**Comment on student feedback from 11th June, and discussion with RTh.**

We discussed a selection of the students’ PMI/EBI suggestions. They do seem to obsess a bit about wired and the heat generated, but overall there are some positive responses.

The sensitivity of the touch screen seems to be an issue, but when you consider that most of them are used to flicking the screen of an i-pad or i-phone, it’s not all that surprising if they find this technology a bit ‘heavier’. They do seem a bit preoccupied with comfort, but then they are teenagers.

There are some good comments about the way the programme assists with the planning and linking of points, and this is very encouraging: They need to be reflecting on the process of constructing an extended piece of writing, and how to ‘factor in’ their evaluation and deductions from the task. There is often too much emphasis on the ‘finished product’, and the idea abounds that a final essay could be ‘spoon fed’. This technology has helped some to appreciate that it’s the journey as much as the destination that matters.

We were amused to see that they didn’t always grasp that this can be useful to teachers. It’s understandable really, but it’s possible to infer that they think we don’t need activities like this, as we know everything anyway and don’t require any more interpretation skills, or opportunities to develop a response.

**Action to take:**

Make more of the linking/organising tools that are provided at the writing stage.

Emphasise that the highest quality essays will evolve from those detailed, higher order discussions that are generated at the reading stage.

Maybe also focus on the reading stage a bit more systematically, so that they can make further inferences from the statements. They may think of the statements as lacking relevance or importance, but I need to encourage them to think more deeply and analytically about the information given – especially when evidence from the primary text is involved - as this will impact on AF3,AF4 and AF5 of the English KS3 reading skills.

I also need to ‘back off’ and let them come to their own conclusions wherever possible, and resist the temptation to ‘steer’ discussion when they seem to be struggling. This may well be desirable with lower-ability classes, but where they are brighter they need to be encouraged to think things through for themselves.