

Student writing and feedback – Stage 6 PDHPE

Sequence

To get the most from these resources they should be used as a teaching and learning sequence. One set of activities leads on to the next.

1. Improve student writing through subject vocabulary ([DOCX](#) | [PDF](#))
2. Improve student writing through planning for writing ([DOCX](#) | [PDF](#))
3. **Improve student writing through writing and feedback (this document).**

Learning focus

With these literacy activities teachers use content that they have planned in their teaching and learning cycle. For each literacy activity an example from CAFS has been provided. The example provided is a model for teachers. Teachers create their own specific examples for their subject and class. Teachers can modify the learning intentions and success criteria to reflect their context. Students draw upon their vocabulary and planning to complete a written response and engage with feedback to enable them to continue to build their skills.

Syllabus outcomes

For each PDHPE subject, relevant syllabus outcomes have been provided in the [Stage 6 PDHPE syllabus links \(PDF 85 KB\)](#) document. However, to support professional practice teachers are strongly advised to always refer to the syllabus documents on the [NESA website](#).

Learning intentions

- Students respond to a writing task.
- Students provide effective peer feedback.
- Students engage with effective feedback.

Success criteria

- Students are able to effectively complete a written response.
- Students are able to effectively provide feedback to a peer.
- Students are able to reflect on their learning needs.

Teaching strategies

- [Activity 1: Turn and talk](#)
- [Activity 2: Writing activity](#)
- [Activity 3: Peer feedback](#)
- [Activity 4: Teacher feedback](#)
- [Activity 5: Student self-reflection.](#)

Activity 1: Turn and talk



Instructions:

- Teachers provide time in class for students to discuss the notes that they have taken and the plan that they have created for their written response.
- Teachers model their own example to share with students.
- An example from CAFS has been included.

Differentiation ideas include:

- Teachers could provide a completed written response. The students could use this example to model their own writing.
- Teachers could support students by providing specific questions for 'turn and talk'.
- Teachers could modify this activity for specific contexts through sentence starters, scaffolded sentences or word banks.
- Teachers could provide an example of the entire completed written response. The students could use this example to model their own writing.
- Students and teacher could co-write and produce one written piece of work.

Further support:

- Classroom talk is a powerful tool for both teaching and learning. Rich, dialogic talk supports students in making sense of complex ideas and builds classroom communities centred on meaning-making. Tools to support rich talk in the classroom were outlined in Christine Edwards-Groves 2014 paper, Talk moves: A repertoire of practices for productive classroom dialogue ([PETAA paper 195](#)). For an example of how these tools were applied to Mathematics 'Talk moves' [posters, flashcards and a chart](#) are available. These practices could also be applied in the classroom in other learning areas including PDHPE.
- Support with paragraph construction can be found at [HSC minimum standard – Paragraphs](#).
- Students could annotate their notes and drafts with links to the syllabus outcomes to reflect their engagement with the course.
- Students could use the Williams Model of differentiation to create a table that lists the attribute of each parenting group. This involves the skill of analysis.
- Teachers could use the HSC hub [Glossary of key terms: Compare and Contrast](#) to support the unpacking of questions.

Example driving question

Compare and contrast how legal changes impact adoptive parents and one other social parent when becoming a parent or carer.

Example response

Key elements of the question:

Key Element 1	Key Element 2	Key Element 3
Compare and contrast how	legal changes impact adoptive parents and one other social parent	when becoming a parent or carer.

Following new reforms introduced to Parliament under the Adoption Act 2000 and the Births, Deaths and Marriages Registration Act 1995 adopted people in NSW will be able to have both their birth and adopted families included on a birth certificate for the first time in the State's history. This means newly adopted people will be issued with an IBC along with the existing post adoptive birth certificate that is provided after adoption. Both will be legal identity documents, allowing the adopted person to use whichever one they prefer. This means that these laws allow newly adopted people the opportunity to know and understand their past history. These new reforms give them the choice if they wish to actively seek their past. This will mean that new adoptive parents can prepare and acknowledge and share stories with their adoptive child as soon as they come into their care, removing secrecy and mystery for the child, enhancing their sense of identity and creating a shared sense of belonging.

This right to know your family and history has also been legislated for Children and young people in foster care. In this case the rights for Children and young people in care are protected by the *The Children and Young Persons (Care and Protection) Act 1998 No 157*. When a foster child enters a new foster family they bring with them the 'My Life Story' book. This book is a method used to record the life of the young person and is aimed to support their right to know their family and history. The book contains photos and events the child has experienced. Meeting this right, which is protected under the legislation, means that new foster parents have a bridging point between multiple foster carers and biological parents. The book is a place where new foster parents can share past stories and experiences. They can also use the book as a springboard to talk about the photos and initiate the process of building of trust between the parent and the dependent. This differs to the adoptive dependent, they will not have access to these detailed notes on birth family and culture through a book. However the stability that adoption provides will support their ability in the future to build a relationship with their birth family and culture.

Activity 2: Writing activity

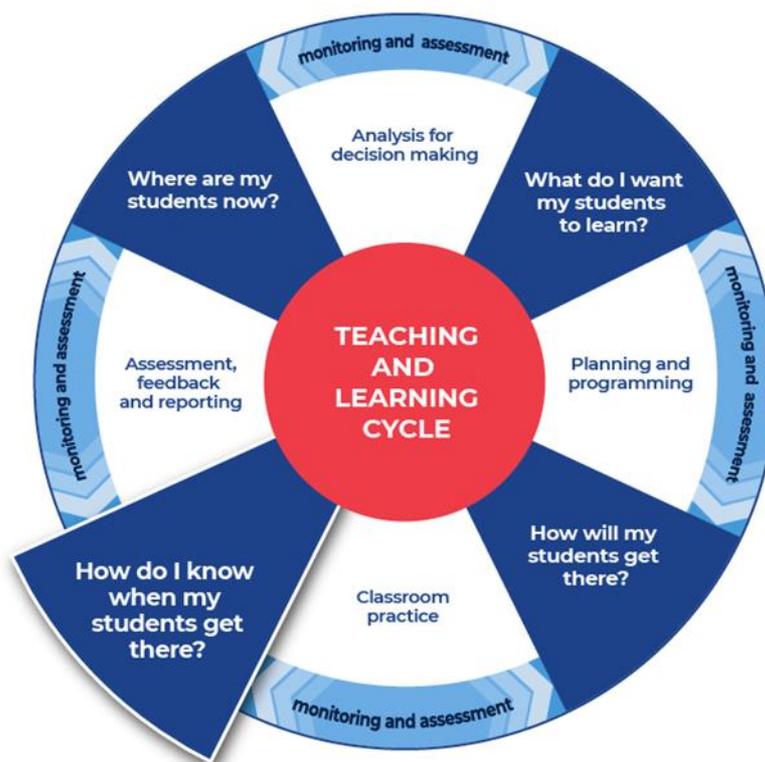
Instructions:

- Teachers allocate enough time to complete the written response.
- Students complete their written response.

Differentiation:

- Teachers could provide a scaffold for the response, with sentence starters or layout outlines.
- Students could have their notes and planning with them for the writing task.

Activity 3: Peer feedback



Instructions:

- Teachers facilitate pairs of students to swap their written responses.
- Teachers brief the students on acceptable peer feedback behaviors. Including 'two stars and a wish' or 'I like, I wonder' protocols. This activity may be anonymous.
- Students are provided with the template and they fill it in to provide feedback to their peer.
- Students tick where they think the writing aligns on the template.

Additional peer feedback options:

- Teachers could give students a focus to look for, such as use of vocabulary, and assign this focus to a coloured highlighter. This could be repeated with different focusses and highlighters.
- Teachers could support students to create their own class agreed feedback template.

Template

Criteria	Developing	Developed	Highly developed
Each paragraph directly engages with the question verb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content/concept being written about is clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The response addresses the question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides relevant and accurate examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows elements of critical thinking through word choice (such as, however, this differs to, similarly).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sentences make sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capital letters, full stops and some other punctuation is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurate spelling of challenging words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting is consistently legible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Two successful things about this written response are:

One aspect of writing to keep working on is:

Activity 4: Teacher feedback

Instructions

- Teachers support their students with timely and effective feedback.
- Effective feedback:
 - focuses on the intended learning
 - identifies specific strengths
 - points to areas needing improvement
 - suggests a pathway that students can take to close the gap between where they are now and where they need to be
 - chunks the amount of corrective feedback the student can handle at one time
 - is provided in a short time frame.
- Teachers select areas to provide feedback from the templates provided or modify and use the student feedback template from [Activity 3](#).
- Teacher comments could include, working towards, achieved, and working beyond.
- Feedback on what the student should focus on to improve should be included.
- Teachers may choose to engage with the [National Literacy Learning Progression](#) to provide feedback to their students. To use this tool more effectively teachers could first engage with the online professional learning course: [Introduction to the Literacy and Numeracy Progressions](#).

Feedback templates

- More information on aspects of literacy can be found at: [HSC minimum standard – Writing](#).
- The links contained within the feedback sheets link to teacher resources focusing on that writing aspect.
- Teachers can modify or remove the definitions.
- Some teachers may choose to leave the definitions in place to support the students' skill development.
- There are three templates to choose from:
 - [Control of language](#)
 - [Structure and sequence of ideas](#)
 - [Relevance of writing to the topic](#).

Control of language

Spelling. Correct spelling is consistent and some difficult words are spelled correctly. In the written response spelling is:

Vocabulary. Subject vocabulary has been used effectively in context. In the written response vocabulary is:

Tense. Past, present and future references within sentences, and the response, as a whole are logical and consistent. For example 'Alex laughed', 'Alex laughs', 'Alex will laugh'. In the written response tense is:

Punctuation. There is correct sentence punctuation, including capital letters and full stops. There are some correct examples of commas, proper nouns, apostrophes. In the written response punctuation is:

Formal and informal language. The tone matches the audience and purpose. The language use is consistently appropriate. **Informal language** is every day and conversational. **Formal language** uses correct sentence structures and has a feeling of authority. In the written response formal and informal language are:

Two successful things about this written response are:

One aspect of writing to keep working on is:

Structure and sequence of ideas

Text structure is the way that the information is organised. This could include: headings and sub-headings, is there an introductory and concluding paragraph. In the written response text structure is:

Paragraphs. Text in a distinct section that reflects a logical cohesive point. In the written response paragraphs are:

Sentence types. A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. There are different types of sentences:

- simple sentence – a single main clause that expresses a complete thought. It has a subject and a finite verb and may also have an object, for example ‘Mary is beautiful.’, ‘The ground shook.’, ‘Take a seat.’
- compound sentence – contains two or more clauses that are coordinated or linked in such a way as to give each clause equal status. In the following example *and* is the coordinating conjunction: ‘We went to the movies *and* bought an ice cream.’
- complex sentence – contains a main (or independent) clause and one or more subordinate (or dependent) clauses. The subordinate clause is joined to the main clause through subordinating conjunctions like *when*, *while* and *before*, as in the following examples: ‘We all went outside *when* the sun came out.’, ‘*Because* I am reading a long book, my time is limited.’

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In the written response sentence types are:

Cohesion. Features can include connectives such as ‘furthermore’ and ‘therefore’, cross-references to different parts of the text, and reiteration of the title or terms of the topic or question being addressed in the text.

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In the written response cohesion is:

Two successful things about this written response are:

One aspect of writing to keep working on is:

Relevance of writing to the topic

Audience and purpose. Audience is the intended readers. Purpose can include, to entertain, to inform, to persuade, to educate. ‘Composers use a number of ways to achieve these purposes: persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on.’

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In the written response audience and purpose are:

Ideas. An idea is a thought or notion that is being explained and explored. Students are encouraged to develop their ideas and create insightful and impacting points. Students will support their ideas with evidence and examples. In the written response ideas are:

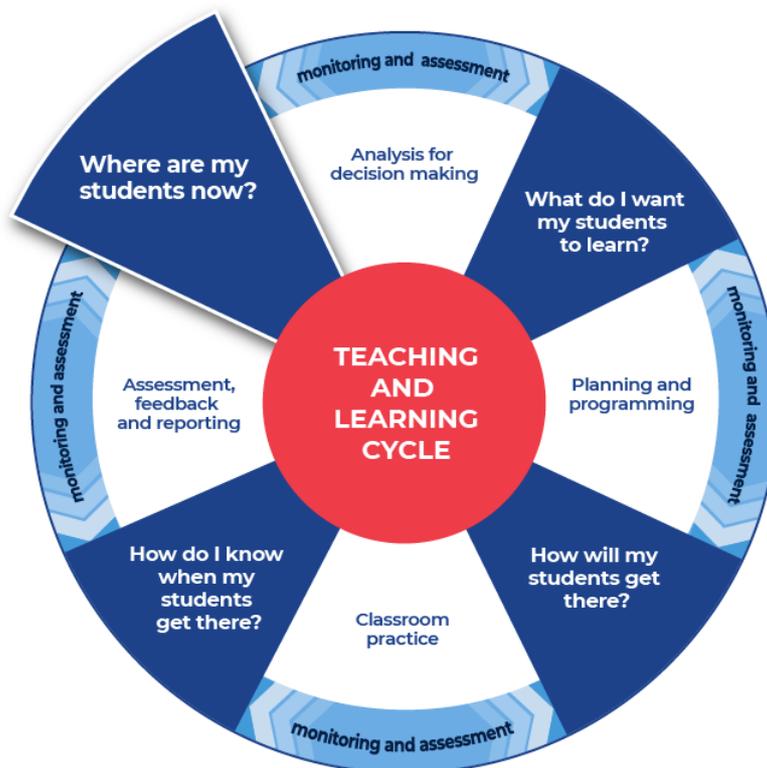
Topic vocabulary. Have specific words from the subject area been used effectively in the writing. In the written response topic vocabulary is:

Two successful things about this written response are:

One aspect of writing to keep working on is:

See **Literacy Learning Progression and Stage 6 PDHPE** ([DOCX](#) | [PDF](#)) for information on how the National Literacy Learning Progression could support student writing and feedback in Stage 6 PDHPE.

Activity 5: Student self-reflection



Instructions:

- Teachers provide students with a copy of an 'exit slip'. This could be created as a google form or Microsoft form to capture the data from your students in a spreadsheet.
- Students complete the exit slip and detail one skill that they learnt through the literacy lessons and one skill that they need to work on further.
- Teachers collect and review the completed exit slips to plan where to next for improving their students' literacy skills.
- Planning where to next could be done collaboratively with the students.

Exit slip template

Name: _____

When writing your response, how confident are you to:

Criteria	Not confident	Somewhat confident	Confident
find the 3 elements of the question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know where the content comes from in the syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know how to use the content/concept to structure your response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know which explicit examples to use to validate your statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
know which glossary word to use and when	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sequence the paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
colour code your response like the ones modelled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One skill that I have learnt that improved my writing:

One skill I will continue to work towards:
