

English Subject Leader Network Meeting

30th November 2021

Tessa Browning and Sarah Cooksley

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Aims

- To provide updates and information about NPQs, KS3 and phonics and Ofsted.
- To receive further information about changes to assessments of GCSE
- To learn about a reading initiative that can be used with students in the aftermath of the Covid 19 pandemic
- To reflect on our work with the year 7 cohort and transition strategies
- To facilitate networking and the sharing of good practice



Updates for Secondary English

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We welcome to the team

- Kirsten Harrison
Director of Education
- Clare Dudman
Head of School Improvement



Content of this section

1. Effective Professional Development
2. National Professional Qualifications
3. Phonics and KS3
4. Ofsted Inspections
5. Useful Links
6. GCSEs and A Levels



Effective Professional Development

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**EFFECTIVE PROFESSIONAL
DEVELOPMENT**
Guidance Report



Recommendation One:

When designing and selecting professional development, focus on the mechanisms.

Recommendation Two:

Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. The mechanisms of professional development:

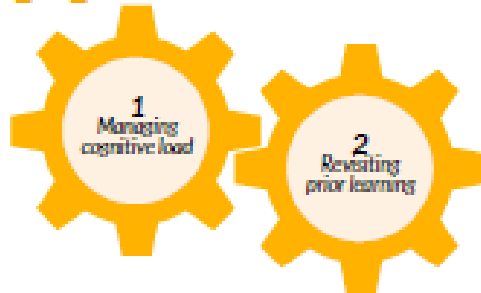
- ❖ A: Building knowledge
- ❖ B: Motivating teachers
- ❖ C: Developing teaching techniques
- ❖ D: Embedding practice

Recommendation Three:

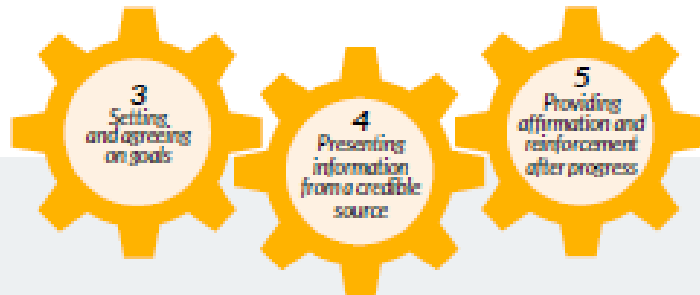
Implement professional development programmes with care, taking into consideration the context and needs of the school.

EEF: The Mechanisms

A BUILDING KNOWLEDGE



B MOTIVATING TEACHERS

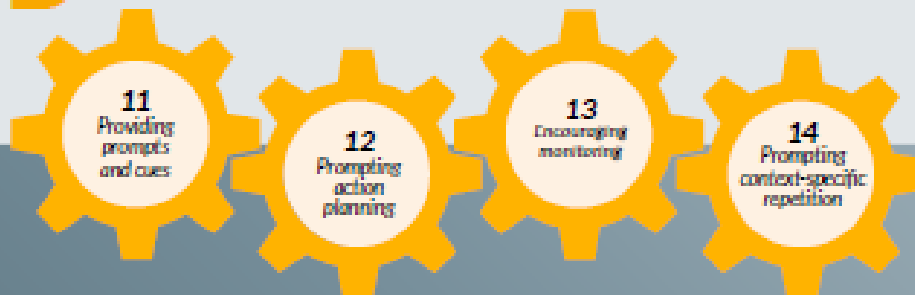


EEF: The Mechanisms

C DEVELOPING TEACHING TECHNIQUES



D EMBEDDING PRACTICE



Using their toolkit, share ideas about how you will build on moving learning forwards from today:

BUILD KNOWLEDGE

1. *How can we effectively manage the cognitive load of teachers?*
2. *How can we revisit prior learning to embed understanding?*

MOTIVATE STAFF

1. *How can we encourage teachers to set and agree on goals?*
2. *How can we ensure information is from a credible source?*
3. *How can we offer affirmation and reinforcement after progress?*

DEVELOPING TEACHING TECHNIQUES

1. *How can we best instruct teachers on how to perform a specific teaching technique?*
2. *What practical support needs to be offered (e.g. coaching)?*
3. *How can we offer models of the teaching technique and purposeful feedback on practice?*
4. *Are there opportunities to rehearse the teaching technique?*

EMBED PRACTICE

1. *How can we provide useful prompts and cues that helpfully nudge teachers?*
2. *How can we prompt productive action planning?*
3. *How can we encourage self-monitoring?*
4. *How can we prompt context-specific repetition to embed practices?*

Guidance

National professional qualifications (NPQs) reforms

Updated 12 October 2021

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National Professional Qualifications

From autumn 2021, a reformed suite of NPQs is available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice. These reforms include:

- reforming the 3 existing NPQs in senior leadership, headship and executive leadership
- replacing the current NPQ in middle leadership with 3 new NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice

From autumn 2022, 2 further NPQs will be available. They build on the new pathway for teacher and leader development and progression, accessible at all stages of a teacher's or leader's career.



NPQs available from autumn 2021

The 3 new NPQs in specialist areas of teaching are:

- **leading teacher development** - for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school
- **leading teaching** - for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase
- **leading behaviour and culture** - for teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing in their school

The reformed leadership NPQs are:

- **senior leadership** - for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities
- **headship** - for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school
- **executive leadership** - for school leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools

Each NPQ is underpinned by a new content framework. These frameworks set out what participants should know and be able to do after completing an NPQ, and providers have used these to design their courses.

You can access the NPQ frameworks at [national professional qualification frameworks: from autumn 2021](#).



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Department
for Education

National Professional Qualification (NPQ): Leading Literacy Framework

This qualification is for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase

Areas:

- 1) Teaching
- 2) Developing Language
- 3) Developing Reading
- 4) Developing Writing
- 5) Professional Development
- 6) Implementation

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Guidance

National professional qualifications (NPQs) reforms

Updated 12 October 2021

Funding

As part of the government's long-term education recovery plan, £184 million of new funding for NPQs was announced on 2 June 2021 to be spent over the course of this parliament.

NPQ in leading teaching

Full scholarship funding, with no cost to the participant, for the NPQ in leading teaching is available to all teachers who meet the following criteria:

- have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase
- all teachers and leaders employed in state-funded schools and state-funded organisations that offer 16 to 19 places in England

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Apply for an NPQ

Teachers and leaders can now apply with 1 of 9 providers accredited to offer this qualification.

1. If you are interested in a particular NPQ programme, your first step will be to sign up with a provider. The easiest way to do this is to [contact your local teaching school hub](#). You can also contact lead providers, or other known delivery partners, directly.
2. Once you have selected your course and provider, you will need to [register for a national professional qualification](#).



Phonics and KS3

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Ofsted Webinars and Reading (35:06)

Being a force for curriculum
improvement during and after
COVID-19

Led by Her Majesty's Inspectors
Summer 2021

Ofsted
raising standards
improving lives



Ofsted

What about pupils in key stage 3?

- There will be pupils in key stage 3 who are not fluent readers.
- If pupils have not cracked the phonics code, schools need to make this essential learning an urgent priority.
- Some pupils will be able to read accurately but may not have the automaticity needed to comprehend what they need.
- Others may read fluently but do not understand enough of what they read to make sense of the text.

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Children entering KS3

Key Stage 2 Reading - % of pupils achieving the expected standard									
		Gender			FSM		SEND		
		All Pupils	Girls	Boys	FSM Eligible	Non FSM Eligible	Statement / EHCP	SEN Support	No identified SEN
2017	Nat	71.6	70.0	73.2		75.0	15.1	37.5	79.7
	Glos	74.5					13.6	37.5	84.7
	CiC (32 Virtual School pupils)	37.5					20.0	37.5	45.5
2018	Nat	75.3					16.4	43.1	83.3
	Glos	76.0					14.5	40.4	86.5
	CiC (42 Virtual School pupils)	50.0					30.0	38.1	90.9
2019	Nat	73.2	78.0	68.7	58.5	76.2	16.4	40.9	81.5
	Glos	74.9	79.0	79.9	55.7	77.8	13.7	40.0	85.5
	CiC (38 Virtual School Pupils)	36.8	56.3	22.7	41.2	33.3	25.0	41.7	42.9

Approximately 25% of children enter KS3 not yet at the expected standard in reading.

Lost Learning (Reading and Maths)

- Analysis for secondary aged pupils is more limited due to sample sizes and robust estimates can only be determined in reading. By the first half of the autumn term secondary aged pupils had experienced an average learning loss of around 1.5 months in reading. By the summer term, secondary aged pupils had caught up only slightly, resulting in an estimate of learning loss by summer term of around **1.2 months. (p10)**
- The **gap in learning loss between disadvantaged pupils and their more affluent peers** in reading was around 0.4 months for primary aged pupils and around **1.6 months** for secondary aged pupils. (p11)



- Amongst secondary aged pupils in reading: pupils from disadvantaged backgrounds (defined as pupils eligible for free school meals at any point in the last six years) experienced, on average, approximately 3.0 months of learning loss. This means that **disadvantaged pupils** have lost almost **two months** more than non-disadvantaged pupils;
- pupils with an identified **SEND** experienced, on average, around **3.1 months learning loss**, compared with around 1.5 months for their peers; and
- pupils identified as **Children in Need** experienced a learning loss of **approximately 3.3 months**, this compares to average learning loss in reading of around 1.8 months

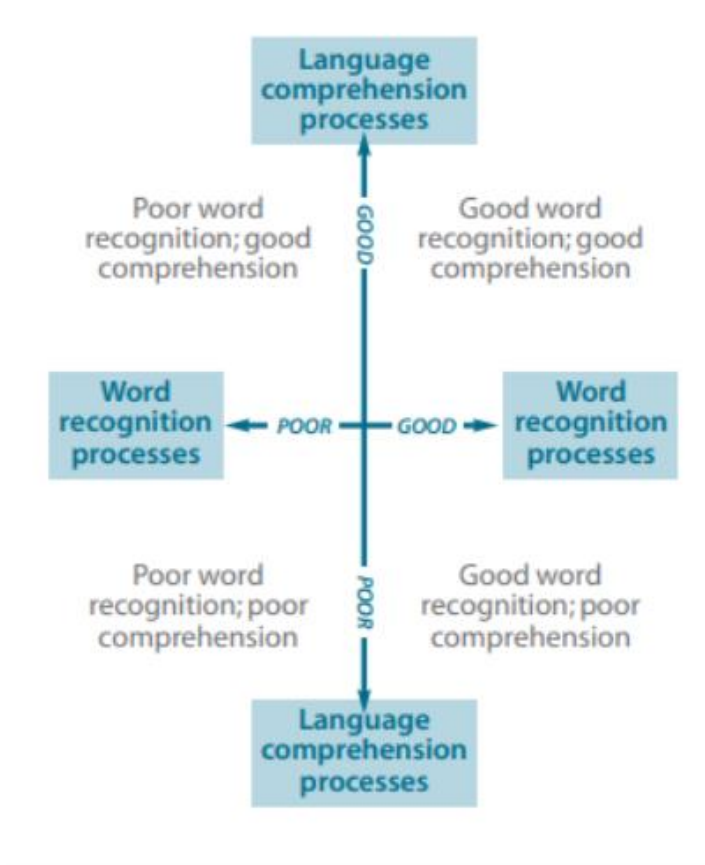
(p28)



What about pupils in key stage 3?

- There will be pupils in key stage 3 who are not fluent readers.
- If pupils have not cracked the phonics code, schools need to make this essential learning an urgent priority.
- Some pupils will be able to read accurately but may not have the automaticity needed to comprehend what they need.
- Others may read fluently but do not understand enough of what they read to make sense of the text.

Where are your children now? Plot them on the chart.



Rose, J (2006) *Independent Report in to the Teaching of Reading*. Department of Education and Skills. p40



**Poor word recognition;
good comprehension.**

Target red strands.

Support needed:

- Letter/sound correspondence
- Blending phonemes in order
- Segmenting words into component parts (morphology)
- Show that segmenting and blending are reversible

**Good word recognition;
good comprehension.**

Support needed:

- Work on inference:
- Drama;
- Opportunities to read a wide range of texts;
- Continue to develop comprehension

Language comprehension processes

G
O
O
D

Word recognition skills

POOR

GOOD

Word recognition skills

Poor word recognition; poor comprehension.
Develop all areas of the rope.

Teaching strategies:

- Phonics development
- Specifically target them to check understanding orally
- Highlight key words
- Develop decoding skills and enable proofreading

Classroom adjustments:

- Visual symbols
- Coloured paper/slide background

**Good word recognition;
poor comprehension**

Target green strands.

Support needed:

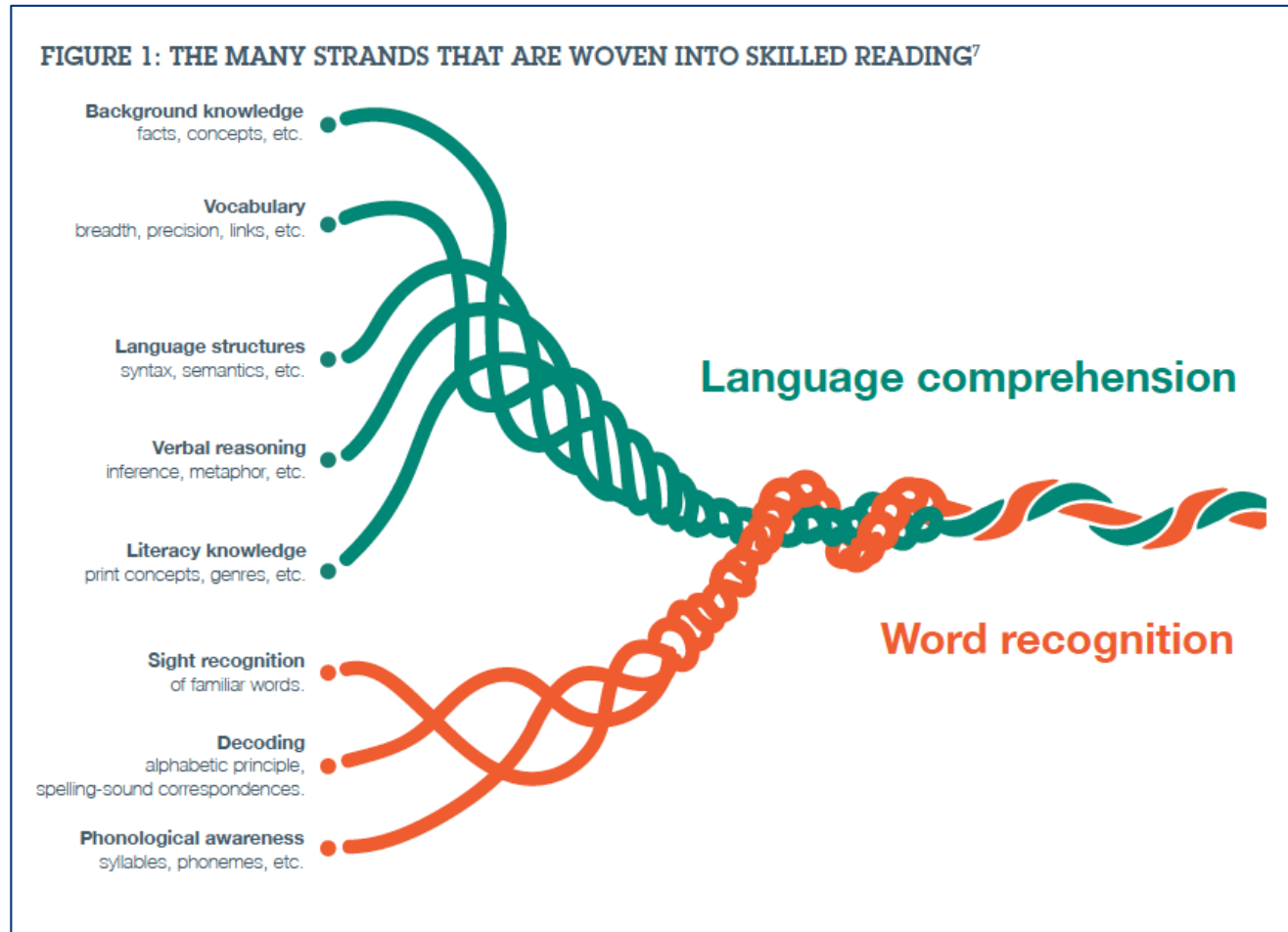
- Needs reading retrieval / comprehension skills
- Develop morphology
- Look for clues from the text.
- Teach them to visualise.

Language comprehension processes

P
O
O
R



Balanced approach to reading



Scarborough's Reading Rope

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

Helping older pupils

- Establish what the issue is. (Is it accuracy, automaticity, understanding?)
- Use assessments from a suitable programme to decide where to start teaching.
- Follow the same phonics curriculum but with age-appropriate resources.
- Provide extra teaching every day.



Refer to video:

34:35 for KS3;

55:55-1:01 for key information for KS3

1:05 – 1:15 for information about older pupils



Department
for Education

The reading framework

Teaching the foundations of literacy

July 2021

Audit: Older pupils who need to catch up

	Current practice
Phonic assessments identify pupils with poor decoding skills as soon as possible.	
Sufficient support accelerates progress, including for new arrivals and pupils who are learning English as an additional language.	
Each pupil receiving extra support is profiled to identify any special educational needs or disability (if not already identified); any speech, communication and language needs; their attendance; time at the school, and previous teaching.	
Actions to be taken (by term)	

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Ofsted Inspections

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Ofsted Inspections: Risk Assessments

44. In a risk assessment, we analyse:

- progress and attainment data from the DfE[footnote 12]
- school workforce census data
- the views of parents and carers, including those shown by Ofsted Parent View, our online questionnaire for parents[footnote 13]
- qualifying complaints about the school referred to us[footnote 14]
- pupil mobility[footnote 15]
- the outcomes of any inspections, such as survey inspections, that we have carried out since the last routine inspection.
- statutory warning notices
- any other significant concerns that are brought to our attention

Ofsted Inspections: Section 5

[School inspection handbook for September 2021](#) (updated 1 September 2021)

Para 41. *'Ofsted is required to inspect at prescribed intervals all schools to which section 5 applies. The regulations set the usual interval for section 5 inspections as within 5 school years from the end of the school year in which the last section 5 (or relevant section 8) inspection took place. For the first routine inspection of schools **after** 4 May 2021 the interval will, instead, be 7 years.'*

[Inspecting schools: guide for maintained and academy schools](#) (updated 2 September: guidance)

Re 'Timings of inspections'

'Inspections can take place at any point from 5 school days after the first day pupils attend in the autumn term... Schools that were last inspected before the start of the pandemic may receive their first routine inspection up to 6 terms later than they would have previously. This is due to the suspension of routine inspection activity as a result of COVID-19.'

Ofsted Inspections: Section 8

50. Usually, a section 8 inspection of a good or outstanding school will be followed by a further section 8 inspection after approximately a 4-year interval. **However, if there is evidence that a good school has improved towards outstanding or may no longer be good, or that an outstanding school may no longer be outstanding, inspectors will specify that the next inspection is a section 5 inspection, with the full range of graded judgements available.**

55. The EIF supports proportionate inspections of schools' performance and circumstances. Maintained primary and secondary schools and academies that were judged **good or outstanding at their previous section 5 inspection will normally receive an inspection under section 8 approximately every 4 years. For the first inspection after the pandemic, this period will be extended by up to 6 terms.** This is to confirm that the quality of education remains good or outstanding. [\[footnote 19\]](#)



Decline (s8)

89. In line with regulations, the prescribed timeframe will not be reset by the section 8 inspection because the essential test of those regulations has not been met.[footnote 9] The section 5 inspection will **typically take place within 1 to 2 years** of the publication of the section 8 inspection report, although this could be sooner if the section 8 inspection has been carried out nearer to the end of the statutory timeframe.

Marked improvements (s8)

86. The section 5 inspection will **usually take place within 1 to 2 years** after the publication of the section 8 inspection report, giving the school time for the strong practice and marked improvements to be consolidated. The decision on the timing of the full section 5 inspection will be for the relevant Ofsted regional director to determine. Schools may request an early inspection and these requests will be considered by the relevant Ofsted region.



Some examples

Last type of inspection	Judgement	When (academic year)	Next due <i>by the end of the academic year</i>	Adjustment for pandemic – <i>by the end of the academic year</i>	Reference
Section 5	Outstanding	Academic year 2016-17+	Before 1 st Aug 2026 (para 47)		Para 47
Section 5	Outstanding	On or before July 2015	S5 Now: change in legislation Before 1 st Aug 2026 (para 47)		Para 47
Section 5	Good		S5: +5 years	+2 years	Para 41
Section 8	Remains good		+4 years	+2 years	
Section 8	Declining standards, next inspection to be S5		1-2 years, or timeframe of s5 if sooner:	+2 years	Para 89
Section 8	Improving standards; next inspection to be S5		1-2 years	+2 years	Para 86

Other Useful Links

New post on **The Confident Teacher**



Supporting Secondary School Literacy
by [Alex Quigley](#)



New post on **The Confident Teacher**



Supporting Secondary School Literacy

by [Alex Quigley](#)

Shrinking the challenge

Any selection of priorities for literacy runs the risk of being reductive, and yet, we may just need to be pragmatic and pick from common current problems and areas of predictable promise.

The [EEF guidance report on Improving Literacy in Secondary Schools](#) offers an evidence-based summary, with key recommendations.

I have identified the following areas of literacy that feel salient for secondary literacy right now. The links hopefully offer some useful prompts, some familiar and some new, along with references to explore further:



New post on **The Confident Teacher**



Supporting Secondary School Literacy

by [Alex Quigley](#)

Disciplinary literacy:

Seldom does literacy in secondary school stick unless it is adapted to the different demands of reading, writing, and more, in the subject disciplines. Beginning with 'disciplinary literacy' may prove attractive and accessible.

1. See [EEF Secondary Literacy Guidance Report Recommendation 1](#) for an accessible explainer.
2. Explore this [disciplinary literacy bibliography](#) by the peerless Professor Tim Shanahan.
3. Watch this [recording of Professor Shanahan explain disciplinary literacy for a Greenshaw Research School recording](#).
4. [@KVinceyxx](#) has written an excellent blog on developing [department literacy reps](#), which offers a useful vehicle for disciplinary literacy.
5. With a disciplinary literacy lens, I wrote about [reading mattering in maths](#).



New post on **The Confident Teacher**



Supporting Secondary School Literacy

by [Alex Quigley](#)

Vocabulary Development:

Prioritising vocabulary development consistently appears to be important, attractive, and manageable for most teachers. I have happened to bang on about it for a while, so here are some key sources and resources.

1. [Busting a few vocabulary myths](#) is important to establish a shared understanding of the importance of vocabulary instruction.
2. I wrote about the [three pillars of vocabulary teaching](#).
3. With disciplinary literacy in mind, I wrote about [closing the word gap in science](#) for OUP.
4. Katherine Mortimore has explained a bespoke [TA dictionary vocabulary](#) model.
5. I have identified a [vocabulary development reading list](#) to explore further.



New post on **The Confident Teacher**



Supporting Secondary School Literacy

by [Alex Quigley](#)

Reading development:

Is there anything more essential to academic achievement than skilled reading? It is a perennial literacy priority for good reason.

- I have shared some [free resources on 'Closing the Reading Gap'](#).
- I gave a [researchED talk on 'Closing the Reading Gap' \(with PPT and references\)](#).
- Essa Academy have kindly shared a [free 'disciplinary reading' booklet on TES](#).
- [Kate McCabe](#) has shared a [blog on 'disciplinary reading' \(with PPT resource\)](#) which accounts for the positive work undertaken in her school.
- [DRET's reading programme](#) offers a thorough explainer of a systematic approach to whole school/Trust reading.



New post on The Confident Teacher



Supporting Secondary School Literacy

by [Alex Quigley](#)

Writing development:

Perhaps there is no more complex skill expected of pupils than writing. And yet, teachers routinely describe themselves as underconfident in how to teach writing explicitly. Teachers need to be supported to break down the complex act of writing into more manageable chunks.

- Recommendation 4 and 5 in the EEF Improving Literacy in Secondary Schools offer two key areas to focus on for writing: [break down complex writing tasks and combine writing instruction with reading](#).
- I have written about vocabulary and writing and how we help [pupils work words into their writing](#).
- The What Works Clearing House in the US has produced comprehensive guidance on [Teaching Secondary Students to Write Effectively](#).
- The irrepressible Cogscisci group of science teachers held a helpful [writing symposium on all things writing in science](#).
- The excellent Writing Revolution has inspired lots of blogs; particularly the popular ‘because, but, so’ sentence structure. [Kristian Shanks explains ‘because, but, so’ as used in the history classroom neatly](#).

New post on **The Confident Teacher**



Supporting Secondary School Literacy

by [Alex Quigley](#)

Curriculum connectedness:

Schools are grappling with the continual act of curriculum development. Reading, vocabulary, writing, and more, all need to be interwoven into curriculum development – not viewed as a bolt on. Literacy is simply inextricable from curriculum development.

- I have written about [academic vocabulary and schema building](#), which is complemented by a better and broader blog by [Tom Sherrington on schema building](#).
- I have written how [curriculum development is a teacher development challenge](#). For instance, teachers need to know about reading challenges that mediate the curriculum, and so on.
- Ruth Ashbee has written a [thoughtful blog linking literacy \(or language\) and curriculum](#).
- Professor Dan Willingham writes a cogent [explanation of why stories are psychologically privileged](#) (and how they can help connect up our curriculum).
- Mark Miller at Bradford Research School has sensitively [unpicked the role and language of the knowledge organiser](#) as a tool to cohere language in the curriculum.

New post on **The Confident Teacher**



Supporting Secondary School Literacy

by [Alex Quigley](#)

Putting it into action - policies and professional development:

Literacy cannot be a teacher training afterthought. If the coordinator is filling the graveyard slot in September, and not much else, then we shouldn't expect much positive change. So, where to start?

- The EEF Improving Literacy in Secondary Schools has a handy [literacy RAG self-assessment tool](#) to help appraise the current position with literacy from which to build on.
- The EEF's [Effective Professional Development guidance report identifies a range of 'mechanisms' that are crucial for effective literacy professional development](#).
- Alice Visser-Furay has kindly shared her [plans, policies and resources created in her role as literacy lead](#).
- You can perform a [pre-mortem](#) to anticipate the failures and challenges that will beset your best laid plans.
- Tim Shanahan writes about why it is so hard to improve reading achievement in the US, but it is his ['last mile' problem](#) which is so relevant to literacy coordinators: we need to persuade colleagues that change and improving literacy is necessary.

New post on **The Confident Teacher**



Supporting Secondary School Literacy

by [Alex Quigley](#)

Literacy at transition:

Literacy coordinators are routinely asked to smooth over reading and literacy at the transition. Unfortunately, we defer to 'light' approaches, such as sharing a piece of writing or reading, when the reality is that the complex, changing curriculum across key stages needs to be understood and more substantive bridges built.

- I have written about the [language leap across the KS2 and KS3 transition](#).
- More specifically, I write about [the 'reading gap' at transition](#).
- The OUP and CfEY have shared an interesting report on [Bridging the Word Gap at the Transition](#) (there is a [launch video](#) too).
- This OUP blog describes [Sarah Eggleton's school and their focus on academic vocabulary at the transition](#).
- This [EEF School Transitions Tool summaries](#) the evidence of challenges at the transition – including a lack of curriculum continuity.



Consultation outcome

Decisions: proposed changes to the assessment of GCSEs, AS and A levels in 2022

Updated 30 September 2021

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Changes to Assessment of GCSEs, AS and A Levels in 2022

1. There will be **optional topics and content in GCSE English literature**, history, ancient history and geography. **Ofqual will require exam boards to change how they assess these subjects to reflect the expected changes to the way the subject content is assessed, as proposed in the consultation.**

Consultation outcome

Decisions: proposed changes to the assessment of GCSEs, AS and A levels in 2022

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1. Exam boards will **provide advance information about the focus of the content of the exams for all GCSE, AS and A level subjects (except GCSE English literature, history, ancient history and geography)** for the summer 2022 exams. The advance information will meet the principles set out in the consultation document.
2. The policy intention of providing advance information is that it will support students' revision. Therefore, the DfE has confirmed that **advance information will be provided by 7 February 2022 at the latest.** This will enable teachers to plan to adapt their teaching in the second half of the spring term if necessary. **DfE has also decided to retain the flexibility for advance information to be deployed at other points ahead of 7 February 2022 if circumstances require.** At least a week's notice will be given if it is decided that advance information will be released earlier than 7 February 2022.

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These adjustments, along with the changes to non-exam assessment and fieldwork announced in June, are designed to mitigate the impacts of the disruption that students have faced during the pandemic without undermining the value of their qualifications and their ability to progress successfully to further study. In addition, **Ofqual is considering how best to grade qualifications next summer in a way that is as fair as possible to next year's cohort of students and also those who took exams in previous years or will take them in the future.** We believe that, taken together, this package of measures will support teachers and students and enable exams to go ahead next year. **These changes will apply to exams in 2022 and it is the intention that exams will go ahead as normal in 2023.**

Consultation outcome

Decisions: proposed changes to the assessment of GCSEs, AS and A levels in 2022

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Advance information will also be provided for the November 2022 series of exams in GCSE English language and mathematics. This will be different advance information to the summer series, and **will be released in July 2022, unless further disruption justifies earlier release.**

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Decisions: proposed changes to the assessment of GCSEs, AS and A levels in 2022

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DfE/Ofqual Update 11th November

If exams can't go ahead at all

In the unlikely event that exams are not able to go ahead as planned, grades provided by schools and colleges will be used. Detailed information on how grades would be determined, and guidance on how to use the evidence collected to determine those grades, along with details about quality assurance and appeals, will only be published if exams are cancelled.

In the meantime, you can read the [full decisions](#) and [detailed guidance](#) on what you need to do for now on the Ofqual website. They've also [published open letters](#) to schools, students and private candidates. The Joint Council for Qualifications has also published some [frequently asked questions](#) for the Summer 2022 Contingency plans.



Key Steps

Here's a summary of the key steps that schools and colleges should take throughout the rest of the school year, to make sure students have evidence in place that their grades could be based on, if needed:

Non exam assessment

Schools and colleges should support students, wherever possible, to complete any Non-exam assessment in line with [arrangements set out by Ofqual for 2022](#) and the timescales set by exam boards.

Collating Evidence

- Teachers should keep the original student work – students could be given copies if this would help support their learning.



Assessing Students

- Schools and colleges should plan assessment opportunities for grades in advance, gathering some evidence early in the academic year. **A recommended pattern could be to assess students once in the second half of the autumn term and the spring term, and the first half of the summer term.**
- Teachers should plan so that, **across the assessments, students are assessed on a wide range of content**, similar to that which they'll expect in their summer exams, and across the assessment objectives for the qualification.
- The assessments should be sat under **exam-like conditions** wherever possible - for example, unseen past papers (full or in part), closed book, timed and with supervision. This will help make sure that the work is authentic, and prepare students for exams in the summer. Those controls could be provided within a classroom rather than an exam hall.
- Wherever possible, schools and colleges need to either assess all of their students who are taking a particular qualification using the same material at the same time - or using different materials later, to **make sure it's fair**.



- Teachers should **mark the assessments in line with published mark schemes** and guidance where appropriate. Schools and colleges should support teachers to mark work for the same qualification to the same standard.
- You should **tell students** before they take each assessment **that their performance in it will be used as part of the evidence** to determine their grade if exams are cancelled. Wherever possible, this information should be given far enough in advance to allow them time to revise and prepare. They should be told the aspects of the content the assessment will cover, but not the specific questions.
- Students should **not be given the opportunity to repeat an assessment** – for example to improve their mark in response to feedback.



AQA

Helen Arman and the English Subject Team

Living our values every day



Accountable



Integrity



Empower



Respect



Excellence



Reading4Normal

with Dr Alison Waller
(Roehampton University)

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Cheltenham Literature Festival

Becci Smith (Education
Manager)

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- Feedback on 2021 Literature Festival
- 2022 Literature Festival - Initial Thoughts
- Reading Teachers = Reading Pupils
- Battle of the Books
- Word that Burn

Rebecca.smith@cheltenhamfestivals.com



Sharing Good Practice

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1. Voice 21 – Sian Kelly (Newent)

2. Reading for Pleasure – George Foster (Pate's)

3. Churchdown Literature Festival:
Laura Webb (Churchdown)



KS3: Year 7 Curriculum; Transition and Reading for Pleasure

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Transition: some messages from Primary Colleagues

Really valued:

- Transition days
- Time for professionals to talk in detail about individual children
- Time for secondary staff to know children personally (school visits, joint events, joining SEND reviews)
- Videos
- Working with parents alongside primary staff
- Opportunities to work together to get to know what each other teaches.

Would like the following to be considered:

- Opportunities to work together (to gain an appreciation/deeper understanding of KS2 and KS3 curriculum)
- Continue to develop opportunities for children to access secondary site when situation allows
- Streamlining/standardising the form



In groups, share and discuss:

- 1. Year 7 Curriculum:** what have you noticed about your Year 7 cohort? How have you adapted your curriculum to address their needs? What is working well? What are the next steps?
- 2. Transition:** What does your school currently do? What works well? What would improve the transition process in your school? What would you like Primary colleagues to know?
- 3. Reading for Pleasure:** What book(s) would you recommend for KS3? Why are they good? How do you currently use them?

