



RAINHILL HIGH SCHOOL

FEEDBACK POLICY





**RAINHILL
HIGH SCHOOL**

FEEDBACK POLICY

STATUS	NON-STATUTORY
RESPONSIBLE COMMITTEE	LOCAL GOVERNING BODY
APPROVAL DATE	19/01/22
RENEWAL DATE	19/01/23



SCHOOLS IN PARTNERSHIP

STEPHENSON

MULTI ACADEMY TRUST



RAINHILL HIGH SCHOOL

'It's about using information to adapt to your teaching and adapt the work of the pupils to put the learning back on track - if you like, to make sure that the learning is proceeding in the right direction and to support that learning.'

Dylan Williams

At Rainhill High School, feedback in all of its forms is fundamentally important in supporting pupils to know where they need to focus independent learning; where their gaps are. Feedback also informs teachers' planning and enables bespoke support to be put in place where a need exists.

- Rainhill Standards for Pupils require our pupils to 'look for ways to improve'
- Rainhill Standards for Teachers require us all to 'Include a review at the start' and 'check understanding'

Feedback – what to expect

Feedback on the work pupils complete during lessons will take many forms

- Verbal
- Pupil peer assessment
- Pupil self assessment
- Whole class feedback

Learning is very much a continuum. It is expected that teachers will create a number of opportunities for pupils to demonstrate their progress in their subject and will assess and feedback formally and informally.

So what might it look like?

Low Stakes Testing

- Whiteboards should be used for low stakes testing
- Low stakes testing takes place at the start of the lesson to check prior learning; at a mid point lesson to gauge understanding of new knowledge or at the end of the lesson to gauge security of new knowledge or its application.
- Spelling can be tested this way too
- Scores are not routinely recorded; low stakes testing enables the teacher to grasp, at a glance, the degree to which knowledge is secure and where there are gaps.

Targeted Questioning



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- Directing questions to individuals rather than ‘hands up’ is more effective in gauging the learning across a class
- DIS and SEN pupils should be targeted first in order to ensure their understanding of key knowledge
- Allow thinking time – don't be afraid of silence, and always return to a pupil who struggled to articulate an answer after another pupil has ‘helped’ him/her.
- Refer to the CPD Team for information about effective questioning techniques

Peer Marking

- It is a requirement for feedback to be given via peer marking in all classrooms
- Peer marking is to be completed in purple pen
- Peer marking should be done within carefully communicated parameters (for example, looking for specific things in a piece of writing, or specific key words)
- There has to be opportunity for peers to feed back on their partner’s learning – within that pair and to share good practice and establish areas of misunderstanding in the class as a whole
- Spelling can also be checked and corrected via peer marking

Teacher modelled marking

- This is where a visualiser is used to talk a class through how a piece of work would be marked, why marks would be awarded and where marks would be lost.
- Teacher modelled marking is effective as a precursor to peer marking

In-class Assessments [see Assessment Policy for further information]

Twice a half term (English, Maths and Science and all subjects at KS4) and once a half term (KS3 non-core subjects), we will test the learning that has taken place in the immediately preceding period.



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These tests, along with the end of year tests, are the only ‘teacher marked’ pieces of work. Written feedback is given to every pupil.

As a school, we have a standard approach to in-class assessments in 2021/22:

- Revision work is to be set prior to the test
- Tests are all 40 minutes long to ensure that those who are entitled to extra time are able to receive this during the lesson period. It is a requirement that all teachers facilitate additional time for all pupils with access arrangements.
- Every test will start with a section of multi-choice-questions that tests knowledge from the course as a whole – recall of prior knowledge is essential to long term retention
- There will be a mix of short and long response questions in every test
- Spelling, particularly of key vocabulary, punctuation, grammar will be tested in all tests and full feedback will be given on this
- Reading skills will be tested in all tests and full feedback will be given on this

Research supports our assertion that the effectiveness of any marked work lies with the quality of feedback. Pupils will receive details of how and where they have done well and what they are expected to do as ‘next steps’ in order to address any areas for development.

At KS3, marking will determine – based on the security of the acquisition of and application of key skills - whether the pupil is **working towards, working at or working beyond expectations**; these expectations are determined by the HoF in collaboration with the SLT LM.

Marking of in-class tests must enable the pupil to see where they have performed well and where further study is required.

Teachers are to detail the following on the marking of in-class assessments

- **What went well WWW** [referring to the mark scheme and key knowledge – what has the pupil achieved securely?]
- **Even better if EBI** [referring to the mark scheme and key knowledge – what does the pupil need to develop skills in?]
- **Next steps NS** [this is a clear, tangible piece of work that the pupil is to do in the feedback lesson, based on the EBI]



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To allow pupils the opportunity to read the feedback from the teacher and respond to it we create time in lessons to complete **Next Steps**. Pupils are to

- Look through the marking
- Correct their literacy mistakes, with a particular focus on the vocabulary used and the spelling of key vocabulary
- Complete 'next steps' in purple pen

Grading

- Effort - use ATLS - *see Appendix A*
- Attainment –
 - KS3 Y7.9 **working towards, working at or working beyond expected**
 - GCSE Y10 and Y11 GCSE Grades
 - A level grades for Sixth Form
- Literacy - as before - *see Appendix B*

AND

Dialogue for Learning

Teacher's Commentary (based on diagnosis against the mark scheme)

What went well...

Even better if....

Student's Commentary

Student's next steps....

Additional guidance (Grade/Level/ATL/WWW/EBI)

All of the above should be recorded on the pupils work either through the use of a pro forma or using a coloured pen (green or red).

Where your Faculty uses a pro forma you MUST use the pro forma.

Time in lesson for completing Next Steps

When work is returned to pupils, teachers must create time in lessons for the pupils to:-

- Look through the marking
- Correct their literacy mistakes
- Complete pupils 'next steps'. Next steps MUST be completed using a purple pen.

It is important that we develop a culture where pupils take responsibility to understand where they are and what they need to do to improve and that they are given time to make the improvements.



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Additional guidance on 'next steps'

It is vital that pupils respond to the diagnostic feedback given by the teacher. Each Faculty has developed an approach to encouraging student next steps which all teachers within the Faculty are to follow to ensure consistency. Guidance is provided below:-

1. Mathematics – Appendix C
2. English – Appendix D
3. Science – Appendix E
4. History – Appendix F
5. Geography – Appendix G
6. MFL – Appendix H
7. Art – Appendix I
8. Drama – Appendix J

What is important is that students should be undertaking something which improves their work which has been marked. It should be referenced from the EBI. **It is not to be a commitment to improve a future piece of work.**

Where do I record the assessment marks?

All Faculties have centralised mark-books. Your Head of Faculty/Subject will advise where marks should be recorded in their subject mark books. Deadlines set within your faculty area and across whole-school must be adhered to.

The importance of marking for literacy

All teachers are teachers of literacy. It is a vital life skill that pupils can spell and punctuate correctly. It will enhance their life opportunities and therefore it is a moral imperative that we support and challenge our pupils as appropriate.

As a minimum, teachers should at least mark each assessed piece for literacy. It is important that the coding for literacy (see Appendix B) is used, see exemplar (Appendix K).

To promote an improvement in spelling and the use of vocabulary, subjects have identified tier 2 and tier 3 vocabulary as well as subject specific key terms which pupils must learn within each half-termly overview. These must be noted in the knowledge organiser which is produced for each half-term, and



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on vocabulary lists which are a requirement for all schemes of learning.

It is the responsibility of pupils to correct any spellings identified and re-write sections of work to correctly punctuate. This should be completed during 'Next Steps' time.

Over time it is expected that commonly misspelt words and common errors in punctuation in each pupils work are reduced.

Feedback on spelling should also be given via low stakes testing (whiteboard) or via peer marking. This is particularly important given that 'class-work' is not teacher marked. It is an expectation that pupils' class work evidences correct spelling of key vocabulary or peer or self correction. There should be no incorrect [uncorrected] spelling of key vocabulary in class books.

How do we evidence progress?

Over time we would expect to see the following:-

1. Increasing development and application of skills
2. Pupil 'next steps' showing increased understanding and therefore fewer errors
3. Work that becomes more complex
4. Increased evidence of pupils working independently

Impact of this new policy

Pupils will have more ownership and understanding of their future progress

Grades/levels will appear more frequently in books/files

Literacy capabilities of pupils will rise - helping the SPAG %.

Appendix A - Attitude to Learning Descriptors



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ATL 1	Above and beyond, exceptional effort/ contribution
ATL 2	Rainhill Standards met
ATL 3	Rainhill Standards not met
ATL 4	Serious disruption to learning

Appendix B - Literacy

Literacy errors are marked as follows

Marking code	The mark means
SP	Spelling (use a baguette shape to allow pupils to correct)
P	Punctuation (full stop, capital letter, comma use)
G	Grammar (your sentence does not make sense grammatically)
^	Missed out word
//	New paragraph needed here



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Appendix C – Next Steps in Mathematics

Rainhill High School Maths Department

SECTION 2: REASONING

James says that all numbers have an even number of factors. Is he correct?
No because ^{which is odd. No because 1} some have 5X ^{has only 1} factor. ^{square numbers} because they all have 2 or another even number.

All prime numbers are odd. Explain why Ernie is wrong.
Because 2 is the only prime number that is even.

John says "One is a prime number". Do you agree? Explain.
I don't agree because One has more than 2 factors. Only 1 factor.

Rainhillhighschool MEDIA ARTS COLLEGE
Maths Feedback Sheet: PoN

ATL: 2 Level/Grade: 1+

What Went Well	Objective	Grade	Even Better If
<input checked="" type="checkbox"/>	Can list multiples of a number	1	
<input checked="" type="checkbox"/>	Can find factors of a number	1	Find all
<input checked="" type="checkbox"/>	Can establish what is and isn't prime	1+	
<input checked="" type="checkbox"/>	Can establish what is a square number	1+	
<input checked="" type="checkbox"/>	Can reason about the above number properties	2	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Can solve problems involving these number properties	2	<input checked="" type="checkbox"/>

Next Steps: Please attempt Questions 1, 2, 3, EXT (circle appropriate questions)

Target 1: Fluency	Target 2: Reasoning
a) Write down the first six multiples of 4 b) Write down all the factors of 30 c) List the first 12 prime numbers	Explain why 9 is NOT a prime number Because it has more than 2 factors. (5 factors)

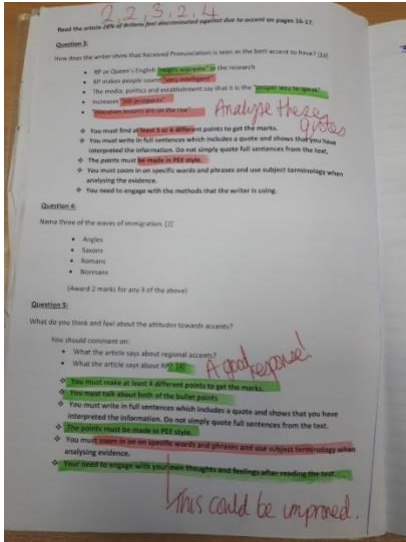
Target 3: Problem solving	Target 4: Extension
What 3 prime numbers add to 33? 17, 13, 3	A supermarket sells bread rolls in packs of 6 and sausages in packs of 5. You want to make hot dogs so that there are no spare bread rolls or sausages. What is the least number of packs of bread rolls and sausages you must buy? Show how you got your answer.

2 | Page 3 | Page

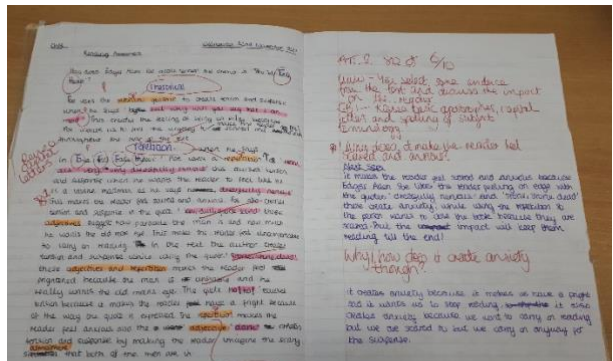
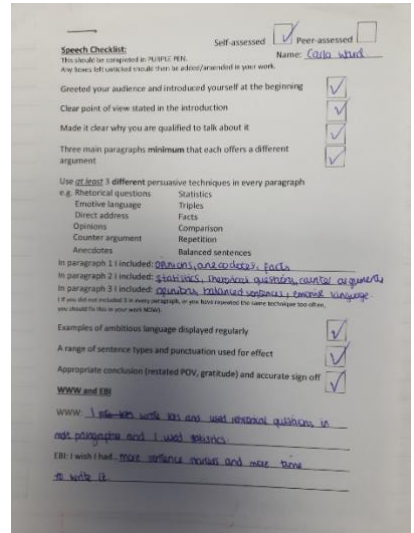


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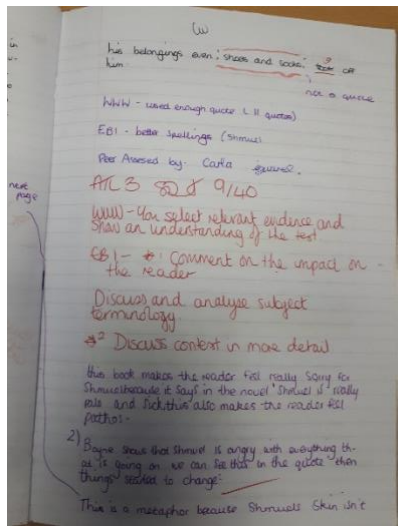
Appendix D – Next Steps in English



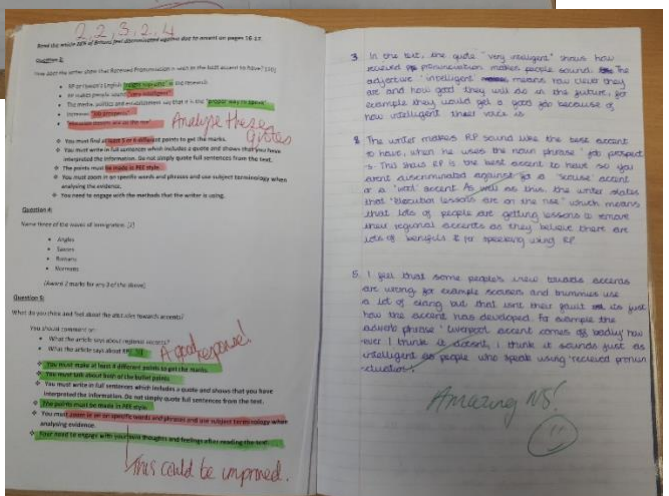
English examples of using marking grids to give constructive and specific feedback to pupils.



English examples of high quality marking and feedback.



English examples of pupil completion of 'Next Steps' in purple pen.





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Appendix E – Next Steps in Science

B1 Completed Feedback sheet:

B1 Completed Feedback sheet:

Name : <u>Joe Bloggs</u>	Teacher: <u>Dr Gordon</u>	Set: <u>9Bix2</u>
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EOY Target: <u>5</u>	Topic: <u>B4.1 Cell structure and Transport</u>
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Score <u>22/30</u>

% <u>73%</u>

GCSE Grade <u>4</u>

ATL <u>2</u>

Feedback and Improvement

WWW

- o *You successfully identified the differences between*
- √ *plant and animal cells*
- √ *You used biological key words in your answers*
- o *When asked to, you 'explained' and gave reasons for*
- your answers*
- o *You correctly used a formula to calculate*
- modification of a cell*



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EBI

- 1. Learn the adaptations of specialised cells
- 2. Suggest improvements to a scientific investigation
- ✓ 3. Explain your answers in detail, using examples where possible
- Other _____

Next Steps

- Turn over and complete the 'next steps' questions that are relevant to your EBI in purple pen.

Next Steps 1 - Complete if EBI 1 is ticked

0 1 . 2 Humans have pairs of chromosomes in their body cells.

Draw **one** line from each type of cell to the number of chromosomes it contains.

[2 marks]

Type of cell	Number of chromosomes
	<input type="checkbox"/> 10
<input type="checkbox"/> Human body cell	<input type="checkbox"/> 23
	<input type="checkbox"/> 46
<input type="checkbox"/> Sperm cell	<input type="checkbox"/> 60
	<input type="checkbox"/> 92



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Next Steps 2- Complete if EBI 2 is ticked 1. _____

0 6

Two students investigated reflex action times.

This is the method used.

1. Student **A** sits with her elbow resting on the edge of a table.
2. Student **B** holds a ruler with the bottom of the ruler level with the thumb of Student **A**.
3. Student **B** drops the ruler.
4. Student **A** catches the ruler and records the distance, as shown in **Figure 7**.
5. Steps **1** to **4** were then repeated.

2. _____

0 6

. 1

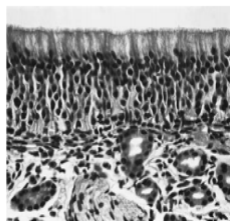
Suggest **two** ways the students could improve the method to make sure the test would give valid results.

[2 marks]

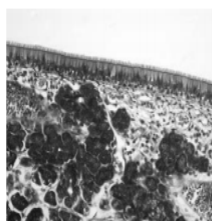
Next Steps 3- Complete if EBI 3 is ticked

The development of electron microscopes has increased our understanding of cells and their features.

Figure 7 shows two images of ciliated epithelium, one taken using a light microscope and one using an electron microscope.



Light microscope



Electron microscope

(Science photolibrary Epithelium C022/2228 C023/4048)

Figure 7

(c) Explain how the electron microscope image helps us to understand more about ciliated epithelium.

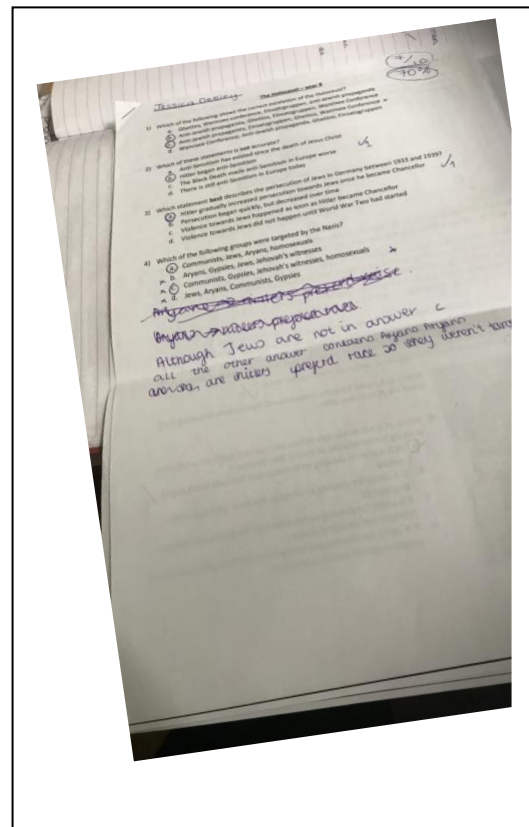
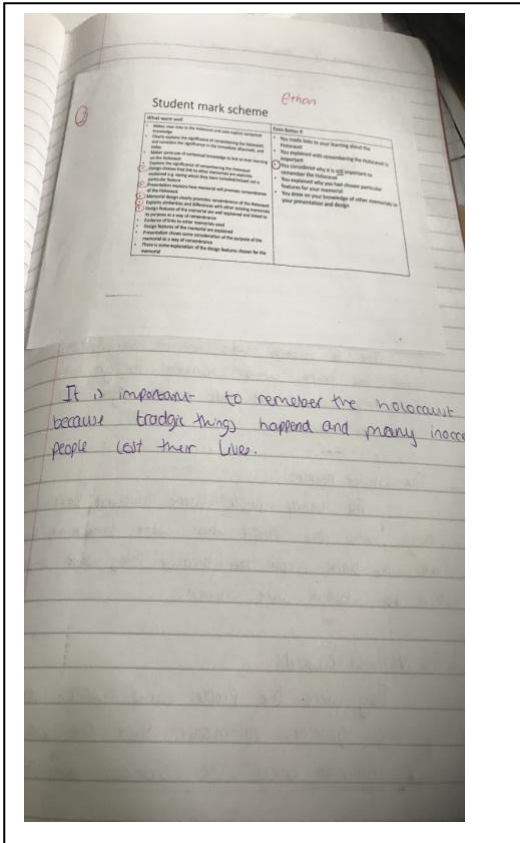
(3)

Electron microscopes can use a higher magnification than light microscopes. They are therefore able to show the cilia more clearly. The higher magnification also shows inside each cell more in more detail; for example the image shows the sub-cellular structures more visibly, not just the cell shape.



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Appendix F - History





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Appendix G – Next Steps in Geography

Target Grade:	6					Grade Achieved:	6				
ATL:	1	2	3	4	5	6					
What went well:						Even better if:					
Next steps: (These steps must be completed)											

Grade 2	Grade 3-4	Grade 5	Grade 6-7
1. Correctly identify human and physical features.	1. Describe and/or explain the physical and human features.	1. Categorises the impacts of an earthquake.	1. Uses a range of categories when describing impacts of an earthquake (social, economic, environmental, primary, secondary etc.)
2. Describe the distribution of earthquakes, generally with some accuracy.	2. Describe the distribution of earthquakes, in detail and accurately.	2. Describes what happens at a destructive boundary.	2. Gives a detailed explanation of why a river change from the source to the mouth.
3. Gives brief descriptions of earthquake impacts.	3. Gives detailed descriptions of earthquake impacts.	3. Explains why a shield volcano has its distinct shape.	
4. States two valid causes of deforestation.	4. Can explain if a TNC is good or bad, giving a factual reason.	4. Starting to explain why a river changes from the source to the mouth.	
5. Describing with some errors how the river changes from source to mouth.	5. Explains two causes of deforestation.		
	6. Describing accurately how the river changes from source to mouth		



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1 / 55 SPAG: / 3 Total %: 40% Grade: 4

Below Target	On Target	Above Target
		4

WWW=

EBI=

- Can describe differences from a map (01.1)
- Can describe trends from a graph (01.2)
- Can suggest reasons for the slower rate of growth in HICs (01.3)
- Can use a case study and discuss economic and social opportunities in Mumbai (01.4)
- Can use a case study to discuss the impacts of urban sprawl on people and the environment in Manchester (01.6)
- Can use a case study to discuss effectiveness of an urban transport scheme (01.8)
- Can write a suitable conclusion for 9 mark answers (01.8)
- Can describe distribution from a map (03.2, 04.2)
- Can explain why fracking causes conflict for people (03.3)
- Can complete a graph (03.4)
- Can explain why water needs to be transferred from one part of the UK to another (03.6)
- Can state causes of food insecurity (04.3)
- Can explain how food security can be improved (04.4)

Next Steps – Evident in the exam in purple pen. Student – look for EBIs above and ensure improvements are made inside.

Key Word Spellings –



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Appendix H – MFL

Year 8 – Mes preferences - FEEDBACK
Congratulations! You are on your way to describing a school day in French.
At every step you need to ensure that you are doing your best and that
You are operating to the best of your abilities.
Respond to the advice given through revising and self correcting:

You were able to:		You need to be able to:
✓	Identify food items orally AT1	
✓	Give opinions about food orally AT2	
✓	Express simple opinions	
✓	Commit food / drink nouns to memory & recall gender & number	
	Refer to a future wish	✓
✓	Describe a past meal	
✓	Use punctuation (i.e. accents/apostrophes)	

Pupil Response
www: Excellent comprehension of new vocab
ebi: Improve spelling, punctuation, (gender/number)
NEXT STEPS: Self-correct below, as annotated:

A)

- 1 bateau
- 2 légumes
- 3 j'ai e
- 4 def/indef articles un/une
- 5 opinion - c'est / c'était
- 6 agreements m/f

AT1 AT4
LS Bravo!

B) Include future tense sentence (complex) to move up to L6:
Je pense que demain je vais manger des fruits comme des bananes mais je vais aussi manger des légumes car c'est bon pour la santé.



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Appendix I – Next Steps in Art

KS3

Research and describe skills: Teacher assessment.

WWW:
 You can write in full sentences.
 You can use a range of correct key art words to describe artwork.
 You can describe the work of artists in detail and interpret the meaning of their work.

EBI:
 You need to write in full sentences, using the wording of the question, this will help when looking back on your work.
 You need to use more keywords when describing artwork. Use keywords within the question and your keyword bank.
 You need to describe the work of artists in more detail to show a clearer understanding of their work.

Research and Describe

I can research information for my artwork in detail. **WT**

I can discuss and analyse artists work, using art vocab accurately. **EXP**

GD

Inanimate objects

<input checked="" type="checkbox"/> Symmetry	<input checked="" type="checkbox"/> The placement and arrangement of lines or shapes within a piece of artwork.
<input checked="" type="checkbox"/> Ellipses	<input checked="" type="checkbox"/> Everyday, ordinary objects.
<input checked="" type="checkbox"/> Symbolic	<input checked="" type="checkbox"/> The space between, through or around and object. Empty space.
<input checked="" type="checkbox"/> Contemporary	<input checked="" type="checkbox"/> Two dimensional. E.g. squares, circles, triangles
<input checked="" type="checkbox"/> Traditional	<input checked="" type="checkbox"/> Art that is typically from the past, often more realistic in style.
<input checked="" type="checkbox"/> Expressive	<input checked="" type="checkbox"/> A circle that is viewed at an angle.

4.11.22

object normally etc such as glassware

Beautiful presentation

Now and Then: Comparing styles

- Image 1: Moody, Detailed, Traditional, Realistic
- Image 2: Colourful, Vibrant, Abstract, Unrealistic

2. Image 1 is more traditional because in it I can see a skull with dull colours and not very vibrant

3. Image 2 is more abstract because it has very vibrant and uses a lot of colour so it looks unreal. Effect of the paint? The paint is dripping so it shows the unrealistic effect

4. I prefer the image 2 because it is more colourful and vibrant and I like more to bright art than dull art.

Bringing the Past into the Present: David Cahill.

- I can see phones and technology and a skull in a dark room with a bright white light coming from the phone and laptop
- Yes because the skull is traditional and phone is the life. So it adds the old style and the more modern side of things like the bright technology in the image
- The quote means that everyday we are facing screens so we are isolating ourselves from real life and the things around us. Good - what about the addition part of the quote? The technology that we have now is making us addicted to it so that we want to look at it more and more

ART INSPIRE WORK

Put a Floor

- Have a background
- Movement lines
- Accurate lines
- No neck
- Wide body
- Joints

Too skinny

No background

Have hands or feet

Head too big

Don't keep character floating

Create and Make (drawing skills): Self Assessment

WWW: I used movement lines I did not add a neck

EBI: I could have added some joints made a good head size and I should have my body with a proportion

Peer Assessment - how successfully has your partner drawn in the style of the artist? Explain your answer. For movement I think it. They have done it successfully because they used movement lines to make the figure but they had like teeth holes and they had all the same size

Teacher Comment: ATL 1
A fantastic effort on your drawing figures with clear and movement and good proportions



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KS4

KS4 - PHOTOGRAPHY MARKING AND EVIDENCE

STUDENT REVIEW FOR LP

PHOTOGRAPHY REVIEW
 Pupil Name: Sam Williams
 DATE: 12/11/14
 CURRENT: A
 ATL: I

WWW (WHAT WENT WELL)
 Love the new blood Sam - in the room you have managed to create a very interesting image - 180° views really well mixed with the rest of the scene!

EB (EVER BETTER !!)
 Now it needs to turn into a 3-D piece! (Edits work well) but if this builds up it will really pop a new dimension to your project!

STUDENT REVIEW FOR LP

STUDENT REVIEW FOR - NEXT STEPS - SELF EVALUATION

Pupil Name: Sam Williams
 DATE: 12/11/14
 CURRENT: A
 ATL: I

WWW (WHAT WENT WELL)
 Love the new blood Sam - in the room you have managed to create a very interesting image - 180° views really well mixed with the rest of the scene!

EB (EVER BETTER !!)
 Now it needs to turn into a 3-D piece! (Edits work well) but if this builds up it will really pop a new dimension to your project!

What is the quality of the work?

Description	A01	A02	A03	A04
Not worthy of any credit	0	0	0	0
Minimal Evidence & skill	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Some ability & skill	5 6 7 8	5 6 7 8	5 6 7 8	5 6 7 8
Reasonably consistent ability & skill	9 10 11 12	9 10 11 12	9 10 11 12	9 10 11 12
Consistent ability throughout	13 14 15 16	13 14 15 16	13 14 15 16	13 14 15 16
Highly developed & confident	17 18 19 20	17 18 19 20	17 18 19 20	17 18 19 20
Total				

Total out of 80: 74.68

Grade: A

What grade do YOU think you are on (Look at your FFT)

Grade	A	B	C	D	E	F	G
Score	74.68	67.56	55.43	44.37	36.28	27.12	11.7

WHAT GRADE DO I WANT AT GCSE AND WHY?
 A*, the highest of my ability

WHAT IS BEST PIECE OF WORK AND WHY?
 The car work, looks fantastic

WHAT DO YOU THINK IS YOUR BEST AND WHY?
 Observations on the distorted portraits

LIST THREE TARGETS TO IMPROVE YOUR WORK THIS HALF TERM.

- 100% awarded
- Better blending
- Colours
- Good use of text.

STUDENT REVIEW FOR - NEXT STEPS - SELF EVALUATION

TEACHER PAGE BY PAGE

TEACHER PAGE BY PAGE

PHOTOGRAPHY REVIEW
 Pupil Name: Sam Williams
 DATE: 12/11/14
 CURRENT: A
 ATL: I

WWW (WHAT WENT WELL)
 Love the new blood Sam - in the room you have managed to create a very interesting image - 180° views really well mixed with the rest of the scene!

EB (EVER BETTER !!)
 Now it needs to turn into a 3-D piece! (Edits work well) but if this builds up it will really pop a new dimension to your project!

WWW - EBI NEXT STEPS FROM BOTH TEACHER AND STUDENTS

WWW - EBI NEXT STEPS FROM BOTH TEACHER AND STUDENTS

Pupil Name: Sam Williams
 DATE: 06/16/2014
 CURRENT: A
 ATL: I

WWW (WHAT WENT WELL)
 Stroke final observations Sam - highly professional and slick looking. Has images demonstrate a confident understanding of the old cameras. - Later blending is outstanding - multiple colours well used.

EB (EVER BETTER !!)
 Firstly we need to pay to get - this was ok! It will look outstanding. Professionalism printed - you might consider changing this image on Feb? Also explore a 'modern' type for the 'case' - keep up the great work!



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Appendix I – Next Steps in Drama

Wednesday 27th
June 2018

cw
Teacher feedback: Performance element(s) (acting)

FORMATIVE FEEDBACK SHEET					
Programme	GCSE Drama	Learner Name	Katie White	Assessor Name	M. Speers
Date	June 2018	Component /title	Texts in practice/Performance elements	Term	3 (LP3)
0	1-5	6-10	11-15	16-20	
Nothing worthy of credit.	Limited contribution to performance. Narrow range of skills are demonstrated.	Reasonable contribution to performance. Fair range of skills are demonstrated.	Good contribution to performance. Wide range of skills are demonstrated.	Excellent contribution to performance. An extensive range of skills are demonstrated.	
	Skills (vocal and physical) are deployed uncertainly with little effectiveness.	Skills (vocal and physical) are deployed with care and with effectiveness in places.	Skills (vocal and physical) are deployed confidently and in a mostly effective way.	Skills (vocal and physical) are deployed precisely and in a highly effective way.	
	Personal interpretation lacks appropriateness for the play as a whole. Personal interpretation lacks sensitivity to context.	Personal interpretation has some relevance to the play as a whole. Personal interpretation is sensitive to context in places.	Personal interpretation exhibits a good degree of appropriateness to the play as a whole. Personal interpretation exhibits a good degree of sensitivity to context.	Personal interpretation is entirely appropriate to the play as a whole. Personal interpretation is highly sensitive to context.	
	Artistic intentions are achieved to a minimal extent.	Artistic intentions are partly achieved.	Artistic intentions are mostly achieved.	Artistic intentions are entirely achieved.	
<p>WWW Good use of choral speech and synchronised words. Also good synchronised gestures. You varied your vocal tone and projection well to show emotions of your character. You (all) showed your character status well and your music created atmosphere.</p>					ATL: 1
<p>EBI You needed to draw the audience in far more, you could have used a different type of staging to help achieve this.</p>					Current Grade 5+
Assessor Signature				Date:	June '18
I acknowledge this feedback and will now complete the EBI independently					
Learner Signature		K. White		Date:	June '18



RAINHILL HIGH SCHOOL

Appendix K – Literacy corrections

