

February 2022

T&L UPDATE



WORTHING HIGH SCHOOL
Teaching & Learning

Blog of the month - Literacy marking, by Maria Beckford

Why value literacy marking?

The Chartered Business Institute has reported that 42% of employers are not satisfied with the basic use of English by school and college leavers.

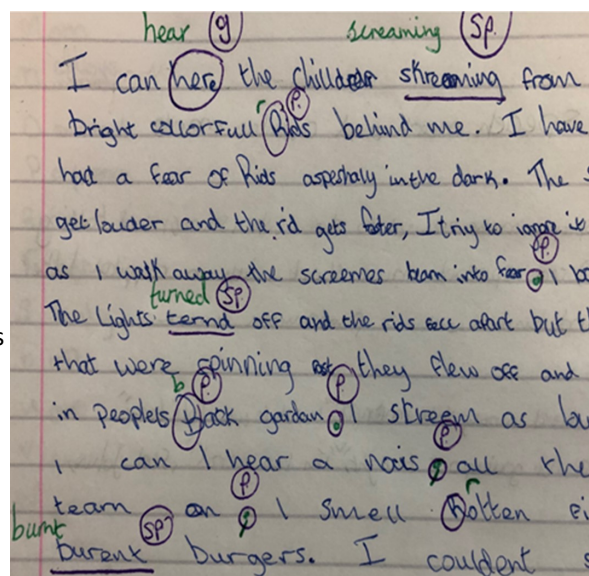
At Worthing High School, we believe that developing students' spoken language, reading, writing and vocabulary is an integral aspect of the teaching of every subject. Apart from developing cognitive skills and learning abilities, there is a need to write and produce thoughts in an effective way.

Ultimately, our goal is for every student to leave our school being able to speak, read and write clearly and with confidence and credibility. These skills will stay with them for life and positively impact on their achievements and potential opportunities.

The aim of our whole school SPaG policy is to ensure that the teaching of spelling, grammar and punctuation is consistent throughout the school and that it follows a progressive framework.

How do I do this?

1. Displaying the poster with literacy marking codes in your classroom is an effective and efficient strategy to remind our students of our schools' expectations for SPaG. The poster can be found [here](#).
2. In order to help students develop their literacy skills, key pieces of work should be selected and these 'shorthand' codes should be used to signpost where SPaG corrections need to be made within students' writing.
3. Ensure that SPaG marking is incorporated in the general marking of at least one formative and one summative assessment in each half term. This feedback will help pupils to improve their use of literacy in all subjects.
4. Do not feel you need to point out every SPaG error as this may overwhelm the student. Focussing on one paragraph or section of the student's writing is enough. (Please see the example below).
5. Where you can, include SPaG as part of the success criteria checklist for written work. This will encourage editing at the point of writing.
6. Similarly, use self and peer assessment opportunities to further develop the visual discrimination needed to proof-read writing. RAG checklists are an easy way to incorporate SPaG into feedback.
7. We actively encourage signaling SPaG errors during live marking, as this will enable a dialogue between the student and teacher if the student does not understand the SPaG rule.
8. These visual prompts will give learners the responsibility to self-improve during DIRT tasks. This will reinforce SPaG skills better than correcting the work for them. Often, learners must spot where the issue is and consider potential corrections and possible solutions based on prior knowledge of SPaG.



An example of effective literacy marking.

T and L Focus for the Fortnight

28/02/22 - 11/03/22

Seating plan employed

14/03/22 - 25/03/22

Learning objectives shared

SEND Focus - Autism in girls, by Emma Holkham

Many more boys than girls are diagnosed on the autism spectrum, often due to the differences in presentation and characteristics of boys and girls with Autism and the criteria for a diagnosis, which is more focussed towards the male stereotypes of Autism. Therefore girls are more likely to be misdiagnosed or may get diagnosed much later in life.

Presentation of girls with Autism:

- Difficulties Girls' interests, for example, may have a more nurturing and social focus (such as working with animals, compiling celebrity facts or exhaustive photo albums); boys are more likely to focus on technical hobbies and facts.
- Girls with significant ASC experience more barriers to diagnosis than boys with similar levels of impairment.
- Women and girls are often better at masking or camouflaging their difficulties meaning they are less likely to be picked up on.
- Knowledge about the ASC profile of girls and women is very limited. Their underlying ASC may be overshadowed by coexisting conditions (for example, ADHD) and/or secondary symptoms such as mental health disorders (eating, anxiety, obsessive-compulsive, conduct, paranoia, depressive, personality or sleep disorders).

Possible characteristics of girls with ASC and how we can support them:

- Difficulties with abstract concepts and auditory processing – make learning concrete, contextual and visual
- Quiet, shy, awkward, compliant, passive – praise and reward (if they can accept this)
- Not asking for help, or being avoidant, to mask difficulty – check understanding often
- Perfectionist – build flexibility in making mistakes and re-drafting work
- Very determined and likes to be in control – offer guided choice
- Enjoys reading, has a good imagination, etc. – incorporate their special interests into learning

For more information, please read this article: <https://nasen.org.uk/resources/girls-and-autism-flying-under-radar>

Upcoming CPD

28th February - **Professional studies** - Working with parents/carers

7th March - **Professional studies** - Professional standards

9th March - **School experience placement day**. Are you a member of support staff and looking at training to teach? Contact Martin Smith to find out more.

14th March - **Professional studies** - SEND

21st March - **Professional studies** - HPA provision

28th March - **Professional studies** - Role of a form tutor

30th March - **Teaching and Learning forum**

All staff are welcome to attend professional studies sessions.

SEND CPD

A range of FREE Autism workshops are available. [Click here](#) to find out more.

Action research group

Are you interested in evidence based pedagogy? If so, contact Sam Ghanbari to join our action research group who meet regularly to review new material.

CPD library

Have you recently read a book or article that you have found interesting? If so, please contact Julia Batchelor and Harriet Schuler with a short blurb.

Blue Sky Education

You can find information and links to a range of online CPD opportunities [here](#). If you complete any CPD please ensure that it is logged on [BlueSky](#).

Recommended Reads

10% Braver: Inspiring Women to Lead Education - Vivienne Porritt and Keziah Featherstone

Curriculum conversations between subject and senior leaders - Mary Myatt and John Tomsett

Useful links

[Worthing High School Teaching and Learning Toolkit](#)

[Teacher Toolkit](#)

[Education Endowment Foundation](#)

[Andrew Hall Safeguarding Teacher Head](#)

