

MAY 2021

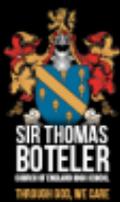
This weekly bulletin for parents and carers shares the practices that are shaping our successful journey as a school. Each week will see a different focus covering aspects such as teaching & learning, curriculum, assessment, pastoral care, attendance, careers, well-being, personal development and much more.

MARKING & FEEDBACK

Following on from earlier editions of the Boteler Observer, I thought I would share further detail regarding our marking and feedback process. 'Marking' student work is no longer the scrutinised process that it used to be. The method of feeding back to students and ensuring that gaps in knowledge are addressed is by far the most important process to take place when reflecting on student work. The focus is not on the teacher's marking but the student's response to the feedback demonstrating that they have now grasped any previously fragile learning. Our students know this process very well and can articulate both what takes place and how important it is.

SO HOW DOES IT WORK?

- All students submit their work, this may be a key piece such as a mini assessment, a piece of extended writing, an exam question response or a product, a drawing, a performance etc.
- The teacher then looks at all student work and identifies which misconceptions students have i.e. what errors have they made, what don't they understand, what is fragile in their learning?
- The teacher records the student initials against the corresponding main misconceptions.
- Following this a 'summary marking sheet' is produced and shared with all students on A5 blue paper.
- Students stick this sheet in their books for reference, this sheet clearly identifies what the students need to improve.
- See below an anonymous Maths example.
- You can see that the teacher identifies any key words that have been misspelt and also highlights any workbook standards that are to be addressed such as under-lining, writing the date and title etc.



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THROUGH EDUCATION

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TCAT THE COLLEGE ACADEMY TRUST

Summary Marking

Class: 10

Date: 18.5.21



Common SPAG/vocab errors:

- Perimeter (not the outside)
- Frequency (not how often)
- Sector
- Bounds
- February

Check your work for:

- Date LQ/title
- Underlined
- Spelling/vocab
- Punctuation
- Paragraphs
- Technical language
- Self assess in purple

Misconceptions/Modelling:

1. Surface Area of a Sphere = $4\pi r^2$

2. Bounds (Interval Errors):

8 (rounded to the nearest whole) - $7.5 \leq x < 8.5$
 2.7 (rounded to 1dp) - $2.65 \leq x < 2.75$

3. Volume of cone = $\frac{1}{3}\pi r^2 h$



RAP THE GAP

To Do:

1: SA of a sphere – JF, LG, KF

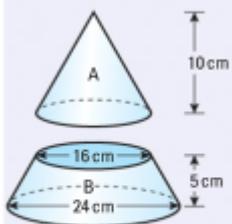
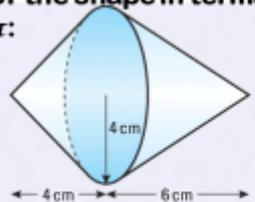
2: Bounds, XJ, KF

3: Volume of a frustum – AW, KF, RH

Challenge Me Question: (To deepen learning)

JB, EL, TC, BS, SDA, SH, LM, KB, CJ, CF,

The second picture below is an example of how the teacher models back to the students what they mis-understood or made errors on when their work was first assessed. The teacher will work with small groups and individual students demonstrating how to address what they got wrong the first time round. The teacher re-modelling may be on the interactive whiteboard, on a flipchart on a mini-whiteboard or a conversation with individuals/small groups.

<h3>Surface Area of a Sphere</h3>  <p>Calculate the surface area of each sphere firstly in terms of π, then correct to 3 significant figures.</p>	<h3>Bounds</h3> <p>These numbers, x, have been rounded to the nearest whole number, write down the interval error.</p> <p>a. 3 b. 17 c. 100 d. 7</p> <p>These lengths, x, have been rounded to 1 decimal place, write down the interval error.</p> <p>a. 12.5cm b. 21.7cm c. 35.8cm d. 52.1cm e. 0.4cm</p>
<h3>Volume of a Frustum</h3> <p>Calculate the volume of the frustum:</p>  <p>Then complete the GCSE questions (worksheet)</p>	<h3>CMQs</h3> <p>1. Calculate the volume of the shape in terms of π:</p>  <p>2. Mr Sparks is an electrician. He has a 50m roll of cable, correct to the nearest metre. He uses 10m on each job, to the nearest metre. If he does four jobs, what is the maximum amount of cable he will have left?</p>

THE REALLY IMPORTANT PART...

The students then 'respond'. All student responses are in purple pen so that when the teacher looks back at the work they can clearly see what has been produced and that the student has addressed the gap in knowledge or skill. This is known as 'RAP the GAP'. The main focus of this is the 'qualitative' aspect in that the students have clearly demonstrated that they now understand what was once fragile.

The quality of student 'purple pen' work at our school has improved significantly over the last 2 years and many students maintained these high quality responses over lockdown.

AND FINALLY...

If a number of students in the class are struggling with any concept then this will not only be addressed through a RAP lesson but the teacher will also plan for that challenging work to reappear at a later date to reinforce any fragilities that remain. This is known as '**precision planning**'.