

English Departmental Self Evaluation form - 2016

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 this year 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 the majority of the new topics and remaining ones are currently being completed.

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. Revision of key topics, rote 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 needs an overhaul 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 needs to be put in place.

At present, students complete 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 will have 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 students with the view to this being continued into Year 8 and expanded with the new Year Seven intake. 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 two full time teachers of English, one of whom has just returned from maternity leave, and the SENCO who teaches 21 hours a fortnight.

The Department has been further strengthened by the Appointment of a Specialist KS2/3 trained Intervention Teacher who is currently working with year 7 and 8 students identified as requiring additional support in English.

OUTCOMES - Grade 3

English Language:

2015-16 Summary:

	All	%	SEN	%	Disad.	%
No. of Candidates	164		26		28	
A*-A	17	10.4	0	0	1	3.6
A*-C	103	62.8	2	7.7	11	39.3

Three-year trend:

	2016			2015			2014		
	Achieved %	National %	GAP	Achieved %	National %	GAP	Achieved %	National %	GAP
A*-A	10.4	13.7	-3.3	7.6	14.6	- 7	7.7	14.3	-6.6
A*-C	62.8	60.2	+2.6	63.3	65.4	- 2.1	62.8	61.7	+1.7

Comparison of results with predictions:

	2016			2015			2014		
	Achieved %	Prediction %	GAP	Achieved %	Prediction %	GAP	Achieved %	Prediction %	GAP
A*-A	10.4	15.9	-5.5	7.6	29.7	-22.1	8.2	23	-14.8
A*-C	62.8	73.4	-10.6	63.3	84.8	-21.5	63.9	90.2	-26.3

Levels of progress:

	National	2016		2015	2014
	%	No.	%	%	%
N/A		3	1.8	2.5	N/A
BELOW 3 LOP		63	38	34.1	44.8
3+ LOP	69	95	61.6	64.7	50.27
4+ LOP	30	32	24.4	15.7	15.8

HAPs= 76.7% made 3+ LOP and 38.3% made 4+ LOP

MAPs = 54.4% made 3+LOP and 19% made 4+LOP

LAPs= 48% made 3+LOP and 8% made 4+LOP

Literature:

2015-16 Summary:

	All	%	SEN	%	Disad.	%
No. of Candidates	164		26		28	
A*-A	11	6.7	0	0	0	0
A*-C	105	64	5	19.2	9	32.1

Three-year trend:

	2016			2015			2014		
	Achieved %	National %	GAP	Achieved %	National %	GAP	Achieved %	National %	GAP
A*-A	5.5	21.3	-15.8	21.8	21.7	+0.1	21.26	22.0	-0.74
A*-C	62.8	75.1	-12.3	70.5	75.6	-5.1	80.5	76.3	+4.2

Comparison of results with predictions:

	2016			2015			2014		
	Achieved %	Prediction %	GAP	Achieved %	Prediction %	GAP	Achieved %	Prediction %	GAP
A*-A	6.7	14.6	-7.9	21.8	28.4	-6.6	21.26	22.4	-1.14
A*-C	64	65.8	-1.8	70.5	83.2	-12.7	80.5	90.22	-9.72

Levels of Progress:

	National	2016		2015	2014
	%	No.	%	%	%
N/A		2	1.22	2.5	2.87
BELOW 3 LOP	28	53	32.3	23.7	24.71
3+ LOP	72	109	66.5	75.7	75.28
4+ LOP	37	42	25.6	33.6	36.20

HAPS - 81.7% 3+LOP and 31.7% 4+LOP

MAPS- 56.4% 3+LOP and 23.1% 4+LOP

LAPS - 65.2% 3+ LOP and 26.1% 4+LOP

Pupils do not currently make consistently strong progress in this area, as evidenced in the above results. The proportion of grades at C and above has dipped in English Language, although remains the national average, and significantly so in English Literature.

Successes for this year's English Language results:

- Increase in A/A* on the previous two years and above national average for boys only
- A*-C above national average and significantly above when considering boys only average (52.3%)
- Increase in 4+ levels of progress on the previous two years.
- Despite predictions still being overly generous, the margin of over prediction has significantly decreased over the last two years.

Areas to be addressed:

- Ensuring more accurate predictions through use of more moderation, cross department marking, consistency of assessments (this is even more of a challenge with a new qualification and grading system)
- Performance of SEN/ Disadvantaged students through careful tracking and monitoring of these key groups with interventions planned and implemented.
- Continue the increase in top grades with tutor time intervention focused on advanced grammatical terminology and sharing of high quality model responses.
- Intervention to be implemented which is more targeted and tracked and monitored more effectively.
- More use of the walking talking mocks to improve performance on questions which should be ones where marks are maximised.
- More formal examinations to ensure that revision is taking place and spiralled learning opportunities are built in.

Current Y11:

Predicting accurately has become a challenge for the current year 11 as they are the first cohort to sit the new style terminal examinations with the new grading system. According to SISRA, for English Language 72.5% are predicted a C grade equivalent with 15.6% predicted an A/A* equivalent. For English Literature, 64.7% are predicted a C grade equivalent with 14.4% being predicted an A/A* equivalent.

At the end of year 10, the whole cohort sat the Pixl style examinations for the English Language Qualification. Pixl applied grade boundaries based on the performance of the 88,000 students from their member schools who sat the papers. As a Department, we felt that these grade boundaries were very low and not in line with the notional boundaries suggested by AQA. The tables below outline the proportion of grades that would have been awarded according to the Pixl grade boundaries and the AQA notional boundaries.

PIXL

Set / Level	9	8	7	6	5	4	3	2	1	U	Total
1	11	11	4	2							28
2	4	4	12	6	3						29
3			2	8	8	4	1	2	2		27
4		1	1	3	9	7	3	1	1		26
5					3	2	4	3	2		14
6					1	4		2		1	8
Total	15	16	19	19	24	17	8	8	5	1	132
%age	11	12	14	14	18	13	6.1	6.1	3.8	0.8	
Cum %age	11	23	38	52	70	83	89	95	99	100	

AQA

Set / Level	9	8	7	6	5	4	3	2	1	U	Total
1		1	5	15	5	2					28
2		1	2	4	15	6	1				29
3					2	11	8	1	3	2	27
4				1	2	5	7	9	1	1	26
5						1	3	4	4	2	14
6							4	1	2	1	8
Total	0	2	7	20	24	25	23	15	10	6	132
%age	0	1.5	5.3	15	18	19	17	11	7.6	4.5	
Cum %age	0	1.5	6.8	22	40	59	77	88	95	100	

Next steps:

KS3 (Years 7 & 8):

Progress of students at KS3 must be secured to ensure strong foundations as pupils move into KS4. To do this we will continue to develop our KS3 curriculum to ensure that schemes of work include more challenging texts, opportunities for extended writing and a focus on developing a love of reading. Progress of key groups must be addressed with a focus on securing similar progress for disadvantaged students. Tracking and support of key groups, including HAPs with timely intervention will help to improve this area. More regular focus on data and progress in departmental meeting will improve this. We must secure the accuracy of data across the department. Training and moderation both internally and externally will help secure staffs' understanding of progress and provide more realistic and secure data. A firm timetable for assessment and intervention is now in place at both key stages. We will provide regular targeted intervention for key groups and underperforming students based on the most secure and up to date data we have. Again, this has already started and will be monitored through departmental meetings and tracking for individual students.

Next Steps KS4 (Years 9 – 11):

- Accuracy of predictions by moderation of marks across all question types- moderation sessions are built in on the calendar prior to tracking data is inputted.
- Continue to stretch and challenge to continue increasing trend for top grades using extra materials, external speakers, intervention.
- Closer monitoring of SEN and Disadvantaged students liaising with JD and MC more and targeting interventions.
- To increase the proportion of those gaining a pass grade by new modules of work including diagnostic, therapy and testing.
- More use of the walking talking mocks to improve performance on questions which should be ones where marks are maximised.

- More formal examinations to ensure that revision is taking place and spiralled learning opportunities are built in.

QUALITY OF TEACHING, LEARNING & ASSESSMENT – Grade 3

Through observations, it is clear that despite clear strengths there are also weaknesses and inconsistencies in the quality of teaching and learning within the department. Although new schemes of work have been created and distributed, observations have revealed that these are not always being consistently adhered to. There is evidence that staff can plan and teach in a way that develops, consolidates and deepens students' knowledge, although this needs to be embedded consistently with all staff across the department.

Key strengths of this experienced department include skilful questioning, secure subject knowledge and effective behaviour management.

New schemes of work are being created which make use of Pixl style PLC's to ensure that each unit is built around developing key skills. The process of diagnosing areas of weakness within a class, planning lessons to perfect these skills and then testing to identify where students have made progress is integral to all new schemes being created.

Observations have revealed that staff need to be more willing to adopt a wider range of teaching and learning approaches to engage students. New schemes have incorporated a range of approaches with group work being built in. Encouraging staff to adopt these varied approaches is key to maximising progress.

Marking by staff is regular but does not always offer detailed and constructive feedback, focused on next steps. The introduction of assessment books at KS3 and focused baseline and summative assessments will enable constructive and focused targets to be made, and clear progression evidenced. At KS4, more moderation of assessments is being built in to ensure that data is more reliable. This is paramount to ensure that we have reliable data to use for intervention purposes.

Students are given regular opportunities to reflect and develop their learning through 'fix it time' which is being embedded more consistently across the department.

Our assessment of students' progress has developed in the last twelve months with more focused assessments and tracking of data attached to these assessments. This is a continued area of development and will continue to be monitored by HOD/DHOD. There are internal tracking sheets in place for each year group, which clearly demonstrate any areas of weakness on an objective/question level basis. The data within the department is becoming more secure and reliable which is important for effective monitoring of progress.

Areas to be addressed:

- Ensuring that all staff adhere to new schemes of work being created.
- Ensuring that units of work are skills based and build on the skills throughout the unit.
- Encouraging staff to adopt a wider range of approaches to teaching and learning.
- Consistency of assessment across the department.
- Ensuring marking gives students clear guidance on how to further improve.
- Ensure reliability of data so this is used to inform purposeful intervention.
- Ensuring that HAPs are stretched and challenged appropriately.
- Ensuring that opportunities to revisit areas of the curriculum that have been previously studied are built in to medium and long term plans.

Next steps:

- Embed regular and supportive methods of QA to ensure that schemes of work are being followed and adapted appropriately: learning walks, work sampling, student voice.
- Continue to create and adapt schemes of work to ensure that they are all focused around a key set of skills.
- Continue to build a wider variety of teaching and learning styles into schemes of work, share best practice more regularly at Department meetings, consider use of IRIS to demonstrate how approaches can be adopted and encourage peer to peer observations of approaches in action.
- Build assessments into schemes of work that enable students to demonstrate progress and provide a PLC for each unit which will be RAG rated by both students and staff.
- Build in more moderation time into Department meetings to ensure consistent application of mark schemes.
- Ensure that moderation takes place before each data entry to ensure that the data being inputted is reliable and purposeful.
- Build more stretch and challenge into schemes for the most able, with challenging homework projects planned.
- Build in opportunities to revisit/ assess previously studied units to promote the importance of revision to students.

PERSONAL DEVELOPMENT, BEHAVIOUR & SAFETY OF PUPILS- Grade 2

Pupils are confident in English, which is evident in their willingness to take risks in lessons when answering questions and sharing examples of their work. In lessons, students demonstrate consistently positive attitudes to their learning, with even the most reluctant learners willing to engage with tasks. This willingness is vital in securing progress across both key stages, with those most willing achieving at a higher standard. Discussion and debate features heavily within the English curriculum and it is clear through this that our pupils have a respect for one another. Students feel confident expressing their beliefs and ideas in lesson. Pupils can discuss and debate contentious issues within the context of their learning and despite not always agreeing with one another they show respect and understanding of other's thoughts and ideas. Pupils demonstrate their desire to progress and develop in English through their punctual arrival to lessons and in the fact they have the correct resources for lessons. Low-level disruption is rare, particularly once students are aware of the high expectations we have of our students; we look to establish these expectations promptly with new year 7 students so that progress can be at its most effective throughout a pupil's time in English. Issues such as low-level disruption are addressed promptly and effectively if they do arise.

Bullying, prejudice, derogatory or aggressive language are very rare occurrences within the department and as with other issues surrounding behaviour and welfare are dealt with promptly and effectively. Pupils, irrelevant of ability, enjoy learning and feel safe in English. Their experiences in English help support their development into good citizens.

Areas to be addressed:

- Address pockets of disengagement by incorporating a wider range of approaches, including more group work and use of technology.
- Build in more opportunities to formally celebrate successes within English.

Next steps:

- Implement a student of the half term display board and include examples of this student's work as a platform to demonstrate expectations.

- Train the department on various web based applications that can be used on the tablet devices to motivate and engage students.

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT- Grade 2

In April 2016 we appointed a new 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. The leaders of the department have very high expectations of both staff and students and lead by example.

The newly appointed Head of Department is working to further strengthen the work that has begun on the accurate and timely inputting of data to support identifying those in need of intervention. More effective use of Departmental time with a focus on moderation, sharing of good practice and the implementation of engaging teaching and learning strategies have also been identified as priorities.

New programmes of learning are also being introduced which will allow progress to be more clearly demonstrated with the introduction of assessment books and more focused marking criteria. Data from these assessments will be moderated within the department, monitored rigorously and this should ensure data within the department is accurate.

From learning walks and work sampling, it is evident that the development of teaching and learning in the department is a key priority. This has started to be addressed with the implementation of new schemes of work which incorporate a wider range of approaches. Staff need to be encouraged to take more risks and adopt a wider range of strategies within their teaching. The Head of Department aims to lead by example in this area, sharing resources and encouraging more use of group work and use of technology in supporting progress.

Areas to be addressed:

- Ensuring that all staff are fully aware of the assessment criteria for the new qualifications
- Ensuring that all data which is being inputted is robust and reliable.
- Ensuring that targeted interventions are implemented.
- Ensuring that the KS3 curriculum is fit for purpose in terms of skills taught and level of challenge.
- Ensuring that strategies are in place to ensure that year 10 students are fully prepared for their early entry for the GCSE in English Literature.
- Ensuring that we offer extra-curricular activities which give students opportunity to be further inspired and challenged.
- Incorporating more technology into our lessons.
- Ensuring that reading for pleasure is encouraged, developed and actively promoted at Key Stage Three.
- The building of the students' stamina for these longer, terminally assessed qualifications

Next steps:

- Build in regular moderation time and training activities to ensure consistent application of the new GCSE mark scheme and understanding of the AO's.
- Introduce half-termly marking scrutiny to ensure that data is being quality assured.
- Ensure a clear and consistent set of marking criteria is being applied to each assessment that is undertaken

- Rebuild the KS3 curriculum to ensure that skills needed from the new GCSE AO's are tracked back, challenge is built in and that the assessments mirror those of the new GCSE.
- Introduce more targeted intervention from September which will see each teacher taking ownership of a particular AO and students to be invited according to their performance on the Pixl Curve Exams.
- Relaunch the Debating Club, Accelerated Reading support sessions and creative writing club.
- Build on the implementation of the Accelerated Reader Program by carefully monitoring students' successes and celebrating these in the form of a competitive display with tangible rewards built in.
- Ensure practice exams in the media hall are built in throughout the year to ensure that year 11 build up the stamina required for their demanding final examinations.