

Ormiston Meridian Academy

Literacy Policy

Outstanding literacy should be promoted in all areas of the school to ensure all students make excellent progress in reading, writing and spoken language (communication), via:

- The accurate use of spelling, punctuating and using grammar as part of writing clearly, confidently and imaginatively.
- Effective communication through writing, debate, discussion and presentation and using language conventions.
- Understanding language conventions and developing a rich vocabulary.

It should provide students with opportunities to:

- Read widely and enjoy reading; developing curiosity, understanding and critical appreciation of the world through texts read.
- Engage with history, society and literary heritage through the study of literature from different periods and cultures and of different genres.
- Write at length and develop the skills needed to access the marks in questions that require extended writing in the answers.

The academy's marking for literacy policy is as follows:

The information below identifies the minimum expectation for literacy marking across the curriculum.

Should any staff choose to do more, this should not be seen as inconsistency as it is above and beyond the base line expectations.

Spelling errors

Up to 5 errors to be corrected per piece of work marked in detail (as per individual faculty/department policy).

Priority should be given to:

- Days of the week (to be checked and amended during every lesson)
- Months of the year (to be checked and amended during every lesson)
- High frequency words from the lists disseminated to staff during training.

Key words identified in each lesson must be discussed and the correct spelling of these words should be a literacy priority in the lesson. Staff may wish to ask students to underline where they use key words in order to draw attention to the spelling of these. Any errors **MUST** be corrected in the work completed.

Capital letters

All capitalization errors in detailed marking should be corrected.

Punctuation errors

Lower ability – up to 5 errors should be corrected focusing on full stops and commas in each piece marked in detail.

Middle/higher ability – up to 5 errors of any type of punctuation should be corrected in each piece marked in detail.

Grammar

In each piece marked in detail:

Middle/Higher ability –

/ - demarcate where a student should start a new sentence if they enjoy using commas too much!

//NP – demarcate where a new paragraph is needed (changing place, time, person, idea etc).

A circled 'G' will indicate incorrect use of tense/word order/missing words and other common grammatical errors. For weaker students, the errors will be explained, but KS4/Mid/High Band students should identify and explain the grammatical error next to the 'G'.

Ideas for improving Literacy

- Spend time defining and discussing the spelling of key words at the start of the lesson. Revisit previously used key words regularly to ensure the transition between short and long term memory.
- Check spelling of specific words especially frequently used words and key words.
- Ask students to write definitions of key words and to use the word in a sentence to show understanding.
- Ask students to write sentences which include facts/ characteristics of a key term/concept.
- Ask students for non-examples/ misconceptions about a key term/concept
- Ask students to create spelling mnemonics for key words.

- Give students a statement and ask them to decide whether the statement is always true, sometimes true or never true. Students should justify their answer with examples and non-examples.
- Ask students to compare the topic/concept/key word to another they have used recently and explain the similarities and differences in full sentences.
- Ask pupils to circle all the useful words and phrases in an example question that give clues about what you should include in your answer.
- Define command words from questions in terms of what they are asking you to do;

Command words are the words and phrases used in exams that tell students how they should answer a question. (see list)

Command words list

The following command words are taken from Ofqual's official list of command words. Subject specific lists are available on you exam board's website.

Calculate

- Students should use numbers given in the question to work out the answer.

Choose

- Select from a range of alternatives.

Compare

- This requires the student to describe the similarities and/or differences between things, not just write about one.

Complete

- Answers should be written in the space provided, for example, on a diagram, in spaces in a sentence or in a table.

Define

- Specify the meaning of something.

Describe

- Students may be asked to recall some facts, events or process in an accurate way.

Design

- Set out how something will be done.

Determine

- Use given data or information to obtain and answer.

Draw

- To produce, or add to, a diagram.

Estimate

- Assign an approximate value.

Evaluate

- Students should use the information supplied as well as their knowledge and understanding to consider evidence for and against.

Explain

- Students should make something clear, or state the reasons for something happening.

Give

- Only a short answer is required, not an explanation or a description.

Identify

- Name or otherwise characterise.

Justify

- Use evidence from the information supplied to support an answer.

Label

- Provide appropriate names on a diagram.

Measure

- Find an item of data for a given quantity.

Name

- Only a short answer is required, not an explanation or a description. Often it can be answered with a single word, phrase or sentence.

Plan

- Write a method.

Plot

- Mark on a graph using data given.

Predict

- Give a plausible outcome.

Show

- Provide structured evidence to reach a conclusion.

Sketch

- Draw approximately.

Suggest

- This term is used in questions where students need to apply their knowledge and understanding to a new situation.

Use

- The answer must be based on the information given in the question. Unless the information given in the question is used, no marks can be given. In some cases students might be asked to use their own knowledge and understanding.

Work out

- Students should use numbers given in the question to work out the answer.

Write

- Only a short answer is required, not an explanation or a description

Reading across the Curriculum

With the advent of social media, young people are actually reading more than ever! However, what they are reading tends to be short, easy to understand snippets which do not challenge understanding or offer opportunities to broaden their vocabulary.

As a school, we are committed to giving our students a varied range of reading material which challenges students. We will support them in making the most of reading opportunities encouraging them to read critically, analytically and with an eye for bias. Faculties are encouraged to help students infer and deduce meaning from words and punctuation to help them better understand the text they are reading and also transfer the skills across the curriculum. Strategies such as Reciprocal Reading aid students' comprehension.

Writing across the Curriculum

Each faculty and department has their own literacy policy within their documentation and the extended writing section is replicated here for reference.

This is the most recent addition to policy and is a response to the requirements of the new GCSEs which require answers which go beyond brief phrases or individual words.

Faculty of Humanities

Extended writing is integral to the subjects within our Faculty. The subjects of Geography, History, Psychology, Law and RE revolve around extended writing due to the very nature of the subjects. This is particularly evident at KS4 and can be seen weekly in student exercise books. At KS3, extended writing is evident fortnightly in Geography, History and monthly in RE.

The ongoing assessment and portfolio nature of Travel and Tourism and BTEC Health and Social ensure that key assessed extended pieces are marked strictly according to assessment criteria.

Examples of questions that require extended answers:

History:

Write a clear and organised summary that analyses how religion affected crime and punishment between 1250 and 1750 (9)

What was the impact of the Californian Gold Rush of 1848-9 (10)

How useful are Interpretations B and C and Source D to a historian studying the Gestapo? Use the interpretation, the source and your wider knowledge to explain your answer (15)

According to the historian Lawrence Hillier, the Catholics of Elizabethan England posed a sustained and serious threat to Elizabeth between 1580-1603. How far do you agree with this view? (20)

Geography:

Using the figure and your own knowledge, explain the impacts of deforestation of tropical rainforests on the environment (6)

To what extent is desertification on the edges of hot deserts an unavoidable consequence of population growth? (9)

Using an example of an NEE, evaluate the effectiveness of tourism as a strategy to reduce the global development gap (9)

Using a case study of a major UK city, discuss the positive and negative impacts of migration on its growth and character (6)

'Urban areas can be sustainable if resources are carefully managed' (9)

Psychology:

Describe and evaluate Murdock's study on the serial position curve. In your answer,

include the method used, the results obtained and the conclusion drawn.

Ellen had a motorcycle accident that left her partially brain damaged. She can still remember facts and information such as who the current prime minister is. She is also able to perform certain automatic skills like riding a bike. However, she struggles to remember the previous month but has no recollection of her wonderful birthday. Use your knowledge of different types of long term memory to explain Ellen's behaviour. (6 marks)

Outline one criticism of Bartlett's War of the Ghosts study

Describe the multi store model of memory. Identify and explain one criticism of Piaget's theory of cognitive behaviour. Law: State which sentence and/or remedy or remedies could be imposed and briefly explain why you have made this choice. [8 marks]

Aidan has been charged with a serious assault on Jean, a college lecturer. The assault took place on college premises. Aidan has no previous convictions for violence. He has pleaded guilty at the first available opportunity and has told the court that he was upset because his son was being bullied at college. Briefly discuss the advantages and disadvantages of releasing an accused person on bail. (Answer in continuous prose.)

Outline the process of selecting a juror. Briefly explain the role of jurors in civil and criminal trials. Comment on the advantages and disadvantages of trial by jury. R.E.: 'Euthanasia is abhorrent and should be opposed by every religious believer' Evaluate this statement In your answer you:

- Give reasoned judgements in support of this statement
- Give reasoned arguments to support a different point of view
- Refer to religious arguments
- Refer to non-religious arguments
- Reach a justified conclusion

'Evolution proves that religious beliefs about the origin of life are wrong' Do you agree or disagree with this statement?

Refer to scripture or sacred writings in your response

Explain two similar religious beliefs about looking after the environment. In your answer you should refer to one or more religious tradition

Give two weaknesses of the First Cause Argument for God's existence.

Faculty of Performance

1. Across the curriculum teachers will provide activities for pupils to:
 - use writing to plan and organise

- plan, draft, discuss and reflect on their writing, using ICT, where appropriate
 - write for a range of purposes and audiences
 - make notes in a variety of formats, e.g. mind-mapping
2. Teachers will set writing tasks that have clear and immediate purposes, are objective/outcome driven and which are appropriate for the age and ability of the pupils concerned.
 3. Teachers will teach pupils how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi- colons, colons and brackets.
 4. Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.
 5. Teachers will correct errors in grammar, punctuation and spelling in line with the Sandon Literacy Marking Policy
6. We will aim to:
- provide good models of particular kinds of writing
 - provide dictionaries and teach pupils how to use them
 - display Key Words in the classroom
 - teach subject specific vocabulary and spelling
 - encourage high standards of presentation

Faculty of Languages

We aim to ensure that one CQLA per half term is direct feedback to a piece of extended writing. For lower ability students, this may involve a gap fill, and be no longer than two short paragraphs.

For higher ability and GCSE students, this could be supported by a writing frame, in the style of a GCSE writing question. These can also be marked in accordance with GCSE marking criteria.

GCSE writing example question:

90 Word task :

- Vous décrivez votre vie d'adolescent(e) pour votre blog. Décrivez :
- vos passe-temps préférés
- vos rapports avec votre famille
- une activité récente avec un(e) ami(e)
- vos projets pour le week-end prochain.

The marks for each tier are awarded based on the following:

- Communication
- Content
- Quality of language
- Conveying key messages
- Application of grammatical knowledge of language and structures

Faculty of English

From Year 7 to Year 11 students practice the skills required to answer literature questions, all of which require extended written answers to questions about a variety of literature and are given marks for SPaG. Additionally, students have two extended writing questions in the Language GCSE which account for 50% of the marks. These test the skills of writing to describe and writing to persuade. These skills are worked on and tested at intervals throughout each year and feedback is given through CQLA and Assessment rounds.

Examples of questions are as follows:

You are going to enter a creative writing competition. Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture: (picture of a coastline in a tumultuous storm)

Or: Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation and 16 marks for technical accuracy) [40 marks]

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement. (24 marks for content and organisation 16 marks for accuracy)
[40 marks]

Faculty of Science

The aim of the policy is to be able to give opportunities for all students to attempt and improve typical extended writing tasks, such as 6 mark questions as used at KS4 This is to allow staff to track and assess learning at class and individual level, so as

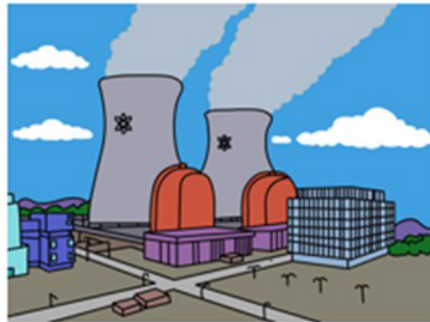
to inform future planning, diagnose misconceptions and to provide personal feedback so that students' outcomes improve and standards are raised.

Purpose and rationale:

- To ensure that there are regular opportunities, at least twice per half term for effective written and verbal dialogue between the learner and the teacher.
- To share diagnostic and developmental comments (i.e. - what students have done well and how they can improve further)
- To identify specific strengths and specific areas for development in completed tasks.
- To provide subject specific guidance and strategies on how to make further progress To allow the opportunity for learners to act on advice.
- To demonstrate clearly that advice from the teacher has been acted on by the learner To raise and celebrate achievement and increase students' self-esteem.

Generating Electricity

In this question you will be assessed on using good English, organising information clearly and using specialist terms where appropriate.



Question: Explain in detail how electricity is generated in coal power stations

Generating Electricity

Marks awarded for this answer will be determined by the quality of the written communication as well as the standard of the scientific response.

Poor Understanding (0 marks)	Level 1 Basic Understanding (1-2 marks) Grade C	Level 2 Clear Understanding (3-4 marks) Grade B	Detailed Understanding (5-6 marks) Grade A
No relevant content	There is a description of how electricity is generated by burning coal	There is a scientific description of how electricity is produced giving specific details of what is happening at every stage of the process	There is a clear and detailed scientific description of how electricity is produced giving specific details of what is happening at every stage of the process. There will also be an explanation of how the generator works and why the voltage needs to be stepped up before being transmitted around the national grid.
	<ul style="list-style-type: none"> • Knowledge of basic information • Simple understanding • The answer is poorly organised, with almost no specialist terms and their use demonstrating a general lack of understanding of their meaning, little or no details • The spelling punctuation and grammar are very weak 	<ul style="list-style-type: none"> • Knowledge of accurate information • Clear Understanding • The answer has some structure and organisation, use of terms has been attempted but not always accurately, some detail given • There is reasonable accuracy in spelling, punctuation although there may still be some errors 	<ul style="list-style-type: none"> • Knowledge of accurate information appropriately contextualized • Detailed understanding supported by relevant evidence and examples • Answer is coherent and is in an organised, logical sequence, containing a wide range of appropriate or relevant specialist terms used accurately. • The answer shows almost faultless spelling, punctuation and grammar.

Example of Physics points made in the response

- The coal is transported to the power station via rail and road
- The coal is ground into a powder
- This increases its surface area
- The coal dust is blown into the furnace
- Where it burns and is used to boil water
- The steam turns a turbine that turns the generator
- A magnet in the generator spins in the middle of a coil of wire which generates the electricity
- This electricity is then stepped up using a transformer
- So energy isn't lost
- The steam is condensed back into water and is reused

Describe a safe method for making pure crystals of copper sulfate from copper carbonate and dilute sulfuric acid. Use the information in the figure above to help you.

In your method you should name all of the apparatus you will use.

Level 3 (5–6 marks):

A coherent method is described with relevant detail, and in correct sequence which demonstrates a broad understanding of the relevant scientific techniques and procedures. The steps in the method are logically ordered. The method would lead to the production of valid results.

Level 2 (3–4 marks):

The bulk of the method is described with mostly relevant detail, which demonstrates a reasonable understanding of the relevant scientific techniques and procedures. The method may not be in a completely logical sequence and may be missing some detail.

Level 1 (1–2 marks):

Simple statements are made which demonstrate some understanding of some of the relevant scientific techniques and procedures. The response may lack a logical structure and would not lead to the production of valid results.

0 marks: No relevant content.

Indicative content:

- Sulfuric acid in beaker (or similar)
- Add copper carbonate one spatula at a time
- Until copper carbonate is in excess or until no more effervescence occurs *
- filter using filter paper and funnel filter excess copper carbonate
- Pour solution into evaporating basin / dish
- Heat using Bunsen burner
- Leave to crystallise / leave for water to evaporate / boil off water
- Decant solution
- Pat dry (using filter paper)
- Wear safety spectacles / goggles

*Students. may choose to use a named indicator until it turns a neutral colour, record the number of spatulas of copper carbonate added then repeat without the indicator.