



Abbey College

Teaching & Learning **Draft Policy**

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Statement of intent

Every child has the right to the best possible education. We aim to ensure that all students, regardless of ability, special educational needs (SEND) or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of students are met.
- Improve and enhance the quality of teaching.
- Ensure that students are receiving a broad, balanced and relevant curriculum.
- Ensure that teaching is appropriately differentiated and challenging for all pupils.
- Establish targets for improvement.
- Enhance the professional development of staff.

The Teaching & Learning Team:

Caitriona Powell Deputy Head Teacher responsible for Teaching & Learning

Teaching & Learning team with coaching responsibilities

Siobhan Dowd: AHT ic CPD, ECT/ITT Lead

Kiera O'Connell (whole school focus on literacy)

Eleanor Pinnock (whole school focus on numeracy)

Alison Dunphy (Consultant)

Lead Learners

I. Our Teaching & Learning Vision

Our vision for Teaching & Learning at Abbey College



To develop a community where everyone has a passion for learning, securing **Excellence In Abbey College** because teaching and learning is Engaging, Inclusive, Aspirational, Challenging

The school sets out its approach to teaching and learning in four main areas:

1. Leadership of Teaching and Learning
2. Features of Excellent Teaching
3. Monitoring, Evaluation and Accountability
4. Developmental Strategies

2. Roles and responsibilities

Leadership of teaching and learning is visible at all levels of the school community. It is everyone's responsibility to ensure that the core business of teaching and learning remains engaging, enjoyable and unhindered.

2.1 The Headteacher and his delegated T&L Lead and Team will:

- have prime responsibility for ensuring that teaching and learning remains of the highest quality.
- ensure that provision is guided by recognised and robust research evidence.
- ensure that the best staff, the best resources, the best CPD and the best systems all align to drive continuous improvement in the quality of provision.
- support all monitoring and quality assurance processes, to ensure students at Abbey College receive the best education possible.
- provide challenge and support for all teachers and leaders, so that student achievement continues to go from strength to strength.

2.2 The Governing Body will:

- support the vision by fulfilling the role of 'critical friend' ensuring teaching and learning is at the core of the school's improvement plan and strategic direction so that outcomes for all students continue to improve, for example via monitoring and engagement.
- be able to articulate the strengths and weaknesses of Teaching and Learning at the college, and hold the school to account regarding standards.
- Be fully involved in Open Door events.

2.3 Middle Leaders will:

- ensure that the most relevant and engaging curriculum is offered to students so that they remain motivated and engaged and develop a love for learning.
- support their teams to improve, using coaching and modelling of good practice.
- lead their teaching teams by example and provide support and challenge to ensure the best teaching occurs.
- ensure expectations for challenge and high standards are maintained across their teams, taking action where this falls below expectations
- be responsible for the standards of teaching and learning in their departments.
- operate an open-door policy.
- liaise with parents and governors to showcase what teaching and learning looks like in their discipline, via Open Door events.

2.4 All teachers will:

- be leaders of learning within their own classrooms.
- plan and deliver lessons that demonstrate high expectations, are challenging, enjoyable, relevant and inclusive, and which meet or exceed the expectations of the school
- lead by example and develop their subject specialism.
- teach pupils how to behave and model the school values of Humility, Intuition and Passion, so that there is a positive learning environment that supports pupil progress.
- Have strong and clear routines embedded into classroom practice.

- Ensure that expectations are high, providing scaffolding to support in line with Quality First teaching.

2.5 Students will

- actively contribute to leading and improving the quality of teaching and learning across the school.
- give of their best in all aspects of school life, learning resilience that will support their future success.
- participate in departmental review via student voice, and some students will be trained in observation of lessons to provide meaningful feedback

3 Features of Excellent Teaching and Learning

3.1 Excellent teaching and learning is not something that schools fall on by chance, a school needs to aspire to develop this key strand so that every student is provided with the best life chances. To be excellent, teachers need to produce good lessons on a daily basis. All students making progress in lessons is the key judgment that will determine whether teaching and learning has been successful. It is not sufficient to just monitor what teaching and learning looks in the school, but vital to create a learning environment that is supportive of staff who consistently challenge themselves to move learning forward without fear of occasionally trying things that may not have the impact they had predicted.

3.2 Excellence In Abbey College

Effective teaching and learning will always have the intention of being:

- **Engaging:** developing students' lifelong love of learning and providing well-planned lessons that promote a safe environment so that all students can dare to take risks, and understanding why and where they are on their curriculum journey;
- **Inclusive:** providing high quality lessons that meet the needs of all learners so that every student can make progress relative to their starting points;
- **Aspirational:** so that each student knows that the high expectations teachers have of them will support excellent progress and outcomes, ensuring that they can fulfil their own dreams for the future;
- **Challenging:** ensuring that all students build resilience and critical thinking skills through effective questioning and feedback, which will help them lead successful lives beyond the College, as responsible global citizens, ready to take their place in the world.

3.3 Independent learning is encouraged throughout the learning process - this is vital for success as it includes student ownership of their learning, elements of choice within the lesson, matching differentiation with choice to provide personalised learning. It also has inherent issues around teaching students the transferrable skills that will allow them to be independent learners across the curriculum. There is high value in students understanding what makes a good question; it requires prior learning and consolidation in order to frame them in the first place.

3.4 A commitment to develop **literacy** levels- all students need to access the curriculum and giving them the tools to do so should never be overlooked, so there will be a focus of Reading across the school curriculum.

4 Monitoring, Evaluation and Accountability

4.1 Effective monitoring and accurate evaluation are critical tools to ensure that standards continue to rise and that improvement plans are tightly focused on the correct areas. The school is committed to ensuring robust systems are in place so that poor performance is not tolerated and the quality of teaching is of the highest standard.

The school operates an open-door policy and encourages teachers to be regular informal observers as a way of sharing good practice and professional development. This also ensures that all staff receive regular feedback and become skilled at giving feedback themselves

All departments participate in internal review weeks which include lesson observation and students' perspective on the quality of teaching. Some departments will have external Deep Dives, usually from a partner within Meridian Trust.

4.2 Appraisal systems are clearly focused on teachers standards and ensuring the highest quality teaching.

4.3 An effective CPD programme for all staff is clearly linked to Appraisal objectives and the outcomes of other QA activity to equip staff with the skills they need to improve the quality of teaching across the school.

The school has clear routes for all teachers regardless of the quality of their teaching so that; excellent teachers are rewarded and contribute to others' CPD; effective teachers have a personalised coaching programme to move them to excellence; and any teaching that is less than effective is rapidly addressed through informal support or formal procedures where appropriate.

4.4 Learning Walks

The headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The headteacher has a right to visit lessons to inform their monitoring of the quality of learning.

As Abbey College is a large school, learning walks will be undertaken by the headteacher, Senior Leadership Team, Middle Leaders and other qualified teachers as appropriate.

Learning walks form part of the school's developmental and evaluation processes for Teaching and Learning, and as such, are conducted by teachers and leaders at all levels of the organisation. They are supportive in nature. The process is via the online system 'Sisra Observe'. The teacher receives a copy of the feedback electronically, and the staff member visiting the lesson will offer verbal feedback in addition where this is requested. The member of staff can include any comments or forms to contribute to the Appraisal process if the teacher wishes. Lead Learners use learning walks as part of their quality assurance processes, and will give feedback to their teams as appropriate using Teachers Standards (DfE 2012), but in line with school protocols for observations as listed above.

5 Developmental Strategies

To ensure effective teaching and learning, we must provide the teachers with the toolkit to solve the differing problems they may face daily. Before this can be achieved it is essential that a culture is created that rewards those who wish to develop. Personal progress should be recognised and celebrated and staff are empowered to share their knowledge rather than compete for position. To do this core elements are required:

- Professional development opportunities are available to all staff alongside a culture of trust and no blame.
- CPD is enjoyable and regular and the impact is seen in all monitoring activities.
- Effective coaching lies at the heart of sustained improvement.
- Staff stay up to date with current thinking.
- Student voice is part of the evaluation process.
- Effective support is in place for those who may have difficulties.
- A robust induction system.
- A desire to make continuous improvement, including through individual and collective Action Research.
- Networks are developed within and outside of school to support the sharing of good practice.

6 Impact

As a result of the T&L strategy:

- Pupils will make rapid and sustained progress.
- Teachers will expertly manage the learning in their areas and will be confident to take risks.
- Lead learners will be secure in the delivery of the curriculum.
- Governors will be fully involved in the QA process, and will know what Teaching and Learning at Abbey College looks like.
- Abbey College will become a beacon of excellence in pedagogy and attitudes to learning.

7 Learning environment

7.1 Setting the tone

The teacher will meet and greet students at the door. Any aspect of the unpreparedness of the learner should be challenged here before the lesson starts.

Students will line up outside the classroom, and Teachers will allow students in once they are sure that they are ready to learn, and following the hand up procedure.

Students should be ready to

L- Line up and enter in silence

E- Equipment out

A- Always write the date and title

R- Register in silence

N- now enjoy your lesson

Students should start the lesson by completing a relevant purposeful task, which could be based around retrieval skills, is completed by the students. The register could be taken during this time.

7.2 Setting a pathway for the lesson

Clear Learning objectives and outcomes are shared with students. Students need to see the big picture of their learning, and where the lesson fits into their curriculum journey.

7.3 Seating arrangements

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently or in groups. A seating plan should be available for those providing cover when the teacher is absent.

7.4 The classroom

It is imperative that the learning environment maximises opportunities to learn. Displays are updated regularly and geared towards aiding learning, and showcasing aspirational work. The room is tidy and professional.

8 Assessment

8.1 Formative assessment (Assessment for Learning)

Formative assessment creates a positive learning environment where students can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the students' continuing progress.

Formative assessment is a powerful way of raising students' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Based on the research and work of Dylan Wiliam on 'Embedding Formative Assessment', we aim to

- Clarify and share learning intentions and criteria for success
- Engineer effective classroom discussion, questions and learning tasks that elicit evidence of learning
- Provide feedback that moves learners forward
- Activate students as owners of their own learning
- Activate students as instructional resources for one another

Hinge questions are part of the formative assessment toolkit, whereby staff can quickly gauge whether students have mastered the concept being taught can move on, or whether misconceptions remain and need to be revisited.

Formative assessments are used to:

- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track each student's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

8.2 Summative assessment (assessment of learning)

Summative assessment is important for:

- Accurate information regarding a student's attainment and progress.
- Informing both parents and teachers of a student's attainment and progress.

Summative assessments:

- Allow staff to give in-depth feedback that identifies children's strengths (WWW*) and gaps in their skills/knowledge (CTG*).
- Identify attainment through one-off tests at any given point in time.
- Link to specific AOs on the progress grid.
- Record performance in SIMs or the Data Team by a specific date (in the school's calendar).
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a student's professional prediction.
- Are used to monitor a teacher's performance in relation to student achievement
- Are used to monitor the progress of individuals and groups of students.

*WWW – What went well. CTG – Close the gap.

Methods of summative assessment include:

- Termly assessments.
- Mini-assessments
- End of topic tests
- Projects which contribute to a final grade.

- Controlled assessments that contribute to a final grade
- External examinations such as GCSE exams.

9 Monitoring and reporting

This policy will be reviewed annually by the Learner Progress and Engagement committee.

The governors' termly SLT report will contain updates and analysis regarding teaching and learning at the school.

The school uses Sisra Observe to monitor lessons and the quality of Teaching and Learning across the school. The online form is developmental in nature and ensures that teachers get feedback from any learning walks that take place. If there are any concerns the teacher can ask for verbal feedback in advance of the publishing of the written feedback.

Appendix I

General Lesson Observation/ Learning walk Prompts

Teaching should be judged on its impact on **learning, achievement and progress, attitudes and behaviour**. Judgements on learning, achievement, attitudes and behaviour should be **CONNECTED** to the aspects of teaching that lead to these being as they are.

To ensure an accurate fix on learning and achievement the observer should focus on the learning and achievement of particular groups of pupils. It is advised that the word 'pupils' only be used with a qualifying adjective,

so 'all pupils', 'some pupils', 'a few pupils', 'most pupils', 'HA pupils', 'most LA pupils', 'pupils with SEN', 'all girls', 'some boys'. Then the reasons in the teaching for these groups' learning and achievement being as they are should be clarified.

For example: 'All HPA pupils made very rapid progress throughout the lesson *because* the teacher had planned specific and challenging learning objectives based on accurate knowledge of these pupils' prior learning.

These learning objectives were continually and effectively shared with these HA pupils and they were given on-going feedback on their work and they were often helped gain a clear idea of how to make improvements in their work'

What is the impact of teaching on learning, achievement, attitudes and behaviour?	Aspects of teaching and assessment that can influence pupil's learning, achievement, attitudes and behaviour	
Learning <ul style="list-style-type: none"> • How many pupils and which pupils/groups make exactly which gains in skills, knowledge, ideas and understanding? • Pace, quantity and quality of work? • How many pupils and which pupils and to what extent are they 	Subject knowledge? <ul style="list-style-type: none"> • Subject knowledge secure and confident & used to ensure appropriate challenge & expectations, effective planning and accurate assessment? • Demonstration & explanations clear? • Questioning perceptive and based on secure subject knowledge? • Clear understanding of how pupils learn the subject shown? 	<ul style="list-style-type: none"> • Applications & development of English, maths and ICT across the curriculum? • Use of quality materials, especially books and literature? Love of books and reading engendered? • Learning over or under-directed? • Beginnings, middies and ends of lessons focus on learning objectives and teaching points? • Teacher focuses on learning more than behaviour?

<p>developing the capacity to work independently and collaboratively?</p> <ul style="list-style-type: none"> Can they explain confidently and clearly what they have learned and why? Do they know how today's work relates to previous work and what may be the next stage? Do they ask questions about their work and learning? Are they used to reviewing their work in relation to objectives and targets? Do pupils understand how well they are doing and how they can improve Are pupils clear about the criteria used to assess their work? How many pupils know their targets? Which pupils are aware of what they were supposed to be learning and where to focus their efforts to learn and improve their work? Can they apply new ideas in different contexts? <p>Achievement (relates to potential)</p> <ul style="list-style-type: none"> How much and which pupils are being stretched and working to their capacity? Are they doing as well as they can? Are most pupils making at least the expected progress in relation to their capabilities? To what extent are pupils working close to their capacity? What proportion of pupils is working to capacity? <p>Attitudes, relationships and behaviour</p> <ul style="list-style-type: none"> How attentive are pupils? What % of pupils or different groups of pupils are attentive? Which pupils show engagement, application and concentration and work productively? Are pupils too easily satisfied / distracted? Are pupils developing interest in the subject? Are they keen to work? Keen to answer questions? Keen to get on with the task in hand? Take pride in their work? Self esteem? Do they sustain concentration? Interested? Motivated? Productive? Persevere? Independent? Aware of own strengths and weaknesses and learning needs? Respond well to challenge? Alert? Confident? Work without supervision? Committed to tasks? Response to homework? Positive self esteem? Enjoy work? Evaluate work? Are pupils polite to each other, and to adults? Pupils know what behaviour and attitudes are expected? Respect own and others' property? Respect others' values? Do they form constructive relationships with one another and other adults 	<ul style="list-style-type: none"> New ideas explained well? Accurate use of subject vocabulary? Questions answered well? Interesting examples, contexts and first-hand experiences used to support teaching and learning? <p>NB. Be alert to situations where pupils are misinformed or where knowledge and understanding are not built up systematically</p> <p>Planning is based on clear learning objectives and teaching points, with due regard for pedagogy.</p> <ul style="list-style-type: none"> Planning shows evidence of clear understanding of how learning is built up? Planning supports effective teaching and learning during the lesson? Planning takes account of learning needs of all groups of pupils Learning objectives are clear, specific, concise, achievable and appropriate to pupils' learning needs? Effective strategies for ensuring that pupils are aware of where to focus their efforts to learn and improve? Too many learning objectives? <p>How well do teachers interest, encourage and engage pupils?</p> <ul style="list-style-type: none"> How enthusiastic is the teacher and how is enthusiasm promoted? Content and learning real, relevant, imaginative and interesting? Reluctant learners coaxed and coached? Pupils encouraged to work independently and to try out new tasks? Some pupils easily distracted or do most pupils sustain interest and commitment to work? <p>How well does the teacher challenge pupils, expecting the most of them?</p> <ul style="list-style-type: none"> Teacher committed to getting the best out of pupils? Questioning, problem setting, choice of materials & resources sufficiently challenging? Work of all groups of pupils hard enough? Too hard? Too easy? Praise used effectively to provide feedback and further challenge? Methods & quality, first-hand resources motivate pupils to develop ideas? Teaching strategies take account of pupils' differing learning styles? Grouping based on assessment & conducive to teaching & learning? 	<p>Use of assessment</p> <ul style="list-style-type: none"> Pupils' work assessed thoroughly & constructively? Assessment used to inform planning & target setting? Targets used regularly, reviewed and refined? Assessment of pupils with SEN thorough and used? Pupils informed of what they are learning & how they can improve? On-going feedback provided on errors, good work and underachievement? Targets specific, well matched & referred to often? Marking and feedback well focused & diagnostic? Pupils helped to judge the success of their work? <p>Management of time and behaviour?</p> <ul style="list-style-type: none"> Focus on learning more than behaviour? Pace good & no learning time wasted? Clear, high expectations of behaviour are effectively communicated and monitored? Positive & clear feedback on behaviour & relationships provided? Clear, efficient, organisation of activities & groups? Fair, clear exercise of authority, mutual respect & good work habits/routines? Behaviour management consistent? <p>N.B. Though classroom management is important, it should not overshadow analysis of learning & achievement. Occasionally despite effective strategies, the behaviour of one pupil or so defies all reasonable management strategies</p> <p>Use of TAs and other support?</p> <ul style="list-style-type: none"> TAs' expertise known & used effectively? TAs know learning objectives & teaching points? TAs promote achievement? TAs enable teacher to use time to teach? <p>Use of homework (where appropriate)?</p> <ul style="list-style-type: none"> Does work done at home complement work in class? Do pupils find homework helpful? Is it well matched? <p>Home reading?</p> <ul style="list-style-type: none"> Good feedback on homework provided? <p>How well do teachers promote equality of opportunity?</p> <ul style="list-style-type: none"> All pupils treated with respect, contributions encouraged and valued? Methods and resources free from bias & stereotyping & well matched to needs of all pupils. Sensitivity shown to individual circumstances, beliefs & cultures? Teaching has regard for Codes of Practice for SEN and promoting race equality? Teacher works to overcome barriers to underachievement (e.g. pupils' poor literacy and numeracy skills, low expectations by teacher, parents, other teachers or the pupils themselves; lack of parental involvement in their children's education, anti-academic culture and peer pressure, poor attendance? Planning and teaching take account of learning needs of EAL pupils and pupils from ethnic minority groups.
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Appendix 2

Marking and feedback guiding principles for KS3-5

Staff workload is reduced wherever possible by having a flexible approach per subject but within the guidelines below:

Deep marking

Marking in depth occurs once per half term as a minimum per pupil, though small interim tests may occur more frequently.

Use of SPAG grid is consistent across the school, using common codes.

Some teachers may choose to 'live' mark in a lesson.

All in-depth marked work is in assessment books/ folders in KS3/ KS4. Summative tests or detailed results summaries are also kept in these books for reference.

Assessment Books display the students target grade (on the cover or on the inside of the cover). This covers KS3 and 4, but in some cases, e.g. maths, the use of assessment books only relates only to KS4. In KS5, students use folders to store work, and will have a section dedicated to marked work in their folders. In Science, as 3 subjects are studied, assessment books are not used, but assessments are completed on coloured paper for easy identification.

Students are given a CTG (Close the Gap) task to complete in green pen, and the work is then re-looked at by the teacher to check progress has been made and the gap closed. These may not be red-penned again, but are acknowledged as a minimum.

Staff mark in red pen. Peer or self-marking is done in green pen.

Deep marking should be returned to students within a maximum of 2 weeks, as per the assessment calendar.

Types of Feedback

Feedback can be verbal or written, given by teacher or peer, and is planned. It can also be whole class feedback, based on common misconceptions.

Purpose of Class books

Class books are used for formative assessment tasks such as quizzes, or for knowledge recall (Knowledge and Information Tests or KITS). These are for students to make their own notes in and are used for revision.

Use of Formative Assessment in Lessons

KITS (knowledge and information tests) are used to develop students' long-term memory of key substantive knowledge.

Formative assessment is used regularly in lessons to ensure staff know where students may have gaps in knowledge, and where they may need to re-teach aspects that have not been understood, or to dispel misunderstandings, as well as to accelerate the learning of those who are more able or talented.

Coursework

For subjects that complete Coursework tasks, these cannot be marked by teachers while students are working on them, so students will not have this marked until it is submitted to the exam board or moderated, and may not have the results shared with them until this is allowed by the exam board.


Presentation

Titles should be underlined using a ruler. Students are expected to keep books tidy and free of graffiti, and pages should not be ripped out. There is a Tell for lack of pride in work, which will be issued if these rules are not adhered to.

Staff Checklist

<i>Deep marking once per half term</i>	✓
<i>Staff mark in red, students in green</i>	✓
<i>Returned within 2 weeks of submission</i>	✓
<i>Use of common SPAG grid</i>	✓
<i>High expectations for presentation of all work is required</i>	✓

SPAG grid



LITERACY

marking Codes

Your teachers will mark your work using these literacy codes. These codes tell you that you need to correct either your spelling, punctuation or grammar five times correctly in green pen.

SP	You have spelled this word incorrectly. Use a dictionary or your teacher's hints to spell the word correctly.
WW	You have used the wrong word e.g. the wrong 'there' or 'your'.
GR	Your grammar is incorrect e.g. you have confused the past and present tense.
P	You have used the wrong type of punctuation or have missed punctuation out e.g. a comma splice, or you have missed out an apostrophe.
//	You have forgotten to include paragraphs where they are needed. Remember to think of the <u>TriPaP</u> acronym.
C	You have either misused a capital letter, or you have missed one out of the word/phrase.
^	You have missed a word out of your sentence/phrase. Re-read your work and add in the missing word.
FS	Please write your answers in full sentences.

Examples of Good Practice:

Maths

Summative Assessment CTG task

CTG Tasks

<p>Topic: Simplify</p> <p>CTG Task: $-(-5x - 2y - 7z)$</p> <p>$-5x - 1 = 5$ $5x + 2y + 7z$ ✓</p> <p>$-1 + -2y = 2y$ $-1 \times 7 = 7z$</p>	<p>Topic: Substitution</p> <p>$b = 9$ $a = -2$</p> <p>CTG Task: $2b - a$</p> <p>$2 \times 9 = 18$ $18 - (-2) = 20$ ✓</p>
<p>Topic: Expand + Simplify</p> <p>CTG Task: $9(1 + 2y) + 3(3 - y) = 15y + 18$ ✓</p> <p>$9 + 18y + 9 + -3y$</p> <p>$18 - 3 = 15y$ $9 + 9 = 18$</p>	<p>Topic: Vocab</p> <p>CTG Task:</p> <p>Variable = x</p> <p>Expression = $2x + 3y + 4z$ Collection of terms</p>

Topic Test CTG task

Excellent work on decimals Alexa, well done

(A) $47.32 \div 4 =$

$$\begin{array}{r} 47.32 \\ 4 \overline{) 47.32} \\ \underline{40} \\ 73 \\ \underline{72} \\ 12 \\ \underline{12} \\ 0 \end{array} = 11.83$$

(B) $\square\square.\square\square - \square.\square =$ $\times \times \times \times 456289$

Using 0-9 once only,
how close to 0 can
you get?

$$\boxed{09.71} - \boxed{8.6} = 1.11$$

Trial Assessment 1

Question Level Analysis Sheet

Questions	Year 8 Algebra Autumn Assessment	Score	RAG
1	Collecting like terms one variable	0 / 1	RAG
2	Multiplying Terms different variable	0 / 1	RAG
3	Writing an expression using addition	0 / 1	RAG
4	Writing an expression using multiplication	0 / 1	RAG
5	Multiplying Terms same variable	0 / 1	RAG
6	Collecting like terms one variable and numbers	0 / 2	RAG
7a	Expanding a single bracket	0 / 1	RAG
7b	Factorise an expression	0 / 1	RAG
7c	Factorise an expression	0 / 1	RAG
8a	Expand and simply two single brackets	0 / 3	RAG
8b	Factorise an expression	0 / 1	RAG
9	Expanding a single bracket	0 / 2	RAG
10	Matching (algebra vocabulary with numerical statements)	0 / 2	RAG
11	Substitution into a given expression	0 / 2	RAG
12	Creating an expression and then substituting	0 / 3	RAG
13	Expand and simply two single brackets	0 / 2	RAG
14	Expand a single bracket	0 / 1	RAG
15	Substitution into a given expression	0 / 2	RAG
16	Perimeter expression	0 / 1	RAG
17	Factorise an expression	0 / 1	RAG
18a	Collecting like terms with variable and numbers	0 / 3	RAG
18b	Factorise an expression	0 / 2	RAG
19	Algebra Manipulation	0 / 4	RAG

In a 'streetcar Named Desire' family Bonds are portrayed in a negative and unhealthy manner, as seen with Stanley and Blanche's interactions and the mistreatment of Stella from Stanley. Stella also has to be a reassuring sister to help Blanche maintain her Hubris, which is difficult for her when she is ~~in between~~ in the middle of such bitter conflict ^{between} Stanley and Blanche. Williams grew up in a household fuelled by domestic violence and unhealthy family relationships, so he could be writing about some of his own personal experiences with his Mother and Father. *Why the random capital?* Again, the random capitals...!

In scene one, Blanche ventures into Elysian fields to meet Stella, and on greeting Blanche is honest with her feelings about the place which is condescending for Stella. Blanche explains what she is thinking and what she is supposed to be saying, beginning the lies for the rest of the play. This gives the audience a chance to realise what Blanche is thinking, and introduces them to the reassuring motherly relationship between Stella and Blanche. After greeting Blanche says, "I thought you would never come back to this horrible place! What am I saying!... I'm meant to be nice about it... Ha-a-ha." Elysian fields in New Orleans is a place where all cultures and races mix and get on, very different to the deep south where Blanche and Stella grew up. Blanche is used to having lots of wealth and being part of a higher societal class who does not usually mix with different races. The exclamatory sentence used reveals her honest tone, ~~as~~ as she doesn't think before she speaks. This pure emotion on show is potentially being said loudly, because of the repeated '!' used. This could be embarrassing for Stella as she isn't ~~can~~ following on from her elitist upbringing. The stage directions reveal Stella's true emotions as she looks at her sister and Blanche is a little down.

Power fully on show. → re-read and rewrite this sentence.

Clear point.

in your
this
definitively?

is is a
very generic
comment.

①

Stanley and Stella have an abusive relationship, but she almost seems to enjoy the masochistic element of it. Williams includes this because of his first hand account of his mother and father's relationship. His father would physically abuse his mother, as Stanley does in scene 3. This was not uncommon in 1940's America, as men would often show power and control by using their physical attributes. Stanley is having a 'poker' match but is disturbed by the music on the radio so he [stalks] fiercely through the portières into the bedroom, which is Blanche's safe space. The animalistic description is used throughout the play by Stella and the stage director. This gives disturbing, primitive connotations of how Stanley acts. [There is the sound of a blow.] Stanley then abuses Stella who is vulnerable on her own out of view. Stanley and Stella's relationship is a sexually fueled masochistic bond, very different to a traditional American family bond. Again, this is a very generic comment.

near inclusion.

In conclusion, all family bonds have an element of toxicity, and are unstable, specifically with Stella and Stanley and Blanche and Stanley. Stanley is the common denominator who is the dominant, controlling family member. Williams' experience helps him write this → potentially mirroring Williams' father, Cornelius.

Literacy - possessive apostrophes!

① I think this whole paragraph would benefit from a rewrite. There is so much you could say!

Whole-class feedback:

Yellow = errors in phrasing, or lapses in expression, or worded awkwardly and should be rewritten

Purple = quotation and techniques

Green = this is phrased nicely

LITERACY:

- **Possessive apostrophes** – remember apostrophes are used to show possession e.g. *Blanche's relationship with Stella is presented...* ← In this sentence the relationship belongs to Blanche and therefore needs a possessive apostrophe.

COMMON MISCONCEPTIONS:

- ☐ **AO1** – where was your analysis of multiple techniques e.g. zooming in on specific words, dramatic techniques of plastic theatre, metaphors, zoomorphism etc.?
- ☐ **AO2** – WHY was Williams presenting the bond in this way? What is his comment on wider society?
- ☐ **AO3** – how is your context relevant? Is it linked to your point or have you shoehorned it in to try and get a mark?

WWW:

- "Similarly, Stanley's impact on family bonds reflects the impact that Williams' abusive father would have had on his own family."
- "...Blanche ventures into Elysian Fields to meet Stella"
- "Stanley's romantic relationship with Stella expresses disfunction through domestic, emotional violence, and masochism."

CTCS:

- Write a new response, in full, that incorporates all of the comments in red pen. Largely, these will be:
 - Clear arguable point that then **links** to your evidence and analysis
 - Multiple pieces of succinct evidence that is **embedded**
 - Analysis on a multi-layered approach
 - Reference to Williams' intentions and **integrated** context

Task 1: improving academic register. Rewrite the following paragraph excerpt and make it more academic.

...it ^{alluding} also shows that Blanche is a vulnerable and fragile character as she ^{relies on} needs other people's kind words to improve her self-esteem. Tennessee ^{Williams' aim was} wanted to do this to prove people's vulnerability in society that were deemed as 'different'. Stella asks Stanley to "...tell [Blanche] she's looking wonderful. That's important to her." The verb "tell" implies Stella... ^{has a mutually reassuring bond with her sister. Williams highlights Stella using an imperative as it is depicting the necessity of people showing kindness to others.}

WHAT DO YOU NEED TO IMPROVE?

- ☐ Using Williams' name and discussing construction/crafting of character
- ☐ Using Williams' surname rather than forename for academic register
- ☐ Considering his intentions using verbs such as highlight/criticise
- ☐ Using specifics in terms of language terminology

In scene one, Blanche ventures into Elysian fields, to meet her sister (Stella), and on greeting Blanche is honest with her opinions of the street which is condescending for Stella. Blanche explains what she is thinking and what she is supposed to be saying, beginning the lies for the rest of the play. The audience are given a chance to realise what the instability of Blanche's thoughts, and are introduced to the motherly dynamic between Stella and Blanche. Stella cares for Blanche deeply, which could be intentionally crafted by Williams, who had to care for his sister. Blanche's tone abrupt The tone turns honest and abrupt as Blanche criticises Stella's new home place, "I thought you would never come back to this horrible place!" The exclamatory sentence implies that Blanche says this phrase loudly, for the whole people on the street to hear, further embarrassing her sister. Blanche's aristocratic persona is being upheld by Stella, who pacifies Blanche after she is rude about her new town. Blanche's hubris is her evidential anagnorsis. Williams uses Blanche's character as evidence for the divide in America in the south post civil war. Blanche and Stella's family owned a plantation which would have made them a wealthy family, so when Blanche sees her sister mixing with lower class citizens, she uses superlatives like never to show the extremity of her beliefs.

History

Year 10 marked work

Thursday 9th January 2023

Practice exam questions: The role of the Church
~~was the most important factor affecting law and order during the medieval period 1000-1500~~

I agree with the point as they had their own ways to deal with punishment. They used the punishment of threatening them with heaven and hell to try and make them change their ways. Another effective way was the sanctuaries as it forced the criminals to stay in a church working for 40 days and nights. A non effective way was the blessed bread as all you had to do was eat bread without choking. If you choked, it was God's way of saying that you do not accept Christianity. Church courts were also non effective as they could be biased or could be false, these all fall under the trial by ordeal which lasted around 1215 which made the secular method replace it.

I also disagree as many people had to fight to make the church be able to buy more sacraments. The trial by jury in 1215 was the solution to the trial by ordeal. It was a group of 12 respected men who decided the innocence of the criminals. They set out Cr. codes to find other religious rescoring, Islam, Jews and they didn't want

LINK
P
EV
EV
EV
EVAL
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EV
?

In conclusion, I agree with the trial by ordeal as it lasted a long time and was a reliable way to get criminals to repent. ~~and~~ the sanctuaries being a crime the best way to deal with them as they had to work for the church for 40 days and nights.

LINK
13/16
LINK - balanced + evaluative
city - re-do 2nd paragraph

(TG 19/1/23)

An example that disagrees with this statement is that the Anglo-Saxons had tithings which ordered the people to have collective responsibilities for others. Also, trial by jury was introduced in the medieval period which involved people rather than God deciding the fate of the accused. The king definitely had a greater influence on the law used under the ~~the~~ church. For example, William the Conqueror introduced the murdrum fine, which was paid directly to the king. He also introduced the forest laws which led him to much harsher punishment for poaching on his nobility's land. Henry II introduced important changes to the way courts were organized, set up dedicated prisons for people who were awaiting trials and ordered his own judges to visit each circuit courts of England twice a year.

