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Final Version

KS4 progress review

**Potential questions to explore during
a review of students' work over time**

Type of work being reviewed?
How frequently have aspects of this type of work been part of the learning?
Do tasks reflect the form of exam questions/tasks or are tasks focused more closely on aspects of the type of work in order to build towards a final outcome?
Within units of work, are tasks carefully sequenced so that students are supported to succeed step-by-step, or is there more of a focus on repetition?
Across time, is there a sense that units of work are sequenced to enable students to revisit, add to and improve on their learning?
Do units of work over time build useful big-picture content knowledge and ideas as well as precise details (global moves vs local operations)?
Is there evidence that the teacher has reviewed students' knowledge and understanding, identifying gaps in learning, and informing teaching?
Is there evidence of secure subject knowledge in planning and books?
Are standards and the amount of work in line with expectations? What is productivity like within lessons and does this increase over time?

Is variation, including sufficient challenge for students, planned and evident in questioning, resources and tasks set? Look at the learning from a range of student groups on the same date. How have the tasks, resources and support been varied to meet differing needs?

Is there evidence of students using models to support their learning?

Is there evidence of students working independently and making choices about their writing?

Is there evidence of feedback that will move learning on? Is there evidence of response to teachers' feedback? (This does not only mean written feedback but might be in response to whole class feedback.)

Is there evidence of opportunities for proof-reading, editing, revising and redrafting, improving outcomes?

Can clear evidence of cumulative learning be seen in students' written work? Are they applying what has been learned previously without it being a focus task?

Is presentation of work neat and clear, with a reasonable standard of handwriting and sensible organisation of notes?

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.

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