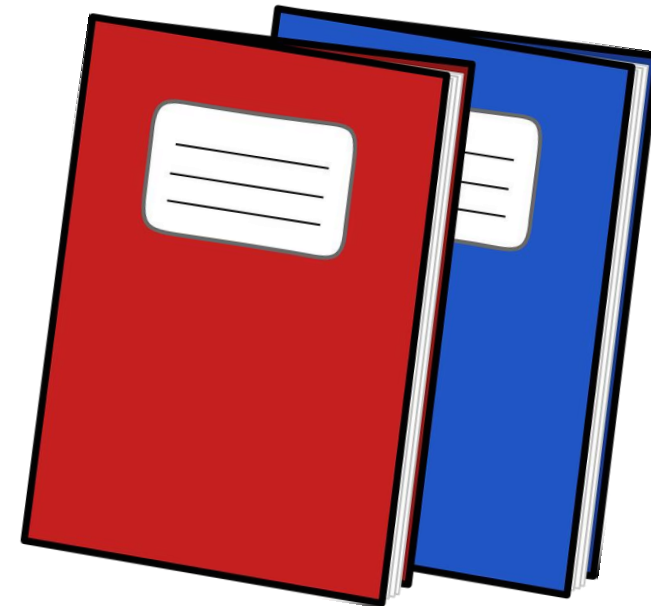
- ✓ Sometimes, students and teachers will discuss work and then the student will record the key points from their discussion. This is often used in practical subjects, like Music.



Dickens ^(W) presents the convict as ^E a violent man. Some evidence from the text to show this is "A fearful man", the word adjective fearful suggests that if people see him they will be scared of him. Some evidence from the text to show that he is a fearful is "keep still, you little devil or I'll cut your throat". The word keep is a imperative verb ^(T), this could also suggest that the convict is giving he Pip a command or else i will cut your throat. This makes the reader feel sorry for young Pip ^(R).

How does it present the convict? ^(W)
 Another way the writer shows the convict is unhealthy. This is shown when it says "A man who had been soaked" ^(F).

- ✓ The student, a peer or the teacher might use a key or highlighting to refer to the successful aspects of their own work
- ✓ The teacher will write comments to support each student's further progress e.g. corrections, questions to prompt further development



// ^{also} This makes the reader feel that the convict is a violent person towards pip. EBI Action →

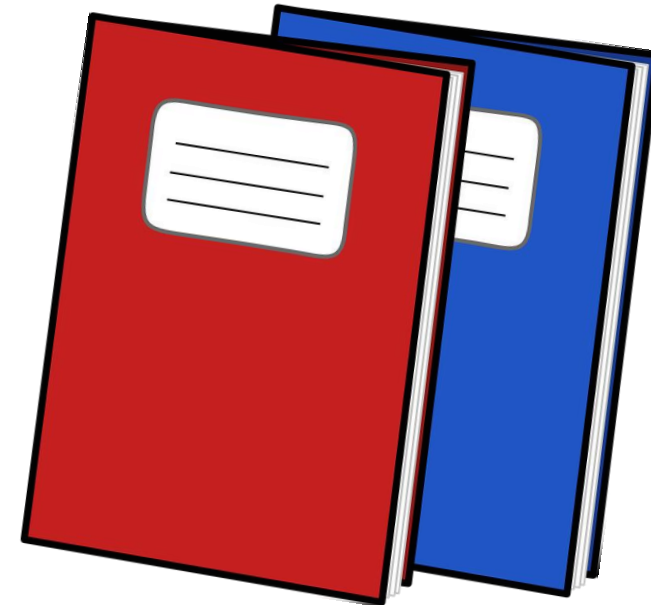
3

// The verb 'smothered' suggest that the convict is covered in ~~mud~~ mud almost like he can't breathe.



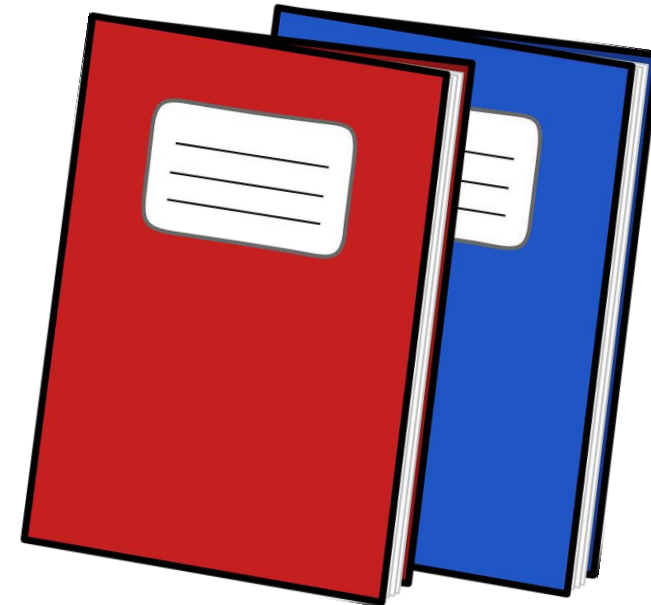
A much more precise explanation - This is zooming in and digging. Well done!

- ✓ Students are expected to use their teachers' feedback to make further improvements and corrections e.g. This student has written an answer to their teacher's question, showing more precise understanding.



1. What do you think Mr Jones' job was? 2	Answer (1 mark) Evidence (1 mark) Explanation (1 mark) Comment: How does this prove he was a photographer?
2. How many children do you think were in the family? 3	Answer (1 mark) Evidence (1 mark) Explanation (1 mark) Comment: Well explained
3. Is there any evidence that Mr Jones was lazy? 3	Answer (1 mark) Evidence (1 mark) Explanation (1 mark) Comment: Well explained. Use words from Q to start your answer.
4. What did Mr Jones do to relax? 1	Answer (1 mark) Evidence (1 mark) Explanation (1 mark) Comment: What evidence do you have? Answer in full sentences.
5. Did Mr Jones pay	Answer (1 mark)

✓ This example from History is used to provide feedback on a test. Students can see how many marks they got out of 3 for each question. The teacher has then asked specific questions which would give that student the opportunity to earn previously missed marks.



me that in Victorian times, shopping is less awkward, which suggests that people have to go out and buy products themselves because in Victorian times there were no 'dark stores'.

One of the differences between the modern supermarkets and the Victorian shops is the size difference because the modern

Y. "t81: what would the atmosphere be like with the 'crowded... purchasers and street sellers'

the atmosphere would be very loud and overwhelming with all the purchasers and street sellers.

✓ Good link.

- ✓ This student has been asked to only write on the first two thirds of the width of the page, leaving space for the teacher to give feedback and then for the student to make improvements to specific parts of the work

