Leading review processes in KS4 to inform action planning

Maximising outcomes

HIAS English Team
August 2022
Final version

Areas to think about as you review mid-KS4 progress

- Teachers' understanding of expectations and assessment

- Teachers' knowledge of their own students

- Coverage of the curriculum

- Individual students' strengths, needs and barriers to progress

- Your own overview of progress – what do you need to know, and how will you find it out?

Review processes

- Data collection and analysis

- Pupil progress meetings

- Student voice

- Work scrutiny

- Departmental discussion – of students, of content, of pedagogy

- Guidance

Individual or small group focus – student conferencing

1. Sit with student and their work

2. Start with the question 'How's it going?'

3. Look at it together – ask the student to identify a piece of work that they are pleased with

4. Look back through the work that led up to it and get them to talk you through what they learned and how it helped them to reach a standard they are happy with

5. Talk about what they find most difficult and what helps the most

Designing a collaborative work scrutiny process

|		
Broad or tight focus?	Everyone together or pairs?	Who will take the lead?
Are there particular questions you want to answer?	How will you make notes? *Will* you make notes?	What will be the follow up actions?

Exploring students' writing

- Are you going to look at GCSE style outcomes? If so, will you look at one type or writing or a range?

- Are you looking at the writing holistically, or at one aspect of it that you've already identified as a focus?

- Are you going to look back across books to find out what tasks and teaching have been delivered and how these are sequenced?

- Are you looking for the specific errors students have made?

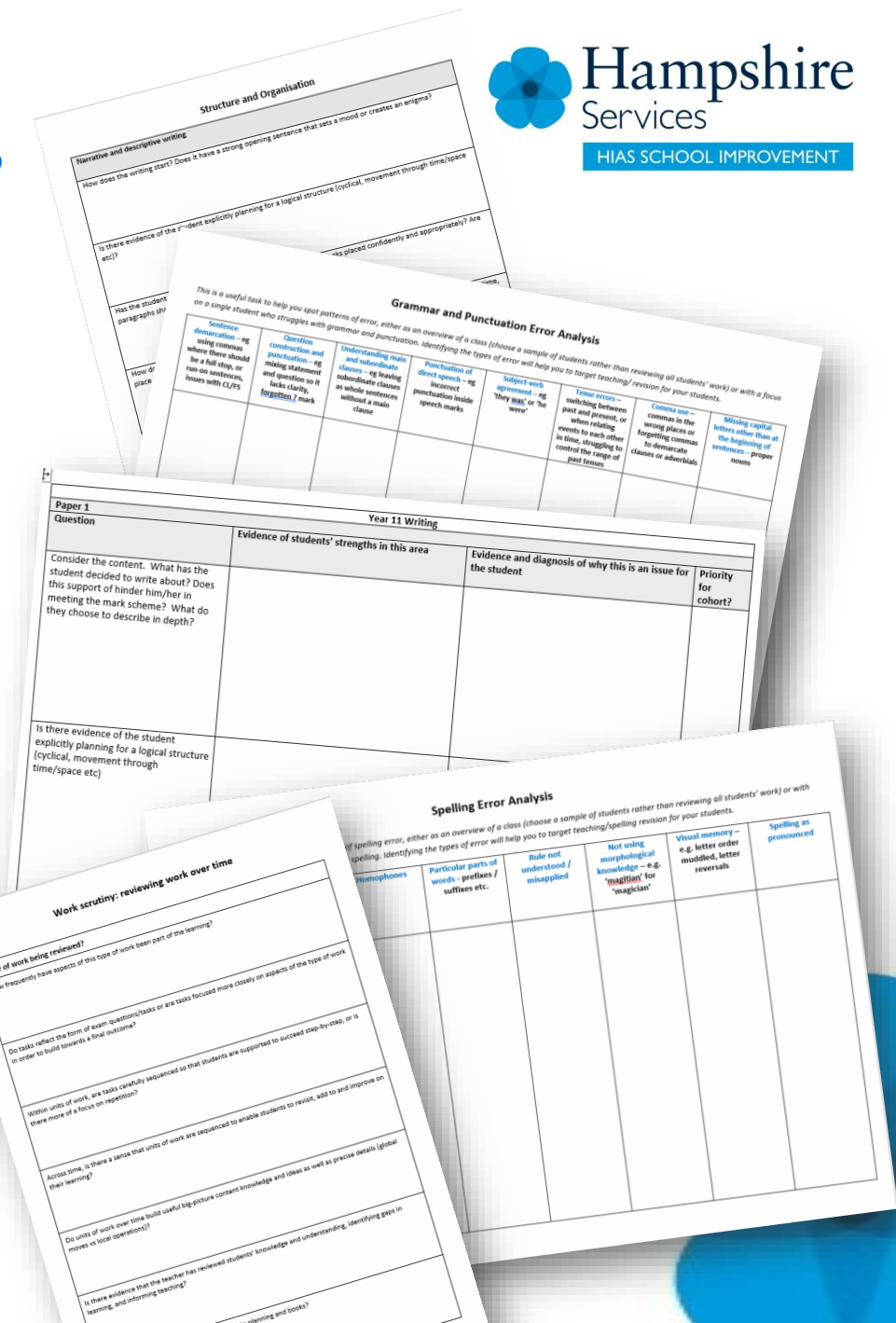- Are you going to compare work between students/classes?

Comparative judgement

- Ranking activities
- Identifying best work collections
- Identifying 'this is good enough' cut off point to set out expectations
- Working out what works particularly well at key levels
- Working out what the gaps are
- Looking at what *teaching* makes the difference
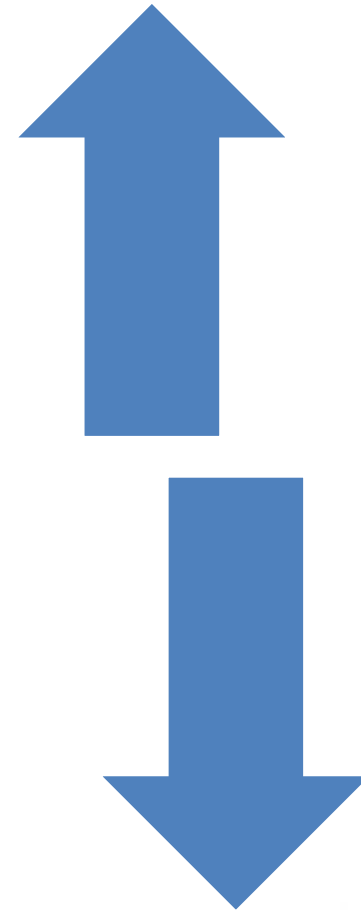
Resources and prompts

- Reviewing a strand over time

- Full diagnostic review of writing

- Focused review of an aspect of writing

- Error sampling frameworks

- PDFs or adaptable word documents – decide which questions and prompts you want to explore

- Review resource proformas available in Moodle+

Hampshire
Services
HIAS SCHOOL IMPROVEMENT

Hampshire
County Council

Exploring critical work and response to texts

- Will you focus on responses to a particular text or responses to previously unseen texts?

- Will you focus on the written form of responses or the ideas and understanding shown?

- Will you review a whole scheme of work or just the outcomes?

A simple view of written task performance

Content

Style

Weak written style of response; strong content and/or understanding

Strong written style of response; strong content and/or understanding

Weak written style of response; weak content and/or understanding

Strong written style of response; weak content and/or understanding
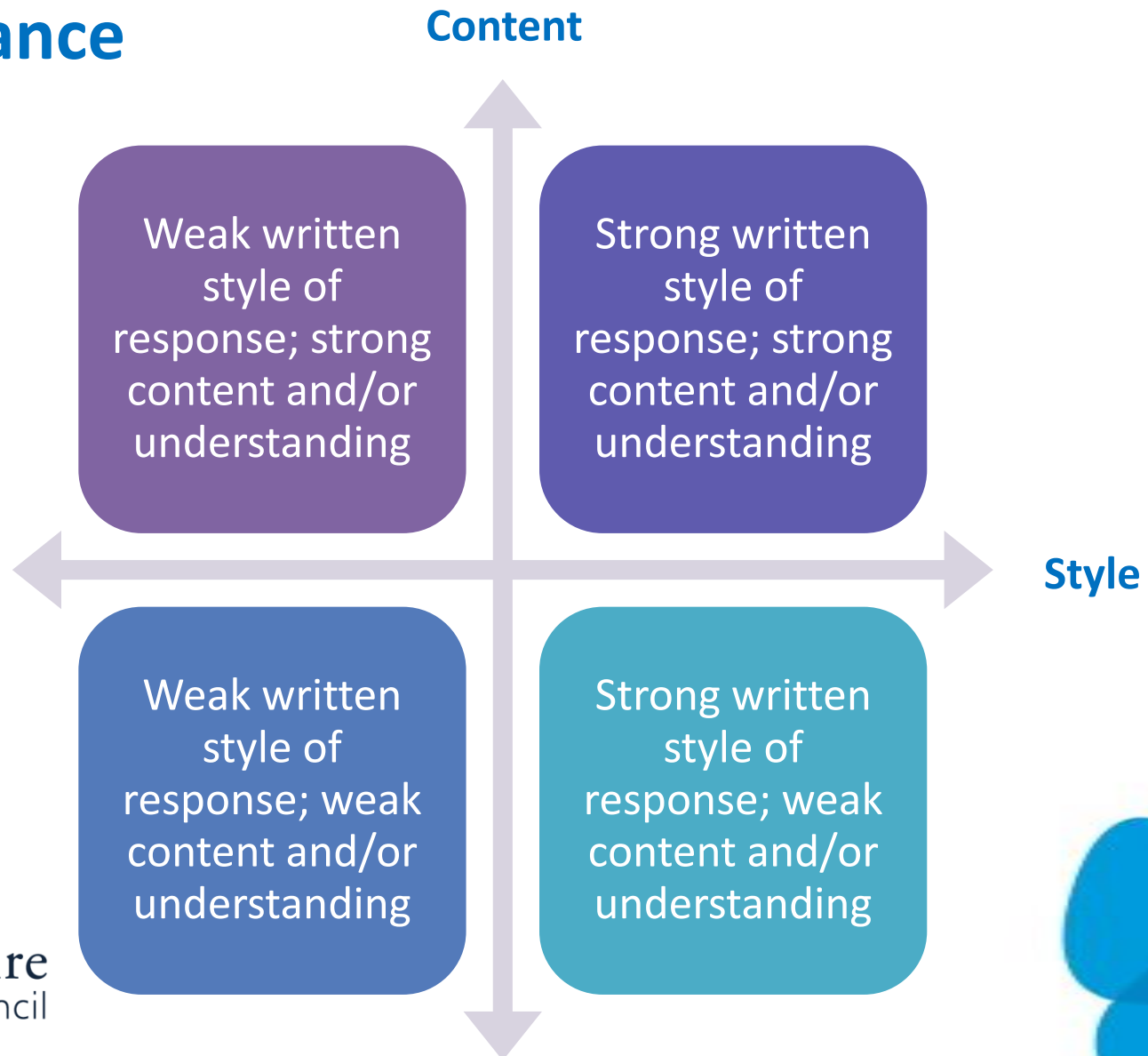
Target group project

- Identify a key priority for the department (eg aiming to improve outcomes at grade 7 and above)
- Identify a cohort of students who will be the target group – decide how many is manageable
- Involve all their teachers in a review of their needs – identify what each student needs in order to achieve the goal individually
- Establish a clear understanding of the goal and a group identity – consider carefully aspects of motivation and drive
- Map how these students' needs will be addressed and how their progress will be monitored
- Decide on communication strategies
- Agree responsibilities and tasks

HIAS English Team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and inhouse training.

For further details referring to English, please contact the team leader:

- Emma Tarrant: emma.tarrant@hants.gov.uk

For secondary-specific English queries, please contact:

- Joanna Kenyon: joanna.kenyon@hants.gov.uk

For further details on the full range of services available please contact us using the following email:

htlcdev@hants.gov.uk

Upcoming courses

Keep up-to-date with our learning opportunities for each subject through our Upcoming Course pages linked below. To browse the full catalogue of learning offers, visit our new Learning Zone. Full details of how to access the site to make a booking are provided here.

- English
- Maths
- Science
- Geography
- RE
- History
- Leadership
- Computing
- Art
- D&T
- Assessment
- Support Staff
- SEN