English Subject Leader Network Meeting

22nd June 2022

Tessa Browning and Sarah Cooksley

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Aims

- To provide updates and information about Ofsted's English Curriculum Research Review document
- To focus on supporting students in making progress in writing at KS3
- To share and interrogate KS3 curriculum plans and learn from the good practice of other schools
- To know what opportunities are currently and soon to be available through Cheltenham Literature Festival
- To learn about and pilot a writing for wellbeing resource commissioned by Cheltenham Festivals and designed by Caleb Parkin in collaboration with former GHES students
- To benefit from the sharing of good practice from 3 schools
- To develop our knowledge of recommended KS3 texts
- To provide networking opportunities

Updates for Secondary English

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Research and analysis

Curriculum research review series: English

Published 23 May 2022

Context: secondary

It is concerning that 3 in 10 pupils in 2019 did not gain even a 'standard pass' in English language at GCSE. [footnote 10] Early entry has also affected outcomes. Pupils who were entered for English literature in 2018 and then for English language in 2019 generally achieved lower grades in English language than pupils who took both subjects in 2019. [footnote 11]

A recent study of GCSEs also showed that disadvantaged pupils 'were more likely to attend schools that enter pupils early and, consequently, a higher-than-average percentage (7.5%) were entered early in English'. [footnote 12] As well as potentially impacting on pupils' performance, early entry might limit the breadth of the English literature curriculum.

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Over the last 10 years, the number of pupils studying A-level English has declined: in 2019, 57,912 pupils chose A-level English, compared with 84,037 in 2010. [footnote 13] The same data shows the decline was more marked for boys.

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The importance of high-quality spoken language

At both primary and secondary level, the gap between those who are word-rich and those who are word-poor correlates with lasting socio-economic and health inequalities.

Developing spoken language, including vocabulary, is essential for the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success.[footnote 28] Research has also shown the positive impact of language ability, but particularly vocabulary, on GCSE outcomes in mathematics, English language and English literature.[footnote 29] Developing spoken language is especially important for those from disadvantaged backgrounds, who are the most likely to be word-poor.[footnote 30]

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Developing vocabulary explicitly, especially in the early years, is therefore critically important. Without action to tackle it, the word gap grows.[footnote 31] This has been called the 'Matthew effect': that is, the word-rich get richer and the word-poor get poorer.[footnote 32]

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Phonics in secondary schools

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Pupils who struggle with decoding
Schools need to prioritise teaching the alphabetic code to pupils, of any age, who are not able to decode accurately or who are otherwise at risk of not learning to read.[footnote 58] Research investigating the role of phonics in predicting later reading success has shown that pupils who pass the phonics screening check by the end of Year 2 are more successful in reading comprehension at age 12 than those who do not pass the test by the end of key stage 1.[footnote 59]

In primary **and secondary schools**, teachers and leaders need to identify quickly those pupils who are finding it hard to grasp any of the code they have been taught. Intervention is most effective when it occurs promptly.

Ongoing assessment of all children's phonic knowledge is critical to identifying pupils who need intervention. They need to be taught the alphabetic code as effectively and as swiftly as possible so that they do not fall behind their peers, and so that they have full access to the curriculum that proficient reading gives them.

A curriculum for spoken language

For pupils of all ages to use spoken language successfully, they need to make progress in interrelated aspects of language:[footnote 82]

- physical (vocal control and body language, such as making eye contact and speaking loudly and clearly)
- linguistic (knowledge of vocabulary and grammatical constructions, and use of rhetorical devices)
- cognitive (knowledge of content, organisation of ideas, and tailoring talk to a specific purpose, such as to persuade or inform). This will include pupils learning about 'exploratory talk' (to explore new ideas and come to new understandings) and 'presentational talk' (to share their thinking with others).[footnote 83] Pupils should learn how to pose questions, and use talk to narrate, explain, speculate, imagine, hypothesise, explore, include, discuss, argue, reason and justify[footnote 84]
- social and emotional (considering the needs of different listeners, responding appropriately to others and developing the confidence to share ideas with different audiences)

It is important to note that spoken language is not just about improved speech. Pupils also need to develop their ability to collaborate through conversation.[footnote 85]

A curriculum for spoken language

Based on the above, high-quality English may have the following features:
- An effective spoken language curriculum identifies the components that pupils need to learn for successful spoken communication. It focuses on interrelated aspects that constitute effective spoken language (physical, linguistic, cognitive, and social and emotional).
- Teachers equip pupils with the right knowledge and vocabulary for them to be able to speak on a topic effectively.
- Pupils learn how to take part in exploratory talk and use talk to present ideas.
- There is a focus on ensuring that pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary.
- Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.
- The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.

Reading

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Based on the above, high-quality English may have the following features:

- The reading curriculum enables pupils to read increasingly complex and whole texts.
- Teachers develop pupils' reading accuracy, automaticity and prosody.
- Time is given to pupils reading a lot of text, across the school curriculum, to develop their reading fluency.
- Instruction in reading comprehension strategies is time-limited and explicit.
- Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.
- Teachers emphasise the relationships between words, helping pupils to explore morphology and etymology to support their comprehension and spelling.
- Teachers encourage pupils to read for pleasure while ensuring that they become accomplished readers as soon as possible.
- Planned and spaced recall helps pupils to retain the new vocabulary they have learned.

Writing

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Based on the above, high-quality English may have the following features:

- The curriculum secures the knowledge needed for successful writing: knowledge about the topic and knowledge about how to write.
- Pupils' accuracy and automaticity in transcription are developed early on and secured by lower key stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision.
- Pupils write frequently, for a range of audiences and purposes (once they have sufficient accuracy and automaticity in transcription).
- Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair.
- Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing.

Self-regulated strategy development

Research suggests that explicit instruction about writing knowledge and strategies can develop older pupils' Self-regulated strategy development (SRSD) is an approach to teaching writing strategies that has been found to be effective in helping pupils learn the specific discourse knowledge needed for effective writing. This knowledge includes general and task-specific writing strategies, the background knowledge needed to use these strategies, and procedures for regulating these strategies

The 6 stages of SRSD are:

1. Pupils are taught the background knowledge they need to use a writing strategy effectively.
2. The teacher explicitly describes and discusses the purpose and benefit of the strategy.
3. The teacher models how to use the strategy.
4. Pupils memorise the steps/components of the strategy.
5. The teacher supports and scaffolds pupils' mastery of the strategy.
6. Pupils use the strategy independently.

An effective English curriculum

Conclusion

This review shows how curriculum content and sequencing, as well as subject-specific pedagogy, best enable pupils to achieve the national curriculum aims for English. Our review has identified some themes that relate to an effective English curriculum.

- **Strong foundational knowledge for reading, writing and spoken language are essential aspects of the … curriculum**
- **Vocabulary is fundamental to pupils' progress**
- **An effective reading curriculum ensures that pupils read large amounts of text and it focuses on providing pupils with the knowledge they need for comprehension**
- **A reading curriculum is supported by the careful choice of increasingly challenging texts**
- **The English curriculum for novices is structured differently in many aspects from the curriculum for experts**

Literature: Atherton's 4 Overlapping Fields

Knowledge	What it covers
The history and development of literature	This includes: history of literature; literary forms; narrative; genre; poetry; drama; the novel; non-fiction; literary movements; how significant aspects of literature (for example, narrative or character) function in different forms, genres or even other media; how literary texts respond to historical or ethical events; and the relationship between literature, values, ethics and how to live.
The craft of the writer	This includes: how and why writers, including the pupils themselves, use language, form and structure, genre and conventions to respond to social and cultural contexts and respond intertextually to other works; and how and why they use linguistic knowledge, such as knowledge about sentence structures (syntax) and other aspects of grammar that enable skilled writing and reading.
The response of the reader	This includes: how and why readers, including first and foremost the pupils themselves, respond to, interpret and value texts, balancing personal enjoyment with judgement and understanding of wider social and historical contexts; understanding works of literature in the context of life; and making and judging inferences.
The nature of literary study	This includes: how different approaches and ways of reading impact on what and how we read; how to analyse perceptively and write critically; how to collaborate effectively; and the use of context.

Progression through carefully selected texts

Progression in literature through carefully chosen and sequenced texts
- Craft of the writer: specific language, grammar and syntax.
- Main character, plot and literary techniques.

This allows pupils to make increasingly meaningful connections between specific knowledge from different texts. This could be through a selection of texts that allow pupils to learn how writers use certain tropes in specific genres (for example, entrapment in gothic literature gives pupils a conceptual framework for connecting characters in 'The Strange Case of Dr Jekyll and Mr Hyde' with characters in 'Jane Eyre').

Appreciation of literature and key components

Standish suggests that pupils can reach a possible **'transitional' point somewhere between late key stage 2 and early key stage 3**. [footnote 231] At this point, pupils may have the capacity to understand different interpretations of literature. **Teachers might introduce pupils to interpretations of literature that pupils can choose, adapt or reject.** This would not be to stifle original interpretations, but to give pupils a useful framework for developing their own interpretations, as well as knowledge of subject-specific terminology.

Novices learn more efficiently by studying worked examples, while experts can learn from inquiry-based activities that allow them to apply their broad conceptual knowledge. [footnote 232] Expertise in English literature is characterised by the ability to carry out critical inquiry, engage in debates about meaning and explore how the text functions as a work of art. However, these practices need to develop over time. This will best be achieved through some explicit teaching and modelling different interpretations (worked examples) and the necessary component knowledge that underpins them.

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Insights from cognitive psychology such as spacing and interleaving.

Tharby suggests that insights from cognitive psychology can be used to ensure that pupils learn the literature curriculum and that this will allow them to appreciate that 'literature is a beautiful, throbbing nexus, not a set of unrelated texts'. [footnote 234] He qualifies this, stating that he has 'deep misgivings… about a crude scientific application' of cognitive psychology to curriculum planning. **He suggests that the literature curriculum should be structured so that carefully selected content is revisited. He advocates spacing and interleaving content in literature to create a spiral-structured curriculum.**

Some research suggests that spacing and interleaving might be useful for structuring some content in the literature curriculum. Appel and Richter show that some subject-specific 'habits of mind' that come from reading fictional narratives, such as empathy, do not present themselves immediately. [footnote 235] This pause before the results show is known as an **'absolute sleeper effect'. For sleeper effects to occur, a gestation period is required.** In this time, pupils can rethink and relive what they have read. Spending some time on unrelated activities can be beneficial.

Elliott suggests that interleaving might help pupils make connections between 'texts and concepts, to create a larger schema of how literature works'. [footnote 236] She adds the caveat that **'like all tools, they are not good in and of themselves: it is the content that makes the difference'.**

Text selection

Texts may be chosen because they prepare pupils for later texts that they will study or writers they will encounter. Counsell calls this 'curriculum readiness' and argues:

Year 5 startling   *"We need to take seriously the possibility that a curriculum can turn (say) a disadvantaged, vocab-poor into a pupil who carries such reference points in poetry that they are ready to notice what is new and in (say) Romantic poetry before they hit Year 10."*

Stoneman describes this readiness as 'deliberate crafting' in which 'we help knowledge to manifest itself indirectly but dynamically in future learning of other curricular content'. It is very different from GCSE texts being taught in key stage 3. This would narrow the curriculum rather than create readiness for those texts when they are studied at GCSE.

An example of text choice for curriculum readiness might be reading '*The Curious Incident of the Dog in the Night-Time*' to create readiness for Perkins Gilman's novella, '*The Yellow Wallpaper*', because one is more accessible than the other but both use unreliable narrators. Building readiness is not solely about themes and content of texts.

Text selection

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Didau explores different curriculum possibilities that provide coherence. For example, he suggests choosing texts that illustrate the development of English language or texts that illustrate the story of literature and its forms over time. Alternatively, a thematic approach might be chosen that weaves the threads of metaphor, story, argument, pattern, grammar and context as enablers of disciplinary considerations for pupils learning literature.

Didau does not argue for any one of the models above but suggests that coherent text choices will allow pupils to appreciate past literature.

It may be useful for teachers and leaders to develop a set of criteria for choosing texts. Didau suggests questions to consider when choosing a text that include notions such as:

- an entitlement to read certain texts
- whether texts have been read already
- the extent to which texts introduce pupils to new knowledge
- whether the text offers a genuine variety of voices and perspectives (including older, less popular voices)
- whether the text has 'conversations' backwards and forwards with other texts

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Whole texts and excerpts

Studying one substantial complex text can do a lot of curricular 'heavy lifting'. It can support pupils to develop and use knowledge across the categories detailed in this section. A text like this might use a complex narrative viewpoint to tell a story, and explore multiple or sophisticated themes. It might also contain allusions, cultural references and intertextual links.

In some circumstances, carefully chosen extracts from literary texts can have a purpose in the curriculum. However, there is research that suggests that whole texts read aloud and at a faster pace than usual (as opposed to extracts) are important, including for weaker readers. Research by the University of Sussex with 343 pupils aged 12 to 14 in 10 schools found that weaker readers made 16 months' progress in reading comprehension when they read 2 challenging novels in class in 12 weeks.

There are other disciplinary-focused arguments for the study of whole texts. Sehgal Cuthbert suggests that, as the reader works their way through a whole work of literature, meaning is built up and layered and their responses evolve. In addition, some specific forms of the novel need to be read in their entirety for the form to realise its intention. For example, the Bildungsroman, which aims to show the development of the protagonist's mind and character from childhood through to adulthood, needs to be read as a whole to achieve that aim.
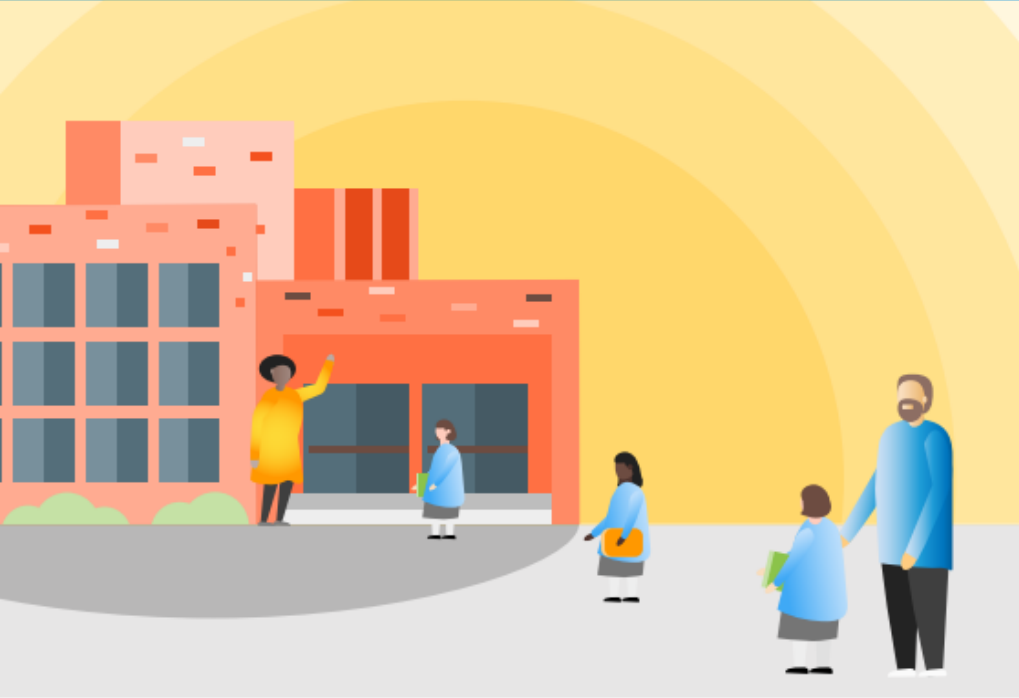
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Based on the above, high-quality English may have the following features:

- The curriculum has been designed to develop in pupils a genuine love of literature, and an ability to respond to texts personally.
- The curriculum has been designed to enable pupils to deepen their understanding in the 4 domains or fields of knowledge in literature, and to apply the key concepts from each field using disciplinary methods in their writing.
- The curriculum includes a range of ambitious whole texts in different forms and genres, which have been carefully chosen using subject-specific criteria.
- Over time, teachers build pupils' 'readiness' for future encounters with texts and critical views. They do this in a meaningful way so as not to narrow the literature curriculum.
- Teachers introduce pupils to texts that they would not choose to read for themselves, especially from other times and places and with a range of perspectives.

The tiered model for school planning

Meaningful school planning is not quick. It is a complex process that takes time, thought, and sustained effort.

Narrowing down on key priorities is the first essential step in this process.

The tiered model for school planning is designed as a starting point to enable busy school leaders to consider where best to invest time, energy, and resources for the benefit of their particular pupils.

1. High quality teaching

The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. School plans to maximise teaching quality may include:

- high quality daily teaching: the 'five-a-day' approach;

- improving literacy and mathematics outcomes;

- using diagnostic assessment to address learning gaps; and

- securing effective professional development.
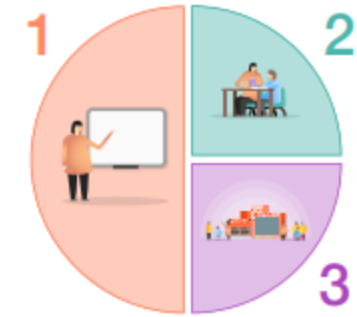
2. Targeted academic support

For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits.

School planning should therefore be open to the idea of planning interventions to complement high quality classroom teaching.

3. Wider strategies

Wider strategies address non-academic barriers to success at school that have a significant influence on attainment.

Approaches to wider strategies that are likely to support learning include:

- improving attendance; and

- improving behaviour and re-establishing routines and relationships.

1. HIGH QUALITY TEACHING

Much school planning for the forthcoming academic year will rightly focus on ensuring high quality teaching, every day, for all pupils.

Recent evidence suggests some promising 'best bets' when it comes to developing, planning, and sustaining high quality teaching. These include:

- high quality daily teaching: the 'five-a-day' approach;

- improving outcomes in reading and mathematics;

- using diagnostic assessment to address learning gaps; and

- securing effective teacher development.

High quality daily teaching: the 'five-a-day' approach

Teaching is complex but there are certain key elements that can be integrated into daily practice to enhance its quality. The 'five-a-day' approach identifies these evidence-based 'best bets', which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND. The five elements of the approach are summarised below:

1 Explicit instruction
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2 Cognitive and metacognitive strategies
Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor and evaluate their own learning.

3 Scaffolding
When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

4 Flexible grouping
Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5 Using technology
Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share pupils' work or to jointly rework an incorrect model.

Diagnostic assessment	Purpose	Practicalities
Hinge questions	These targeted questions, at a pivotal point, offer immediate indicators of learning and can identify misconceptions	Multiple choice questions work well with plausible 'distractors' for wrong answers. They can lead to valuable class discussion.
Quizzing	Low stakes quizzing can offer curriculum-sensitive insights into pupils' learning.	Short answer quizzes do not assess complex understanding, but they can offer a quick identification of knowledge gaps or related issues.
Pre-topic 'mind map'	Mind-maps (or concept maps) before a new topic can both establish crucial prior knowledge but also generate curiosity for the learning ahead.	Pupils can benefit from pre-specified graphic organisers, such as mind-maps, to trigger prior knowledge and allows for adaptive teaching.

For more details you can find the full EEF resource on Diagnostic Assessment here:

https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf

Key questions to consider...

— *What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills, and competencies we want our pupils to develop?*

— *Are assessments used to diagnose issues at both an individual pupil level and at a cohort or class level?*

— *Are assessments being used to inform judicious adaptations to the curriculum?*

Most pupils will benefit solely from a focus on high quality, whole-class teaching. However, some children may require extra, targeted support that is tailored to their specific needs to get their learning back on track.
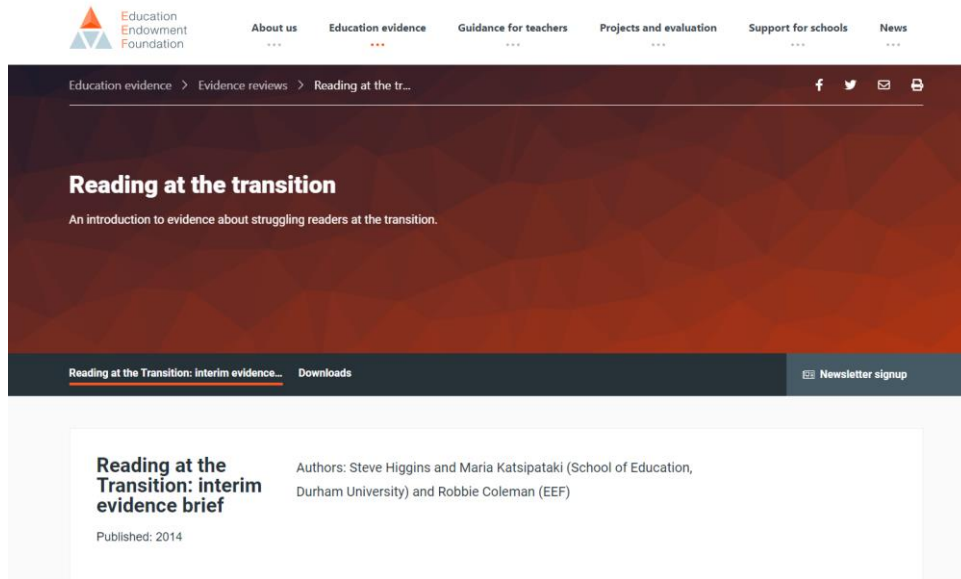
Additional interventions could involve revisiting foundational knowledge, practicing basic skills, or pre-learning upcoming content. Key to success will be making sure that interventions complement and strongly link to the curriculum being covered in-class, with the content being set by teachers where possible.

The TARGET model, drawn from insights from a range of EEF interventions and programmes, offers a helpful summary of typical active ingredients of successful targeted academic support.

Timing	Intervention sessions are often brief (e.g. 15–60 mins) and regular (e.g. 2–5 per week).
Assessment	Assessments are used to identify pupils, guide areas of focus and to track pupil progress.
Resourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
Give it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).
Expert delivery	Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
Teacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.

EEF resources include:

Writing at KS3

How can we support students to make progress in their writing?

In groups share and discuss:

- The common strengths of students' writing
- The common areas for development
- Successful strategies used in schools to explicitly teach a range of writing
- Writing in the KS3 curriculum – where it fits into your department's plans

Cheltenham Literature Festival

Becci Smith – Education Manager (Literature)
Sarah Cooksley – Head of Learning and Participation

- Literature for Schools Programme

- Battle of the Books

- Words That Burn

- Reading Teachers = Reading Pupils 2022-2023

rebecca.smith@cheltenhamfestivals.com

Sharing Good Practice

- Kathy Heathfield – Gloucestershire Hospital Education Service

- Justin Jones – Poetry by Heart

- Laura Webb – Ofsted Deep Dive

Gloucestershire Hospital Education Service

- GHES

- An overview of the referral process

- The range of needs we see and what we do/how we work with individuals/groups

- Our English offer

GHES is a registered Medical PRU

We offer '*short-term*' educational provisional service whilst a child is too unwell to attend their main school:

- Paediatric inpatient provision at GRH

- Paediatric outreach provision across county

- Pregnant school-aged girls / young mums

I have put 'short term' in inverted commas as ideally, students return to their home-school setting as soon as they are medically able to.

However, some students remain with us for medium/long term, albeit with the medical professional's agreement.

Referral information

How are students referred to GHES?

- Referrals are made by an NHS consultant, community paediatrician or a registered clinician of a child in treatment with CAMHS.

- Once a medical referral has been submitted, information is requested from schools to support the application. All evidence is carefully considered by the admissions panel before making a decision.

Admissions criteria:

- Must be on roll with a mainstream school
- Under the care of a clinician for medical support, advice and treatment
- Resident in Gloucestershire OR attending a Gloucestershire mainstream school

Where we may decline:

- EHE
- Private schooling
- EHCP funding can/should provide better provision than us
- Specialist school – they should be able to provide a better provision than us

When it can be tricky:

- Border of Gloucestershire for school, treatment, home address
- CAMHS input: educational anxiety
- Worcestershire will support students from private schools
- Private clinician that isn't under NHS

We then take the following into consideration:

o Referral information from consultant

o Information from the home school

o Information from other professional e.g. social care

o Attendance to date

Main question we are seeking the answer to:

Is this the right provision for them?

Medical consultant input:
- How much tuition?
- When?
- Appointments
- changes

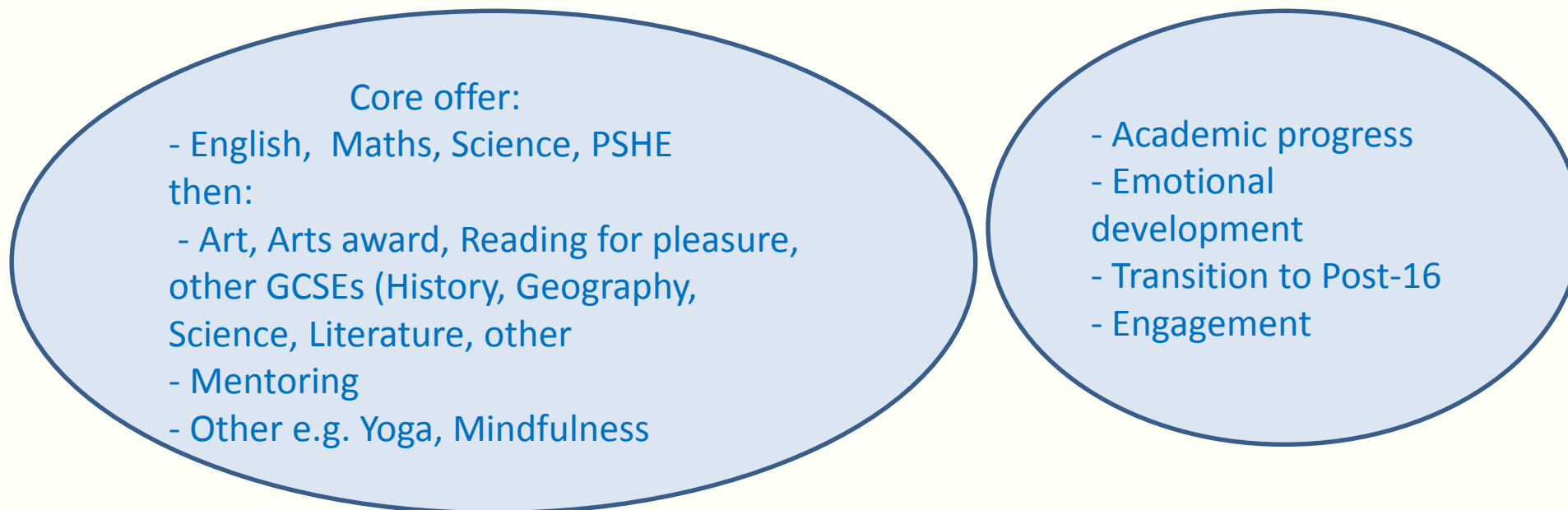Student voice

Ability to access lessons:
- Face to face
- Online
- Individual
- With others

Bespoke for all

Core offer:
- English, Maths, Science, PSHE
then:
- Art, Arts award, Reading for pleasure, other GCSEs (History, Geography, Science, Literature, other
- Mentoring
- Other e.g. Yoga, Mindfulness

- Academic progress
- Emotional development
- Transition to Post-16
- Engagement

All students will have their own Link Tutor (Pastoral) and their Subject Teachers (Academic). Three Case Managers and SENDCo oversee all student provision.

Student voice is always at the centre

- Learning preferences prioritised
- Communication with parents is strong
- Safe learning environment/experience is key
- Provision starts with engagement first
- Small group/paired or 1:1 learning experiences
- Learning environment is controlled and tailored to meet the needs of the student
- High level of pastoral support
- Change is gradual and at the pace of the student
- Timetables are bespoke to the needs of each student and reviewed/adjusted regularly
- Student-staff relationships are central and nurtured
- Flexibility in provision
- Sensory environment is carefully adapted and managed

Our GHES cohort (as of 16/06/22)

129 students on roll
46 male / 79 female
50 referrals to determine

Year 11	50
Year 10	38
KS3	31
KS2	3
KS1	7

CFS	10
Chronic pain	2
Eating disorders	22
Gastro	3
Mental Health	69
Neuro	1
Oncology	12
Physical	5
Pregnancy	4

|	
Child Protection	3
Child in Need	10
Social care	7

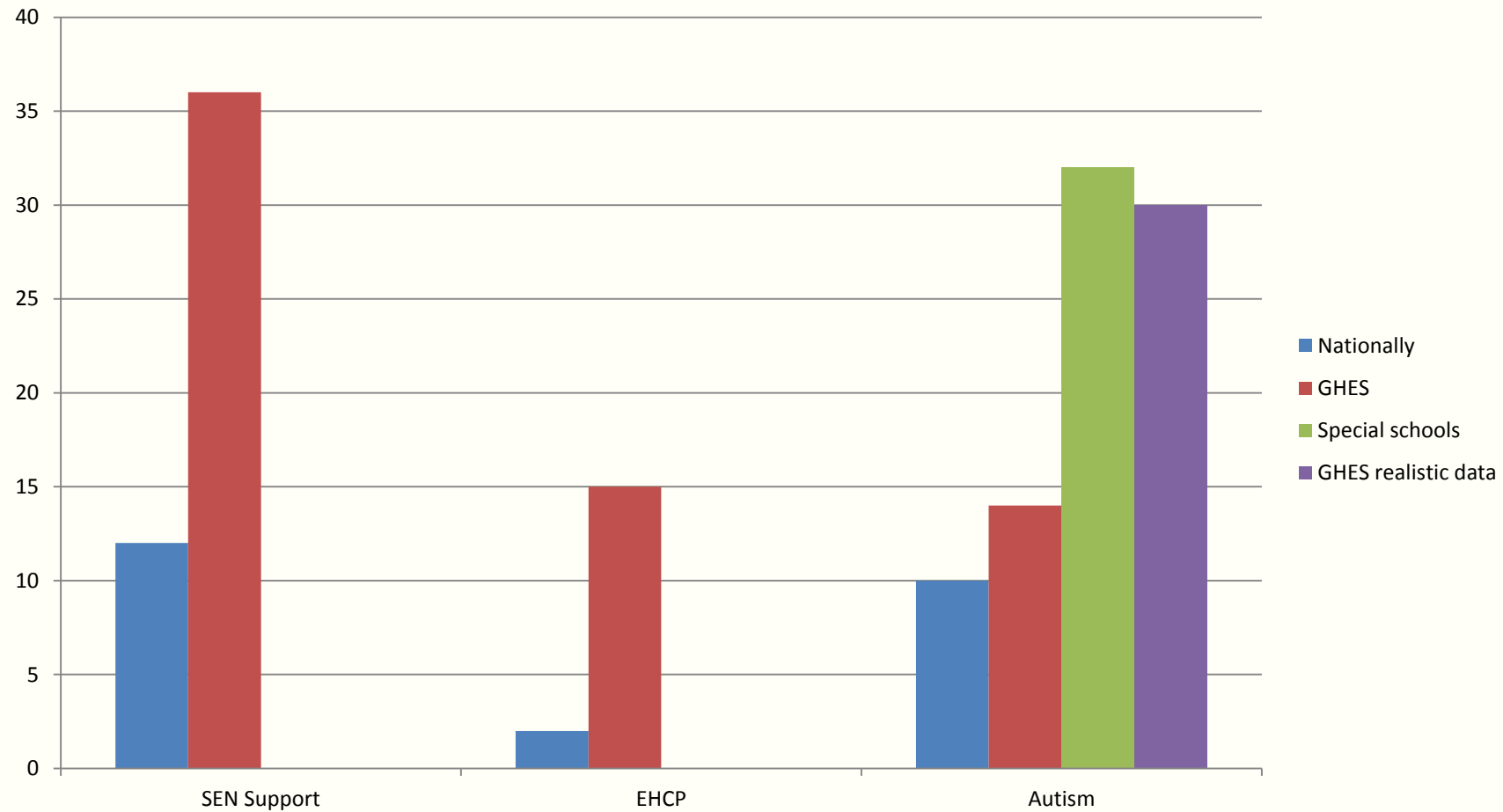|	
SEN Support	65
EHCP	13 (with a further 10 in process)

SEND at GHES – current cohort

- There are 53 students on the SEND register (52%)

- 28% of the SEND cohort (15 students) have an EHCP.

- 8 SEND students who we are supporting through the Education Health and Care Needs Assessment process

Main category of need is SEMH

SEND Cohort

- SEND
- SEMH
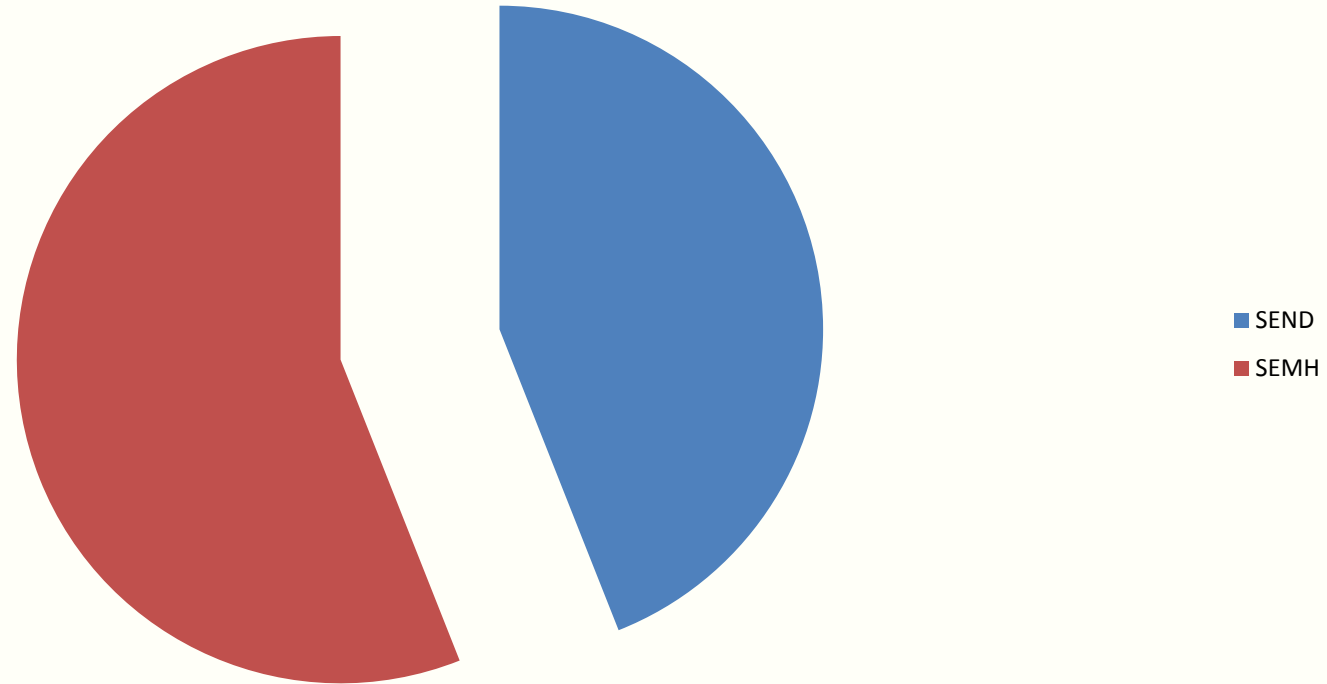
Comparing National Data with GHES (Census 2021)

GHES Support Plans

My strengths/interests	What helps me
• I love comedies, Manchester United and Science/History documentaries	• A sense of control • A clear distinction between home and school

What I want you to know:
- I want to go back to school
- ***I have a severe nut allergy***

GHES Support Plans

My Needs	My Outcomes	Date set/ achieved	Details/Actions (name key staff as appropriate)
to be able to access education	I can access 4 GHES lessons per week	Set: 17/01/22 Achieved:	Art, Eng, Maths and PSHE Eng currently in the home to support access Working towards all lessons resuming at CO. Very important to get XXX out of the home.
	I can complete my online and reading induction	Set: Achieved: Set: Achieved:	
	I can access online learning	Set: Achieved:	Link tutor will establish two weekly, regular sessions with XXX to be officially timetabled to support relationship building and to help encourage attendance. Regular slot might help her cope with 2 things in one day as mum reports this is always a challenge. 2nd lesson could be shorter if this encourages attendance
	I can access Showbie as a platform for learning and communicating	Set: 17/01/22 Achieved:	
	I can visit the GHES classroom/I can access lessons in the GHES classroom	Set: 17/01/22 Achieved:	
	I can access lessons outside of the home	Set: 17/01/22 Achieved: Set: 17/01/22 Achieved:	
	I can share my learning preferences with my link tutor		Journal to be introduced by Iraina to explore thoughts/feelings. MOMO also introduced as appropriate.
	I can access and engage with MOMO		

GHES Support Plans

|			
to develop strategies to manage social situations and learning interactions, including with my peers	I can access peer learning opportunities (online/face to face) I can communicate (verbally) within (peer) interactions I can participate in one activity outside of the family home each week	Set: 17/01/22 Achieved:Achieved: Set: 17/01/22 Achieved: Set: Achieved:	Link to continue to explore the idea of learning amongst others at CO. Different models and approaches of this to be considered. Weekly mentoring support (Bespoke Mentoring)
to have strategies to manage my health	I can say I have a trusted adult to support me (outside of the family) I can indicate when I my health is a barrier to my learning I can identify at least one strategy that supports my health needs within my education I can say I have medical support	Set: Achieved: Set: Achieved: Set: Achieved: Set: Achieved:	Teachers and link to validate XXX emotions and experiences. healthy sleep pattern to be encouraged sleep diary/emotions journal to be introduced by link tutor • Therapist will offer directive strategies for XXXX to help her to process her feelings and seek advice from CAMHS. • Mum is asking gastro specialist to refer for further medical input

Teaching and Learning Reviews

Outcomes	Strategies	Who?
Using speech and language correctly	**Model** back the **correct speech** and language to XXX when she makes an error (do not correct her directly)	GHES teachers, mum, Therapist
	Use of resource' *Language for Behaviour and Emotions*	GHES staff
Retaining information	**Breakdown** instructions and give them **bit by bit**	
	Use **visuals** to support instructions	
	Use **simple** language	
	Support XXX to identify strategies to support her memory– e.g. **note taking; highlighting; drawing a picture**	
	Encourage XXX to ask for **clarification** and **repetition**– this to become routine Staff to also identify sections they think she will need help with (rather than reply on XXX to identify what she needs repeated/clarified)	
Expressing her emotions	• Encourage XXX to use **visuals** to identify and express her emotions Be aware that XXX s understanding is very literal and to consider this with all prompts/visuals to avoid abstract concepts	Therapist GHES staff
	Support staff to be able to read XXX s emotions through her **behaviours** (e.g. if she talks less, looks pale) Refer to Behaviour Cues document written by XXX(Play Therapist) on SIMS	Therapist GHES staff
	Support XXX to **understand** why people behave in certain ways	Therapist Eng teacher– characters in text ILink tutor– pastoral support

The English Team:

o Subject Lead: Kathy Heathfield (KS3/4/GCSE/FS)

o Literacy Lead: Lee Baker – reading champion (KS3/4/GCSE/FS/ R4P)

o Oracy Lead - Kate Place (KS3/4/GCSE/FS)

o Sam Halliday - joining us full time in September (KS3/4/FS)

o Primary lead: Anna Webster (EYFS/KS1 and 2 KS3/4)

o Functional Skills lead: Katrina McGowan (Primary/KS3/FS)

o GRH Lead: Trudi Scott

Casual/Part time team members

o Charlotte Smith

o Roz Edden

o Natalie Skinner

o Jess Smith
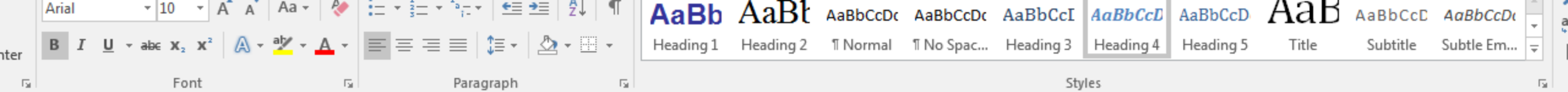
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4. **CURRICULUM INFORMATION:** *Please supply us with a copy of the most recent school report*

a) **English Language**   *Exam Board:* _____

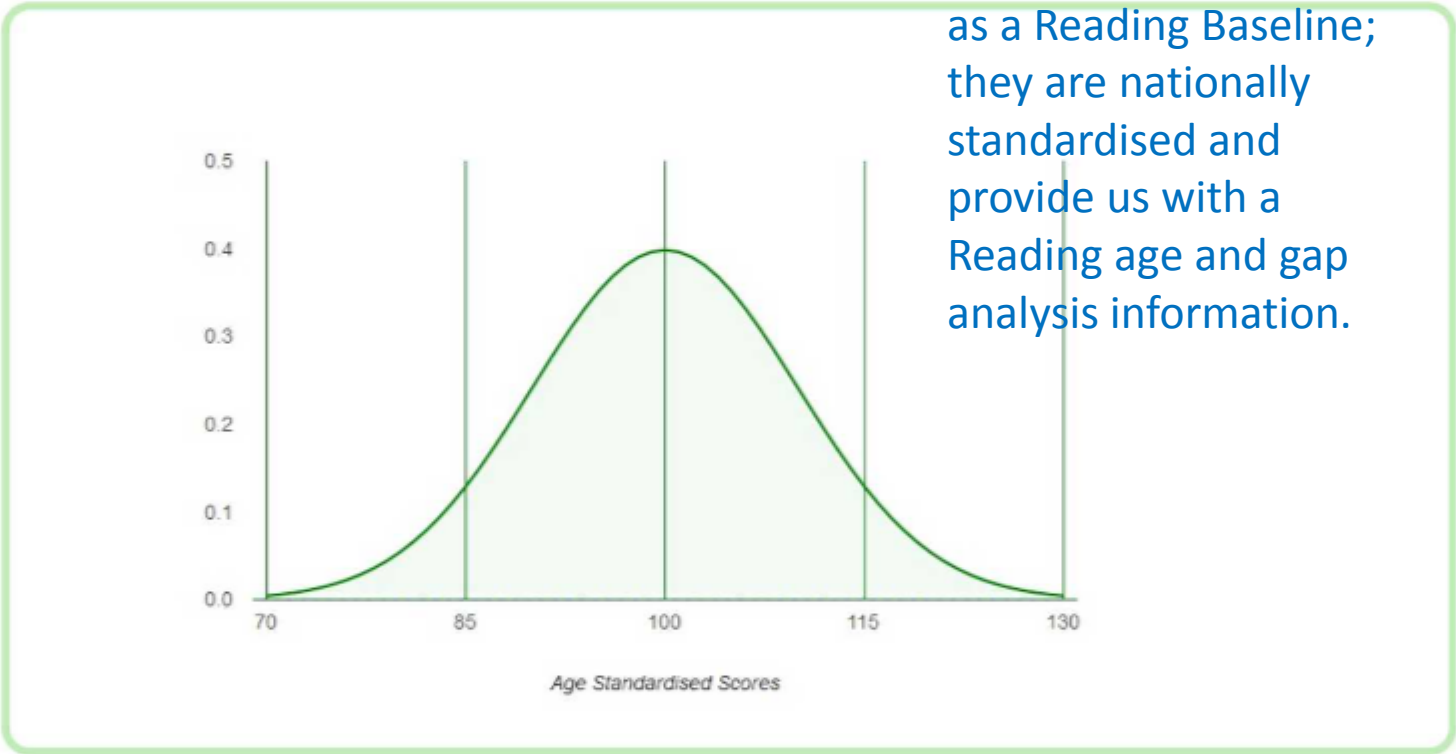| Focus of work covered by student	Has Speaking & Listening assessment been completed? (Yes/No)	Predicted GCSE Grade	Most recent assessed grade (with date)	Is student on track for this grade? (Yes/No) If No – why not? (e.g. SEND, absence, engagement, etc)

b) **English Literature**   *Exam Board:* _____

GHES Texts Whist the student is with us, GHES follow the AQA syllabus and teach the following texts – which are common to all exam boards	School texts already covered by *student** *NB. Only include texts studied (partially or completely) by the *individual* whilst still at school. *Do not include* texts that have been covered whilst the student has been absent.		Predicted GCSE Grade	Most recent assessed grade (with date)	Is student on track for this grade? Yes/No If No – why not? (e.g. SEND, absence engagement, etc)
A Christmas Carol	19th Century:				
Romeo and Juliet	Shakespeare:				
An Inspector Calls	Modern:				
AQA Conflict	Poetry:				

English Department contact name & email:

ns

udents by sharing this class code:
CC8AM

ART Form C
Last taken 1st April 2022

Report generated 22nd May 2022

Pupil details

|	
Class:	Y8
Member of:	Non-Pupil Premium - Year 8

We use Hodder ART (Assessing Reading Tests) as a Reading Baseline; they are nationally standardised and provide us with a Reading age and gap analysis information.

Overall performance

Age Standardised Scores

Test date	Age at time of test	Raw score	SS	Age-SS	Age SS percentile	Reading Age
01/04/2022	14:6	57	131	131	98	19:6

SS: Standardised Score   Age-SS: Age-Standardised Score

rlotte HO ART
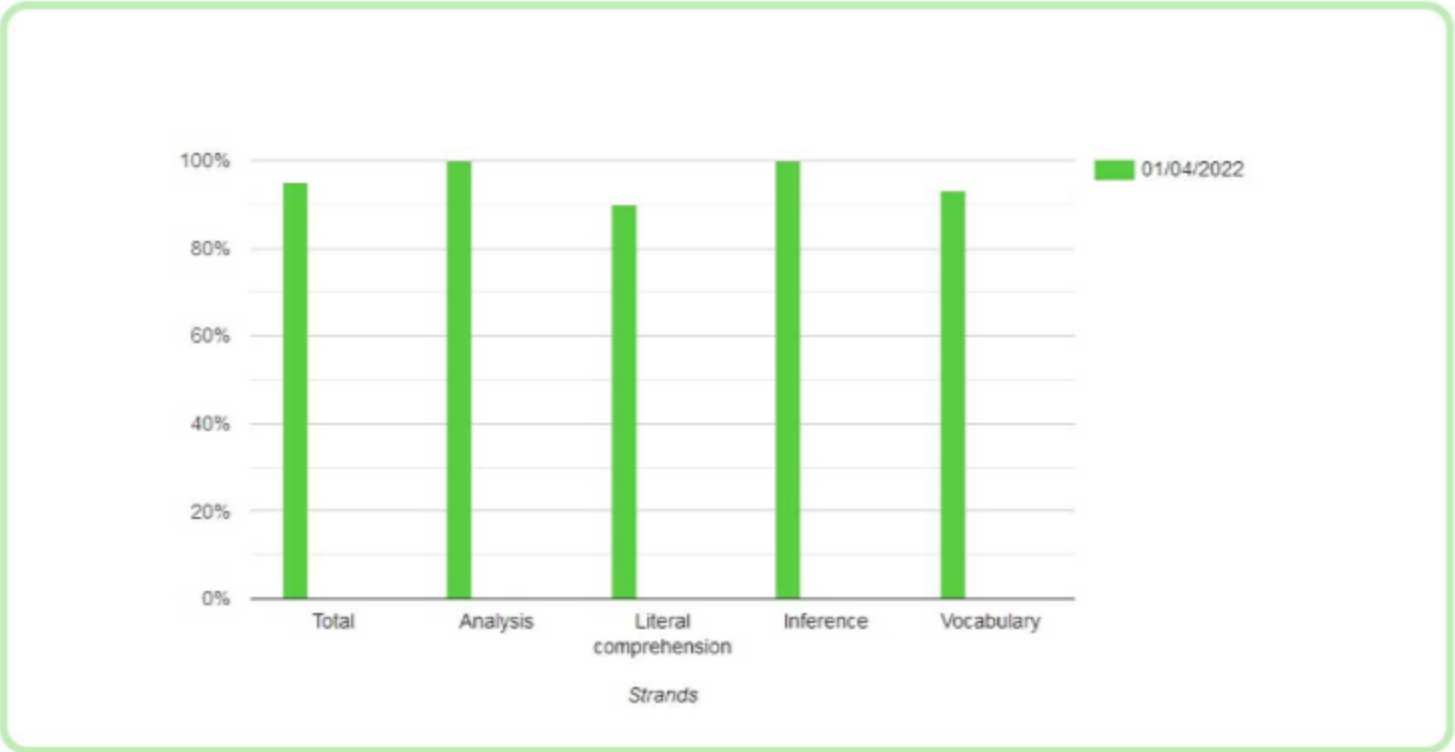
	Test Date	Analysis	Literal comprehension	Inference	Vocabulary
ART Form C	01/04/2022	9/9	18/20	16/16	14/15

This slide shows the strands of skills analysis included in each A R T report.

From here, we can start to identify concerns and consider additional interventions needed.

- Using language (powerful vocabulary) for effect
- Accurate spelling and punctuation
- Paragraphs

- Remember the features you identified as being effective when we looked at two writing examples.
- Try using these features in your own writing.

An Autumnal scene:
Write a piece of imaginative writing based on this image.
Your response can be real or imagined.

- Eg: She had always loved the rich colours of Autumn. That day was…

Our KS4 Baseline writing task is assessed according to
 AQA Language Paper 1 Question 5 Mark Scheme

(AO5) and (AO6)
?/40 marks

Then -
groupings (if students are able to access group learning) are
allocated according to ability:

Low/ middle/ high ability groups – of 4 or less.

We look at Reading Age (compared with chronological age),
their writing task and the baseline information provided on
the EH form from school.

	(KS3: AO4) Communication (across the whole piece)	(KS3: AO5) Whole text organisation (across the whole piece)	(KS3: AO6)Technical accuracy and sentence structure (across the whole piece)
Originality, flair and sustained.	Writing is artful and self-conscious and subtlety prevails. Consistent control and crafting of language with vocabulary to delight the reader.	Level of whole text cohesion. Use of paragraphs/other structural devices to complement the purpose and thrust of the piece. Use of cohesive features, embedded throughout.	Use of varied and self-conscious sentence structures, used to delightful effect. Use of punctuation as another means to heighten impact of writing. Control over highly irregular spellings.
Sophisticated, impressive and sustained.	Writing is shaped by assured awareness of purpose, audience and form which I s exploited for effect. Control and crafting of language with deliberate use of vocabulary for effect.	Whole text shaping, for effect and to heighten fluency. Use of a variety of cohesive features to navigate the reader through the text. Use of adventurous connectives/adverbials to achieve cohesion across the whole text.	Use of varied sentences, crafted for effect. Use of a full range of accurate punctuation Spelling with occasional lapses of irregular spellings.
Confident, assured and sustained.	Writing is shaped by assured awareness of purpose, audience and form. Control of language with deliberate use of vocabulary for effect.	Construction of paragraphs for effect e.g. paragraphs differing in length, topic sentences, flashbacks. Use of a wide range of connectives/adverbials between paragraphs to achieve cohesion across a whole text.	Use of varied sentences, used for effect. Use of a range of accurate punctuation (; :) and parenthesis () - Spelling with very occasional lapses of some unfamiliar words.
Clear, consistent and sustained.	Writing matches style and form to purpose and audience. use of vocabulary and writing devices to achieve effect.	Use of appropriate paragraphs. Ideas, organised with related opening and closing. Links between paragraphs, generally maintained across the whole text using appropriate connectives.	Use of varied sentences (with more ambitious structures). Accuracy with an increasing range of punctuation (,) to mark clauses with some errors, (! ?" ") Spelling of commonly used words . More complex vocabulary is generally accurately spelt.
Some.	Writing has an increasing sense of clarity, purpose and audience. Attempts to use vocabulary for effect.	Organisation of ideas into sequenced paragraphs/sections to create cohesion. Ideas are organised simply with a fitting opening and closing, sometimes linked. Attempts to use connectives to link paragraphs/sections.	Use of an increasing range of sentence structures with accurate and varied use of tense. Punctuation is generally accurate, with increasingly confident use of (,) to mark clauses, (?) and (' "). Increasing accuracy when spelling less familiar words.
Basic.	...ted, with an attempt to ...udience. ...abulary.	Organisation of related ideas , with increasing sense of whole text cohesion. But clearer use of openings and closings to signal direction of writing. Attempts to link paragraphs, though not always successful.	Use of simple and compound sentences with attempts at varying tense, though not always secure. Punctuation, often accurate with attempts to use (,), (?) and (' "). Spelling of simple words with plausible attempts at more complex words.
Limit...	...cking depth. ...y.	Organisation of ideas, grouped by content (no/random use of paragraphs). Use of openings and closings to signal direction of writing.	Use of simple sentence structures with' and to connect clauses. Use of full stops and capital letters, with occasional (?) and (,) in lists. Use of simple, common spellings.

KS3 writing baseline mark scheme.

Our Offer:
Blended learning

- Online lessons using Adobe Connect

- F2F lessons – either at home, or at our offices in Cheltenham

- These can be 121 or in small groups, according to need

Feedback, baselines assessments, work, power points and resources are shared in *Showbie*.

We give written feedback or leave voice notes which is stored in a digital exercise book (Showbie). Students can upload their work as pdf/ word/ pages docs and staff annotate it and save it online.

Our English Curriculum Offer

KS3

1 or 2 hours per week (depending on medical professional's advice)

We use our own schemes of work, building skills and using extracts from C19th, poetry, Shakespeare and Culturally diverse texts (fiction and non-fiction/ reading, writing and speaking and listening).

KS4

2 hours per week for GCSE Language (AQA) as core offer

Paper 1 and 2 +Speaking and Listening – either online or f2f (depending on student requirements)

1 hour per week – for GCSE Lit
(students need to be prepared to study independently and have covered 2 of the components by the start of Y11) Lit is not part of our core curriculum offer, but offered and negotiated on a case-by-case basis. Students much be prepared and able to work independently.

Our GCSE Literature Offer

AQA

- C19th – A Christmas Carol

- Shakespeare – Romeo and Juliet

- Modern – An Inspector Calls

- Poetry – AQA Anthology: Power and Conflict

KS3 Texts Speed Dating