**Reflection on the marking of the MSND essay/essay plan, and the Students’ PMI/EBI analyses.**

I’m about halfway through marking the class’s exercise books and checking their writing, based on the printed out essay plans from last week’s MSND reading exercise. I note the following:

* As mentioned before, we need to make sure the reading stage has been completed carefully, and best use made of all the evidence. Some of the plans had very little detail in them, as the students hadn’t retained the appropriate statements, and so far none have used quotation as evidence to support their conclusions.
* They need more time to get used to the ‘layout’ of the plans, and establish where the ‘connective’ parts need to be placed in relation to the evidence and their own comments.
* I think we need to be clear what the objectives are, by that I mean identify the **reading** and the **writing** objectives, as there is some overlap during the activities. If the students are going to benefit in as many ways as possible, they need to be more clearly informed as to what it is they’re being asked to do.
* As I’m marking the work, I find that I’m responding more to the points they’re making with regard to the text, and then only afterwards to their construction of their essay. They are responding to the texts and coming up with some really interesting insights – e.g. Titania forces Oberon into extreme action by her intransigence. I feel we should incorporate this into the lesson plans at the initial reading stage, as it’s a good opportunity to do so. (AF3 –interpretation; AF6- Writer’s purpose; AF7 Cultural context etc.) We also need to factor in some practice writing PEE paragraphs so that we can cover a wider range of skills in the production of extended writing.
* Maybe focus on the writing focusses on the follow up ‘writing’ stage?
* I’d like to give them another go at this, as the written outcomes so far are disappointing. A few of them don’t seem able to translate the work they’ve done on the tables into more than a couple of sentences; while these are sometimes well structured, more detail, a better writing technique and assurance in the way they express their ideas would be desirable.
* The plans completed by Rachel, Amy and Sophie are worth looking at, as they so far suggest that the activity has helped them to construct more sophisticated responses to a challenging question.

**A few more responses from the students to the software:**

* Leg room is an issue; a few want to be able to put their legs under the table.
* One thinks it would help teachers to be more organised.
* Another feels it’s too small for everyone to use at once, and that they have to take turns to do each part of the task.
* One student wonders how easy/hard it would be to conduct the activity with only one member of staff present.
* A few like its novelty value.
* One girl described the same session as both ‘stressful’ and ‘amazing’. I think that means she likes the technique but isn’t yet comfortable with using it.
* The most negative statement came from a student who found that her group hadn’t done a lot of work in 100 minutes, that the group had argued and she’d found it frustrating. This could have had a lot to do with the others she was working with, as they were not placed in friendship groups.