

BASSALEG SCHOOL – SCRUTINY OF PUPILS' WORK

Subject: ICT

Year Group: Year 8

**Quality Assurance
Completed By: REA / RCR**

Date: 10/2/14

Standards Achieved and Progress in Learning

Writing Skills

- Accuracy in spelling, punctuation, grammar and vocabulary
- Developing independent writing skills (not over-reliant on support from worksheets, writing frames or copying information)
- Range & quality of extended writing tasks for different purposes and audiences: through accurate use of the six main non-fiction types (recount; instruction; non-chronological report; explanation; persuasion; discussion)
- Use of language to present material appropriately (e.g. are the word choices used appropriate for the purpose and audience of the text?)
- Use of subject specific vocabulary

Evidence

- ✓ Accuracy in spelling, punctuation and grammar across all pupils was generally very good, however, most work had some errors such as use of 'i' instead of 'l', spelling errors, missing apostrophes, inappropriate use of bullet points even with higher ability pupils.
- ✓ Pupils are given broad writing frames to help with writing plans and evaluations, however, lower ability pupils particularly found planning and evaluating their work difficult and tended to adopt a big font to fill space approach. Pupils across the board seem to find writing ICT evaluations difficult specifically using reflective techniques.
- ✓ There are examples of pupils using different writing styles for planning and evaluation of tasks and within the tasks such as persuasive writing in the presentations. Pupils are expected to develop documents for a given purpose and audience
- ✓ The quality of written work varied particularly with the presentations with lower ability pupils relying on images to make their points and seeming to avoid writing large amounts (the presentations are planned by the pupils)
- ✓ Some pupils used font faces and font sizes that were inappropriate for the target audience and purpose of the document
- ✓ The use of language was mostly appropriate to the context although some slang and informal terms appeared in some presentations. There was not much evidence of 'text speak' at all
- ✓ Pupils are mostly comfortable using subject specific vocabulary in the context of presentations and desk top publishing.

Reading Skills

- A range of information retrieval strategies: Highlighting, summarising, sequencing text by re-ordering paragraphs or creating a flow chart / story board, using reference material, bibliography, note-making grids to select and organise information
- A range of strategies to read for different purposes: e.g. skimming, scanning, marking the text, highlighting, making alternative interpretations
- Apply understanding to wider contexts, everyday life, new situations

Evidence

- ✓ Pupils are expected to research content using web based resources aimed at different audiences and bookmark useful websites for the recycling presentation.
- ✓ Pupils record their online sources in their homework logs
- ✓ Pupils are expected to synthesise the information from the different sources to develop their own content
- ✓ The spreadsheet challenges give the pupils a list of objectives to complete, they need to process the information and apply their knowledge to the new situation to complete the set task.

Recommended Priorities for Action

- Pupils need to be encouraged to make more use of the reviewing features of the software (spelling, grammar and thesaurus) before producing final printed versions of documents.
- Greater support with the writing of plans and evaluations especially for lower ability pupils through scaffolding
- Develop the teaching of evaluative techniques
- Greater use of mind mapping tools to help pupils organise their research and ideas (for the slides in the presentations)
- More use of homeworks that include reading and writing tasks relevant to topics
- Develop a standard (whole school?) set of guidelines for the production word processed documents with guidelines on font size, font face, font colour, text alignment, use of headers and/or footers.
- Look for more opportunities to integrate different information retrieval strategies, and reading for different purposes