**Best Practice Guidance: The curriculum is clearly responsive to the identified needs of the students. *How would the child know?***

Stuck in copies of Next Step Sheets containing clearly worded and student-friendly Next Steps.

There is a risk that feedback can be inaccessible/ incomprehensible to the student, particularly when it is feeding back on skills not knowledge. E.g. if a student didn't make a clear and concise point which answered the question, they are unlikely to be able to do it just by being told that they didn't (even though it seems like a manageable piece of feedback it receive) – how do you know what you don't know? Evaluative adjectives such as 'clear' or 'concise' are relatively subjective and difficult for a student to identify what they didn't do, as they thought they were writing a 'clear' and 'concise' point – why would they be deliberately trying to write anything but this?

Single lesson DIRT activities which offer an activity in which a student demonstrates immediate progress against target are removed (see OBHS policy and justification) and replaced with well-planned, responsive resources sequences of lessons.

Example 1 – Year 10 English
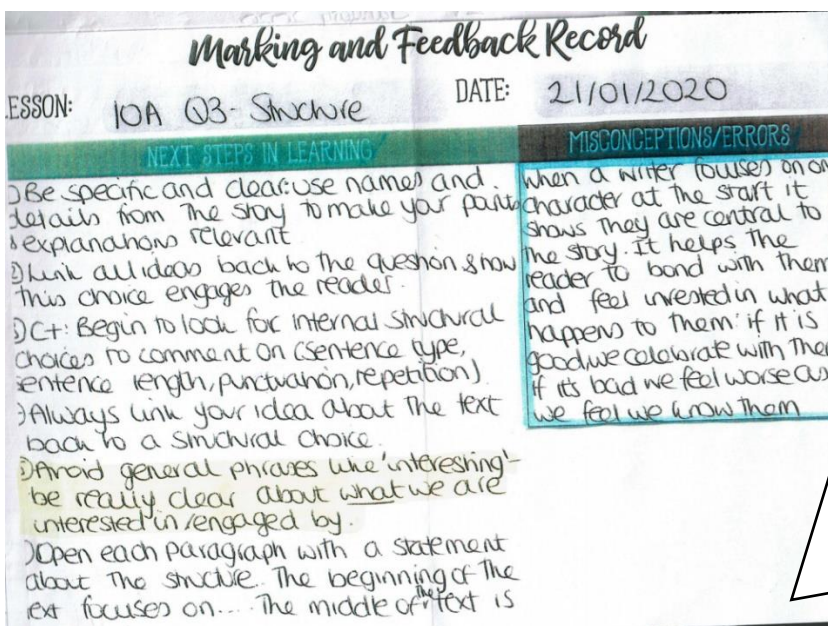
A copy of part of the teacher's Marking and Feedback Record was shared with all students.

1. The misconceptions box has been used for the teacher to model how to talk about the opening of a text.
2. Students were tasked with identifying the right feedback comment for them based on their response. The teacher circulated guiding them using open questions. *This activity responded to some of the cynicism in the students as it was clear the teacher had read all of the students'' work based on these guiding conversations and made it clear the narrative of the following lessons would respond to key issues arising.*
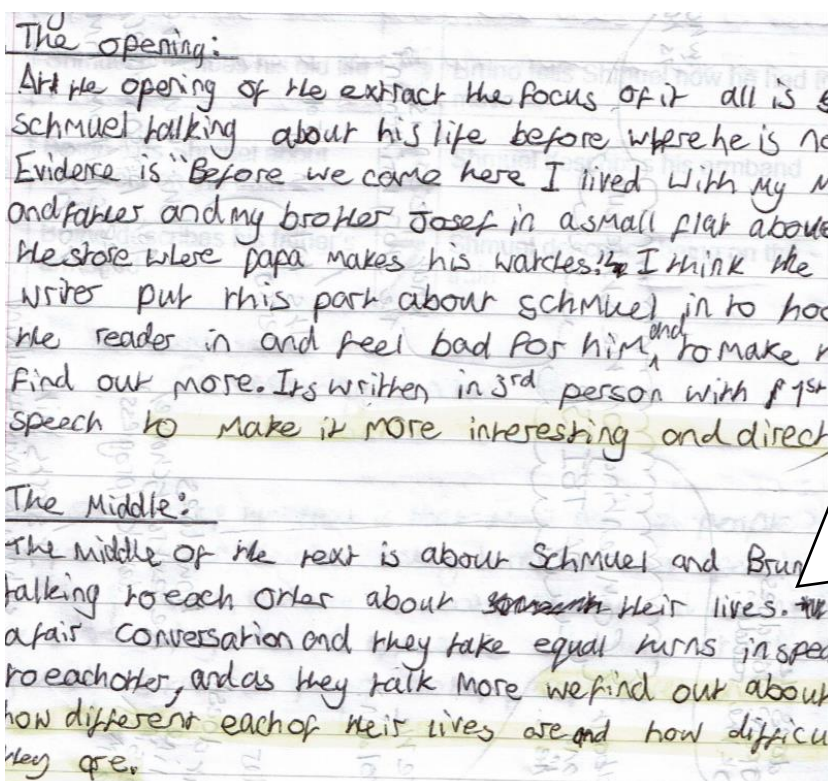
Students then highlighted evidence in their own responses to prove that they had identified the right feedback comment for them, and to identify the key issue within their current analytical response approach.

The feedback comments are not specific to the content of this response, rather to the style of analytical response, and are therefore transferable.

Over the next few lessons, activities were designed to target the issues identified during the teacher's assessment of the students' books.

Below are some of the examples of the activities which were targeted towards students practising analysing the impact of word-level choices specifically and with precision. These activities were designed to develop students' ability to make precise and well-informed comments on the effect of writer's choices without falling back on stock phrases like interesting, or making empty comments. *Sometimes students have a tendency to say things like, this word shows us clearly how the character was really feeling. The problem here is that they have, in effect, said nothing as they haven't shown that they have understood* **how** *the character is feeling. They need to instead be saying something like, this word clearly shows us the character is* **feeling frustrated and anxious.**

- Deadly: Life threatening, dangerous
- Serious: Important, punishable
- Assault: Pain, Harmful,
- Lengthy: Done lots of crimes, long time
- All to easily: to easy to get a gun, it shouldn't be so easy.
- Just one: Suprised by the information.

This article is against gun control. I know this because they use the word 'deadly'.

Words to communicate our opinion are usually adjectives.

In this activity, the teacher had identified the words they wanted the student to comment on, and the student had to come up with synonyms and reactions to the words within the context of the article.

Evidence	Proves/Disproves	C+ Methods
"Splattering My face with blood"	unexpected, sudden, disease-disgusting, conflict, fighting, wounded, danger.	Noun: Blood, viv... verb: Splattering spreading everywhere
"I've seen her throw in training, she never misses".	fear, worry, death (certain enormous danger"	Short simple
"I can hear the blade whistling towards me"	Massive Danger, fear, speed worry, Death, they could die early on, failure	Personification whistling.
"Thanks for the knife, I think."	Hope, sarcasm, confidence Could go on to win it	Short Complex simple

Here, in the middle column, students were having to explore the specific connotations of the writer's choices. The first column was modelled by the teacher, the rest completed working in pairs.

Feedback was taken and students added to their ideas from the class discussion.

In this lesson, students were presented with 2 different quality responses. They had to colour code both of the responses based on the key (seen to the right). For this student, their focus (through direct questioning) was on the 'evaluation' identified in the response, as these demonstrate the area of weakness from their initial response.

Once colour-coded, the students applied the mark-scheme to the paragraphs: to prove the importance of the key ingredients of these types of responses.

How to construct an answer

I agree with the statement because the writer effectively uses punctuation and emotive language to build pace and drama in the extract. Commas separate short clauses and create a fast pace at key points in the extract. This can be seen when Katniss describes her first attacker, "A boy, I think from district 9, reaches for..." The commas build a sense of pace and panic which is only further demonstrated by the character's doubt and confusion shown in the uncertain phrase 'I think'. This makes the moment dramatic and exciting.

What you will be marked on:
Your level of evaluation, your use of evidence, understanding of writer's methods and whether you have answered the question.

= Evaluation
= writers methods
= answered the question
= Evidence

Assessing

I agree with the statement because the writer deliberately reveals information slowly during this part so that the reader experiences everything in 'real time', with the character. This, along with the use of the present tense, leaves the reader uncertain about the final outcome which makes the text exciting and dramatic.

The drama rises within these paragraphs as the narrator is first attacked. The use of vivid verbs such as "stagger", "grapple" and "clutch" create a sense of drama and excitement. In addition, the use of short sentences increases the pace, reflecting the feeling of panic in the narrator. "She never misses. And I'm her next target." This successfully engages the reader as it is unclear as to whether the character will survive this encounter or not. The threat to her life makes this the most dramatic moment of the extract.

What you will be marked on:
Your level of evaluation, your use of evidence, understanding of writer's methods and whether you have answered the question.

= Evaluation
= Writers methods
= answered the question
= Evidence

Students later wrote a response to a new (unseen) extract of text. They were reminded to reflect on their previous feedback and aim to improve their response in line with this. Students made a note of their previous feedback underneath the question before starting their response.

You will see from the student's response below that they use of vague and general phrases when commenting on the impact of the writer's choices has reduced significantly and the comments are far more specific and focussed.

" The writer brings the very characters to life for reader. It is as if you are inside the coach with them."

I'd agree that the characters are brought to life beca the writer deliberately uses vivid verbs to describe old man. The writer uses words such as; "thrust", "Shouted", "fumbling" and "cussing" to describe the old man's frustration with driver and the journey.

"Cussing" suggests the old man feels angry and ann while 'thrust' and 'fumbling' start to add some movement the scene, bringing the whole text to life.

The reader might feel sorry for the other characters are being made to feel uncomfortable.