

DEPARTMENTAL CONTEXT

KS4 (years 9-11)

The Department has changed exam boards from WJEC to AQA for the new GCSEs. This has resulted in a focus on preparing materials for this new specification. The new Assessment Objectives, which span both the English Language and English Literature qualifications, have been embedded into the programmes of study. New programmes of study with resources and assessments included have been created for new units.

Each unit has an assessment built in which closely mirrors the style of the examination. These assessments are marked using the exam board criteria, with data inputted on our internal tracking spreadsheets. With the implementation of new tracking and monitoring spreadsheets, interventions can be made in a more targeted and timely manner.

With these more demanding, terminally examined qualifications, there needs to be more of a focus on preparing students for these examinations. As a result of this, all students in years 10 and 11 sit half-termly summative assessments in the hall – these assessment tasks are set by the Head of Department to ensure all students experience ‘blind assessment tasks.’ Revision of key topics, spiralled learning, low stakes testing, effective intervention and building stamina all need to be addressed to ensure success.

KS3 (years 7-8)

The current KS3 curriculum has been overhauled to ensure that the new Assessment Objectives for GCSE are embedded in all schemes, allowing them to be built on at GCSE Level. An appropriately challenging, engaging and varied curriculum has been put in place.

Previously, students completed two formal assessments every half term, one for reading and one for writing. This does not necessarily demonstrate clear progression. Assessment books have been introduced for years 7 and 8 to enable clear progression to be more readily demonstrated. Each unit studied has an overarching reading or writing focus. Two formal assessments will be completed for each unit: a baseline and an end of unit assessment. These assessments will be marked and the data inputted on our internal tracking system.

Accelerated Reader has been introduced to current Year Seven and Year 8 students. Students will read for half an hour a week in their English lessons from a book within their ZPD. Their progress will be closely monitored by their class teacher and Head of Department to ensure engagement with the programme and that progress is being made.

Staffing:

There was a period of significant disruption in 2015-16 with one member of staff on long term sick, one on maternity leave and temporary members of staff covering these roles. In April 2016 we appointed a new permanent Head of Department, giving the Department stability in terms of leadership moving forwards. The previously Acting Head of Department has returned to her role as Second in Department, giving a solid foundation to the leadership of the Department.

Established members of the Department include three full time teachers of English, one of whom has joined as an NQT this year, and the SENCO who teaches 18 hours a fortnight.

OUTCOMES - Grade 2

ENGLISH LANGUAGE:

2016-17 Summary:

3 Year Trend - Headlines

	2017			2016			2015		
	Achieved %	National %	GAP	Achieved %	National %	GAP	Achieved %	National %	GAP
7+	19.7	11.4	+8.3	10.4	13.7	-3.3	7.6	14.6	-7
5+	62.9	53.3	+9.6						
4+	80.3	61.8	+18.5	62.8	60.2	+2.6	63.3	65.4	-2.1

2 Year Trend - Disadvantaged

	2017			2016		
	Disadvantaged %	on Disadvantaged %	GAP	Disadvantaged %	on Disadvantaged %	GAP
7+	18.52	19.61	-1.09	3.6	11.3	-7.7
5+	44.44	68.63	-24.19			
4+	62.96	85.29	-22.33	34.6	66.7	-32.1

2 Year Trend - SEN

	2017			2016		
	SEN %	Non SEN %	GAP	SEN %	Non SEN %	GAP
7+	0	22.32	-22.32	0	12.2	-12.2
5+	47.06	66.07	-19.01			
4+	52.94	84.82	-31.88	7.7	72.7	-65

3 Year Trend - Comparison of Actual to Prediction

	2017			2016			2015		
	Achieved %	Prediction %	GAP	Achieved %	Prediction %	GAP	Achieved %	Prediction %	GAP
7+	19.7	21.71	-2.01	10.4	15.9	-5.5	7.6	29.7	-22.1
5+	62.9	58.91	-3.99						
4+	80.3	85.27	-4.97	62.8	73.4	-10.6	63.3	84.8	-21.5

% Exam Grades < Year 11 Summer Prediction: 28.7% (51.3% last year with fewer grades available!

% Exam Grades < Year 10 Summer Prediction: 40.3%

ENGLISH LITERATURE:

2016-17- Summary:

Section 1: Summary Figures

3 Year Trend - Headlines

	2017			2016			2015		
	Achieved %	National %	GAP	Achieved %	National %	GAP	Achieved %	National %	GAP
7+	14.7	13.8	+0.9	6.7	21.3	-14.6	21.8	21.7	+0.1
5+	67.44	55.4	+12.04						
4+	85.27	65.9	+19.37	64	75.1	-11.1	70.5	75.6	-5.1

2 Year Trend - Disadvantaged

	2017			2016		
	Disadvantaged %	on Disadvantaged %	GAP	Disadvantaged %	on Disadvantaged %	GAP
7+	11.11	14.71	-3.6	0	7.9	-7.9
5+	44.44	73.53	-29.09			
4+	66.67	90.20	-23.53	33.3	69.3	-36

2 Year Trend - SEN

	2017			2016		
	SEN %	Non SEN %	GAP	SEN %	Non SEN %	GAP
7+	0	16.07	-16.07	0	8	-8
5+	41.18	71.43	-30.25			
4+	52.94	90.18	-37.24	19.2	72.5	-53.3

3 Year Trend - Comparison of Actual to Prediction

	2017			2016			2015		
	Achieved %	Prediction %	GAP	Achieved %	Prediction %	GAP	Achieved %	Prediction %	GAP
7+	14.7	19.38	-4.68	6.7	14.6	-7.9	21.8	28.4	-6.6
5+	67.44	60.47	6.97						
4+	85.27	82.95	+2.32	64	65.8	-1.8	70.5	83.2	-12.7

% Exam Grades < Year 11 Summer Prediction: 33.3%

% Exam Grades < Year 10 Summer Prediction: 38.7%

Pupils make outstanding progress within English. There is a pleasing positive trend of improvement over the last three years. The implementation of robust assessments, improved rigour in lessons and targeted intervention have seen considerable improvement in this year's results.

Successes for this year's English results:

- Considerable increase in 4+ (C+) and 7+ (A+) compared to the previous two years in both English Language and English Literature.
- Pleasing 0.16 subject residual for English Language.
- Continued the trend started last year of more accurate predictions - gap between predictions and attained grades closing considerably over the last three years.
- Considerable closing of the gap between disadvantaged and none disadvantaged students.

Areas to be addressed:

- Performance of HAPs - ensure that the top end are being challenged - particularly in English Literature - CF has 11.1 - will make use of full mark papers being recalled and ensure plenty of timed writes to aim for a higher proportion of 7+

- Continue the trend of narrowing the gap of disadvantaged students compared to none disadvantaged students - CF to provide revision materials earlier this year and run 'how to revise' sessions which proved successful last year.
- Attainment of MAPs - monitor and target for intervention as a priority - assigning of 5 quotations to be learned per week across the department and tested students on these weekly will aid with this - CF to monitor scores achieved on these quizzes and intervene with underachieving MAPs as a priority in tutor time intervention.
- Focus on technical accuracy of written responses - make use of dot marking to encourage students to spot their own errors and introduce STAR model of proof-reading and upgrading to assist with this.
- Writing paper - particularly written accuracy - introduced literacy booklets in 7/8 and 9. Emma as KS3 lead to focus on developing strategies to support with this. Department adapting a new STAR acronymic approach to proof-reading and upgrading extended written.
- Creative writing skills - new year 8 unit introduced this year to that the survival themed unit involved them writing narratives, embed 20-minute creative writing challenges at KS4.