

English Subject Leader Network Meeting

22nd March 2022

Tessa Browning and Sarah Cooksley

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Aims

- To provide updates and information about changes to assessments for Summer 2022 from DfE and Ofqual
- To know what Big Blue Button can provide and how to navigate it
- To know how Theatre Works! Can support you and your students
- To identify the characteristics of 'low attaining' students and explore how we can further support them
- To identify the characteristics of borderline students at arrange of grades and devise strategies for helping them to cross the borderline into the next grade
- To know what opportunities are currently and soon to be available through Cheltenham Literature Festival
- To share good practice within KS3
- To provide networking opportunities



Updates for Secondary English

Tessa Browning

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Transition

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What works well?

Key

Italics indicate responses mainly from secondary colleagues.

Bold indicates that there were more than four groups indicating the same view.

	Item
General	
1	Meet the teacher videos
2	Whole school writing task – a letter about themselves.
3	Good communication
4	Pupil involvement: familiarisation of new setting/adults/routines
5	Enhanced transition for those that need more than the core offer
6	PEPs
7	Parental involvement
8	Information sharing, especially vulnerable pupils including SEND
9	SENCOs from next setting attending final annual reviews.
10	Extended conversations with parents of EHCP children in advance

Ofsted

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Current judgement	Date of previous inspection	Type of next inspection	Timescale of next inspection	Outcomes (next inspection)
Outstanding	Before September 2015	Section 5	By summer 2025 (starting with the oldest inspection judgements)	All four judgements are possible: Outstanding; Good; Requires Improvement; or Inadequate.
	After September 2015	Section 8		There are three possible outcomes (see section 8 para 81): <ul style="list-style-type: none"> The school continues to be Outstanding; Returning section 5 (within 1-2 years); or Deemed section 5 (usually within 48 hours).

Current judgement	Date of previous inspection	Type of next inspection	Timescale of next inspection	Outcomes (next inspection)
Good	Before 4 May 2021	Section 8 [though some schools will receive a section 5 inspection (see section 8 para 44 for details)]	Up to 6 years (section 8, para 43) ('we are likely to inspect good schools last inspected in the 2016/17 academic year in the 2021/22 academic year' section 5, para 42)	<u>Section 8</u> There are four possible outcomes (see section 8, para 81): <ul style="list-style-type: none"> The school continues to be Good; Returning section 5 within 1-2 years (possible outstanding); Returning section 5 within 1-2 years (possible declining) or Deemed section 5 (usually within 48 hours).
	After 4 May 2021		Usually 4 years, but no more than 5 years as determined by the academic year of previous section 8 inspection (section 5, para 41)	<u>Section 5</u> All four judgements are possible: Outstanding; Good; Requires Improvement; or Inadequate.
	Before 4		Up to 7 years (determined by the academic year	

Updated table drawing together information on Ofsted inspections is available in resources.

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.

Consultation outcome

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

Updated 30 September 2021

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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.**

Consultation outcome

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

Updated 30 September 2021

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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.



Additional Information (AQA Virtual Community)

- KS2 results are used to predict grade distribution. However, they are not using the 2019 boundaries – they are adjusting them to reflect the pandemic Outcomes will therefore be somewhere between 2019 and 2021 outcomes, but not exactly halfway between the two sets of figures.
- The recommendation is to use 2019 standards for predicting grades. If a student is on a borderline, predict the **higher grade**.
- Make decisions about tier entry as you would have in 2019.



JCQ Frequently Asked Questions

Advance Information for Ofqual Regulated General Qualifications

Summer 2022

Produced on behalf of:



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Joint Council for
Qualifications ^{CIC}

Frequently Asked Questions (for Students)

Advance Information for General Qualifications

Summer 2022

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Joint Council for
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Frequently Asked Questions (for Examination Centres)

Advance Information for General Qualifications

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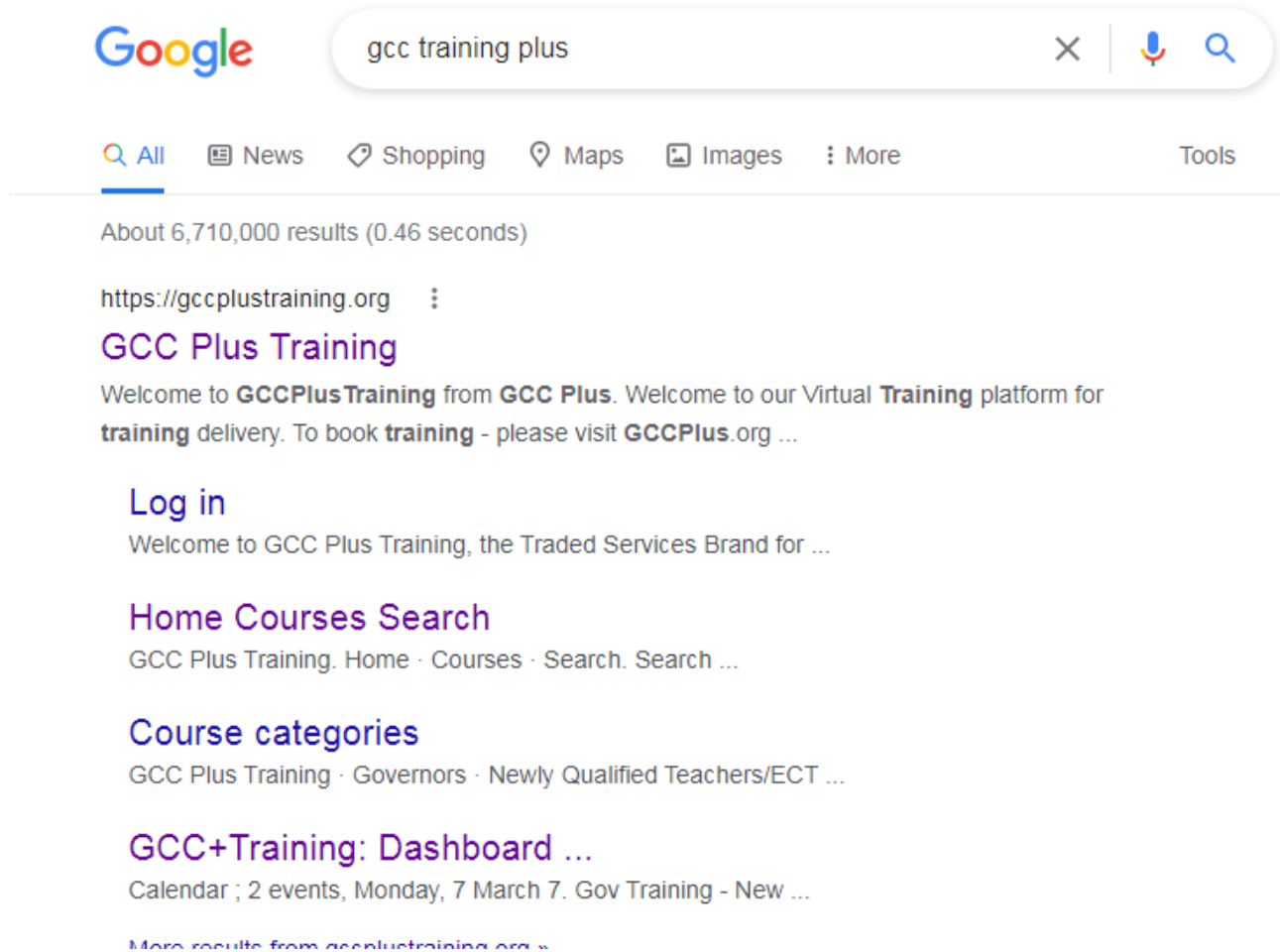
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BBB: GCC Training Plus



The screenshot shows a Google search interface. The search bar contains the text "gcc training plus". Below the search bar, navigation links for "All", "News", "Shopping", "Maps", "Images", "More", and "Tools" are visible. The search results show approximately 6,710,000 results in 0.46 seconds. The top result is from "https://gccplustraining.org" with the title "GCC Plus Training". The snippet for this result reads: "Welcome to **GCCPlusTraining** from **GCC Plus**. Welcome to our Virtual **Training** platform for **training** delivery. To book **training** - please visit **GCCPlus.org** ...". Below the title are several links: "Log in", "Home Courses Search", "Course categories", and "GCC+Training: Dashboard ...".

Google

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[GCC+Training: Dashboard ...](#)

Calendar ; 2 events, Monday, 7 March 7. Gov Training - New ...

More results from gccplustraining.org

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Access to the platform

Username







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Calendar

March 2022

Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Timeline

No upcoming activities due



GCC+Training: Dashboard

Message

[Customise this page](#)

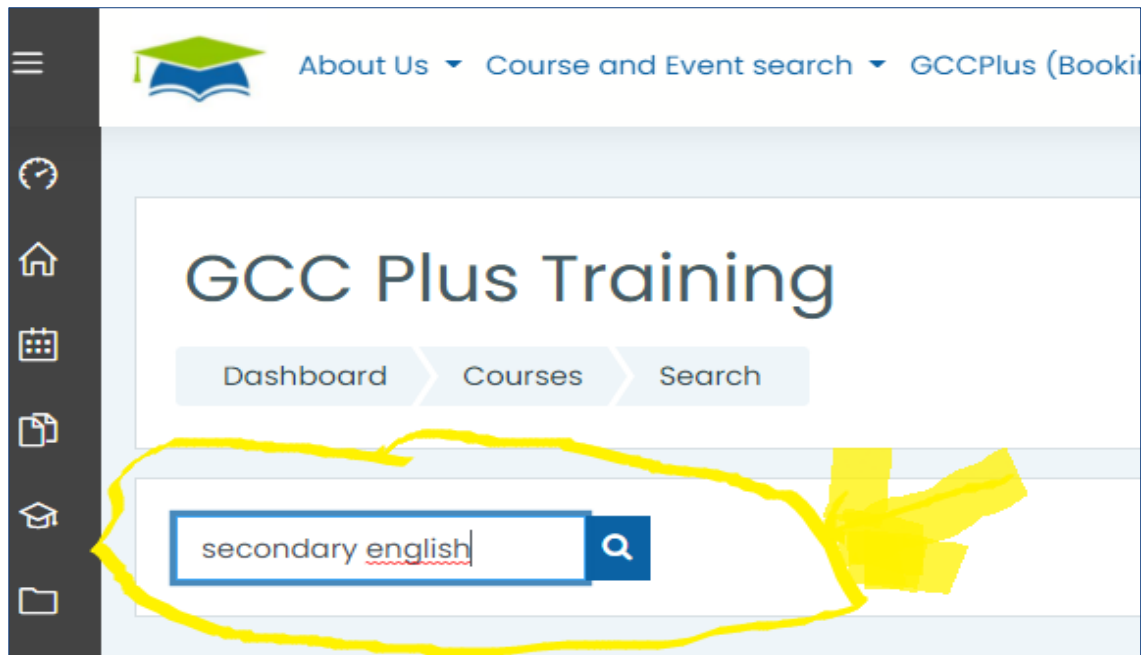
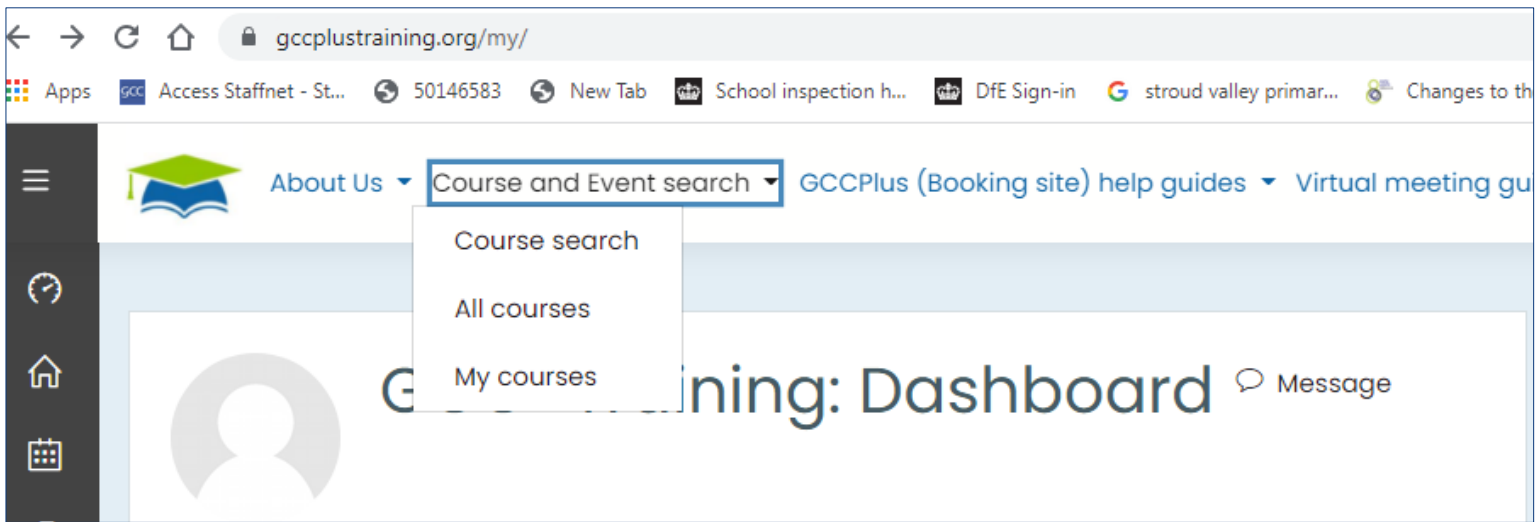
Quick Links





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Select my courses.

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in the search box.



Subject Leaders Network

Subject Leader
Network Meeting -
Secondary English
2021/22

Run by Helen Lockyer

2020/21 - Recordings, presentations and resources

Subject Leaders
Network Meeting -
Secondary English
2020/21

Run by Helen Lockyer

An online community where

Select the course that you want.



Access training here

gocplustraining.org/course/view.php?id=326

Subject Leader Network Meeting - Secondary English 2021/22

Dashboard My courses SLNM - Secondary English 2021/22 Turn editing on

Announcements

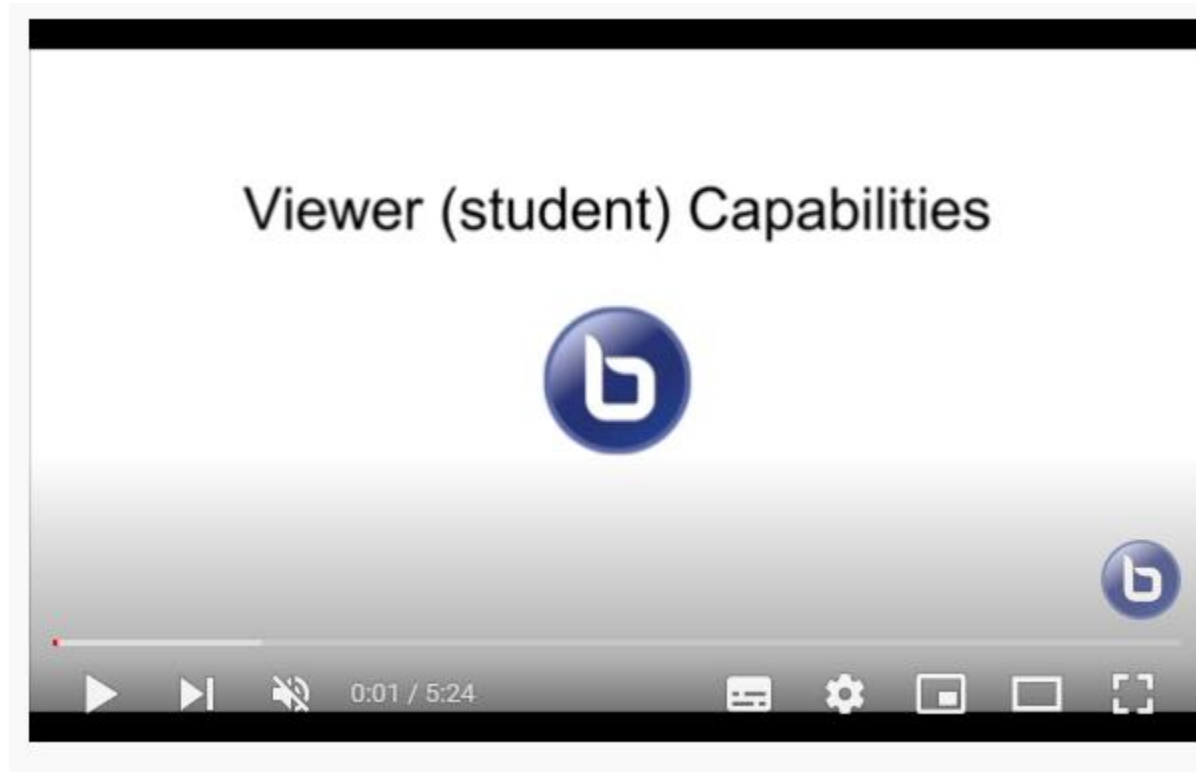
LIVE SESSIONS

RESOURCES

- Reading4Normal Guide for Facilitators
- Secondary English Slides
- EEF Effective Professional Development Report
- EEF Mechanisms Poster
- EEF Ensuring a Balanced Design
- Agenda for Autumn English SLNM
- How Are Schools Closing The Word Gap?
- Oracy Presentation from Sian Kelley

Access resources here

Big Blue Button



<https://www.youtube.com/watch?v=uYYnryIM0Uw&t=5s>

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](#).





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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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



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](#).



Theatre Works!



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Low Attaining Students

Students Achieving Grades 1-3

We know that achieving grade 4 in English is a key factor in the future success of our students.

However, we also know that not all students can achieve a grade 4 or above.

We know that there are a plethora of factors affecting students attainment in English and some of these are insurmountable.

However, we also know that there are strategies that can be implemented with a number of students working at these grades that can help them to make progress.



Task:

In groups look at your examples of student work from grades 1-3.

1. Can you identify a set of common defining characteristics for these students?

What do they do? What do they not do?

2. What are some possible specific strategies / approaches that could help these students to make more progress?



Borderline Students

How can we help students make that final jump across a grade borderline?

Grade 4-5

What are the defining characteristics of students on these different borderlines?

Grade 5-6

Are these common across different settings and contexts?

Grade 6-7

What specific strategies could be used with these students to help them make the jump?

Grade 7-8



Cheltenham Literature Festival

Becci Smith (Education Manager)

- Battle of the Books
- Reading Teachers = Reading Pupils – The Next 3 Years

rebecca.smith@cheltenhamfestivals.com



Sharing Good Practice

One thing that you feel is a real strength at Key Stage 3 in your setting

