

SERVICES FOR SCHOOLS

Tackling Educational Disadvantage (TED): Building Blocks for Excellence

Subject Level: English

Introduction

Hampshire Children's Services is committed to securing good educational outcomes for all its children and young people. To this end the School Improvement Team within the Hampshire Inspection and Advisory Service (HIAS) works with schools to secure strong, inclusive leadership and high quality teaching and learning for all children and young people.

Under-pinning the work of HIAS in tackling educational disadvantage are the following core principles:

- The entitlement of every child and young person to receive a good education that enables them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance
- Strong pathways for all children and young people in to further education, training, employment and independent living
- Successful and fulfilling participation in society, economic prosperity, good physical and mental health
- Access for every child and young person to suitable, high quality provision which meets diverse need and diminishes barriers to participation and engagement
- Equity of access and onward life chances; those who need something more or something different in order to realise this ambition DO receive something more or something different
- A rounded education for every child and young person; all should have access to and benefit from a breadth of experience and cultural capital
- A strong commitment to prevention and early intervention
- A happy and memorable childhood for all

Educational disadvantage is a national issue that HIAS is determined to tackle locally. This guidance has been developed following a year-long project with a small group of Hampshire schools, working with HIAS and Marc Rowland from the Rosendale Research School in London (and initially from the National Education Trust). It is intended to support practitioners in tackling educational disadvantage by understanding and addressing the implications of that in the classroom, through high quality teaching and learning. Fundamentally the guidance explores strong pedagogy and the key factors which will help make a difference for those vulnerable to under-achievement in the classroom.

The focus group when developing this guidance was those categorised as 'disadvantaged' by virtue of being eligible for free school meals, being in local authority care or having been adopted from local authority care. It is important to note, however, that the materials are aimed at supporting any pupils vulnerable to under-achievement and therefore experiencing educational disadvantage.

The Building Blocks for Excellence in tackling educational disadvantage

A year on from the start of the project with Hampshire schools, Marc Rowland formulated a set of 'Building Blocks for Excellence' derived from the experiences and learning of those schools alongside HIAS. These Building Blocks have been used to shape the TED guidance and summarise the key factors that contribute to a successful whole school strategy to improve outcomes for disadvantaged pupils. Schools may also find the Building Blocks useful to support discussions around strengths and areas for improvement, to inform self-evaluation. Crucially we believe that any evaluation should have within it robust evidence of impact and outcomes, including a strong voice from children and young people. Talking to them at an appropriate level about their perceptions in relation to the Building Blocks offers invaluable insight to the school self-evaluation process.

The Building Blocks for Excellence are:

- The school culture is one of high aspiration for all; focusing on attainment and equity of access to a range of provision
- The curriculum offer is wide and varied for all and reflects the importance of cultural capital
- There is a collective, shared vision and ambition for disadvantaged pupils which recognises that academic attainment is necessary and critical in terms of widening opportunity and life chances, but is not in itself sufficient for success
- All staff understand the school's strategy for tackling educational disadvantage and their role within it; all are accountable for the outcomes of disadvantaged pupils
- There is a unified belief that all pupils, irrespective of background or barriers, can attain well; high expectations for all is a lived and evidenced mantra
- Disadvantaged pupils and their families are valued equally to others; there is a clear commitment on the part of the school to work in genuine partnership with families, to achieve best outcomes for pupils
- Equal access to high quality teaching and learning is at the forefront of decisions and organisation; it is recognised as a key to success for disadvantaged learners
- Leaders and class teachers target resource at pupils at risk of under-achievement; success is measured through the quality and extent of learning, rather than the amount of resource made available or the number of interventions provided
- Professional learning for adults within the school is appropriately targeted to pupil need and promoting high quality learning for all; it is at the heart of the school's strategy
- There is a strong, universal understanding of the barriers that can be faced by disadvantaged pupils, how those barriers present in the classroom and how they can be tackled

- There is a good understanding of the experiences of growing up as a disadvantaged child or young person in the community
- Pupil premium is targeted effectively to need; it is not focused solely on those with low prior attainment but instead supports pupils of all prior attainment groups to achieve well
- Data is used effectively to inform planning at both a strategic level and at the point of delivery in the classroom
- There is recognition that outcomes data offers a picture of the symptoms of educational disadvantage; strategies needed to tackle this must focus on the causes
- Careful consideration is given to how groups of pupils and learning are organised and how resources such as learning assistants are deployed and equipped to maximise their impact
- The importance of language and vocabulary development is given high status; this forms part of the strategy across all subject areas and curricular experiences
- Dialogic talk or 'talk for learning' and opportunities for collaborative learning are recognised as powerful tools to support learning and address gaps in understanding / vocabulary for disadvantaged pupils
- Intervention strategies are carefully determined based on individual need, are regularly reviewed for impact and do not compromise exposure to high quality teaching and learning /other curricular areas; they are additional and extra
- School leaders and teachers recognise and respond to the needs of different cohorts and pupils; they recognise that a strategy that is successful one year may not be successful another year and adjust accordingly
- Points of transition in a pupil's education or home life are recognised as potentially negative factors in the continuum of learning and are planned for accordingly, in order to minimise adverse impact
- Robust quality assurance processes are in place, internally and externally, including a clear and dedicated focus on disadvantaged pupils, their provision and outcomes as well as the culture of inclusion more broadly
- School self-evaluation is timely, routine and rigorous; it instigates change where needed and drives further improvement
- School self-evaluation outcomes and research evidence are used in an honest and open way and not used selectively to support existing practices, activities or biases
- The school engages in action research internally and also looks to best practice and research locally, nationally and internationally
- The school recognises the part it can play in system-wide improvement and participates in opportunities to share and disseminate good practice beyond its own boundaries.



How the guidance works

The TED guidance uses the Building Blocks for Excellence to identify four key areas as follows:

- **Whole school culture and engagement**
- **Access and equity, strong foundations for learning**
- **Pitch, progression and expectations**
- **Thinking, reflection and motivation.**

Each of the four areas explores some key questions and considerations for leaders and practitioners, in the context of their own school or classroom. In this overview guidance, the questions are generic; in each of the guidance booklets for subjects, there are also questions specific to that subject. The intention is to prompt reflection, debate and thinking to inform leadership, provision, teaching and learning at all levels; senior leaders, middle leaders and class teachers.

Much of the guidance is focused on strategies, approaches, questions and considerations at a classroom level; however, this will only have the desired maximum impact if the whole school culture and ethos is aligned to - and driving - the 'strong outcomes for all' agenda of inclusivity and equity. A defining factor for successful schools and strong outcomes for all is the quality of leadership, culture and ethos. In these schools there is a set of clearly defined, inclusive values, which are lived out by all and are explicit within the school community. In these schools all staff own and buy in to the vision and strategy for tackling educational disadvantage, taking their lead from the most senior staff.

The whole school culture will determine the success of a school's strategy. Leaders will need to support and promote the pedagogical approaches offered within this guidance in the context of an inclusive culture. It is therefore important that all senior leaders within a school are familiar with the contents of the TED materials and what they seek to achieve, in order to support their implementation in the classroom.

A breadth of experience and therefore of curriculum offer is a critical part of the inclusion agenda and of raising overall attainment for disadvantaged learners. A narrow curriculum will not provide the richness and diversity needed to promote strong participation, enjoyment of learning, depth of vocabulary and the connections in understanding that support good outcomes for disadvantaged pupils. HIAS has therefore ensured that guidance is available for a range of subjects beyond the core, including art, computing and design technology in the first phase of producing the materials. Other subjects will be added in subsequent phases. Each guidance booklet follows the same structure, in order to support a whole school approach delivered at a subject specific level.

A word of caution

As with all labels, using the term 'disadvantaged' carries with it the risk of stereotyping. It is of course important to flag those who are in groups that are typically more prone to under-achievement, in order that we can be proactive and alert to early signs. In so doing, however, there is the danger of not going beyond the label to determine cause or particular areas of vulnerability and specific needs. Furthermore, labels such as 'disadvantaged' can have a negative impact on perceptions of ability, expectations of those pupils and aspirations for their futures. We must guard against this if any strategy to tackle educational disadvantage is to be successful.

'Teachers referring to their 'low ability pupils' is commonly heard in schools. Other synonyms are no better, whether it's circles, red group, snail group or other proxies for the 'bottom set'. In my experience pupils in such groups are socio economically disadvantaged learners who haven't accessed high quality early years education, have grown up with limited access to language and cultural capital. They may not be achieving optimally at the moment, but labelling them as low ability is doing them a great disservice'. ('Learning Without Labels' Edited by Marc Rowland 2017)

Whole school culture and engagement

Access and equity, strong foundations



Thinking, reflection and motivation

Pitch, progression and expectations

Whole school culture and engagement

Vision is underpinned by a shared moral purpose to provide the best education and life chances for all, resulting in a culture without limitations on achievement.

- Everyone in the school community takes responsibility for their own learning and invests in the learning of others, believing that ability can be developed and attainment is never fixed. This is reflected in vocabulary used by both pupils and staff.
- Schools are honest and robust in their self-evaluation in order to shape priorities and drive improvement.
- Action planning focuses on the identified areas of need and prioritises actions that will have the most impact. These are embedded, monitored and evaluated for impact and changed in response to findings.
- Schools understand that quality of implementation is as important as the strategies chosen and invest time in the implementation process.
- Schools are confident to change approaches if impact is not evident over time, learning from findings.
- A wide variety of research and information is used to inform thinking, not to justify existing activities or biases.
- The teaching and learning aims of the school are derived from a shared understanding of effective pedagogical approaches.
- Schools design a bespoke curriculum for their pupils that provides the body of knowledge and skills for pupils to succeed, ensuring that it is relevant and responsive to their lives and context.
- Views and ideas from all stakeholders are actively sought and valued, and used to inform actions.
- All pupils and staff feel that they belong in their school; they value the community and their role within it.
- Subject teams innovate subject-specific pedagogy in response to national and local changes. Teachers are experts in their subject.
- The CPD offer is focused on improving outcomes for pupils, developing shared approaches to teaching and learning, subject-specific knowledge, pedagogy and understanding of progression. Teachers learn from one another.
- Teachers and pupils share innovative approaches with honesty about successes and failures within the context of a safe learning culture.
- All teachers are committed to addressing barriers to learning for disadvantaged pupils in their own classrooms, believing that improving teaching and learning can have a profound impact on pupils' experiences, outcomes and life chances.

- *'Sustained, in-depth changes in practice, which target the needs of vulnerable children, require effective CPD, particularly if they are to be owned by practitioners and have the capacity to be taken to scale'.* (Coghlan et al., 2009; Dyson et al., 2010; Higgins, 2013; Sharples et al., 2011; Cordingley & Bell, 2007)
- *'Professional development programmes must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential.'* (Developing Great Teaching, Teacher Development Trust, 2015)
- *'Using five critical levels of evaluation, you can improve your school's professional development program. But be sure to start with the desired result—improved student outcomes.'* (Does it make a difference? Evaluating Professional Development, Guskey, 2002)
- *'Everything works somewhere, and nothing works everywhere.'* (Inside the Black Box: Raising Standards Through Classroom Assessment, Dylan Wiliam, 1998)
- *'Treat implementation as a process, not as an event.'* (Putting Evidence to Work: A School's Guide to Implementation, EEF, 2018)
- *'I am very hopeful that someone will read this and know what I need and the way I want to learn. I hope you don't throw my [response] paper away and say it's child's talk. Please take what I say seriously as I am hoping that education will improve. This is the first time that someone has listened to what I have to say - Mariam, Year 5'* (Children's Experiences of the Classroom, Eleanore Hargreaves. 2017)

Potential Barriers

- Teachers and staff do not *believe* high attainment for disadvantaged pupils is possible.
- Negative judgements about pupils and their families are made and the belief prevails that barriers cannot be overcome.
- If staff express these views, pupils and their families may feel they do not belong in the school and may come to believe that they cannot achieve.
- The focus on disadvantage is driven by external obligations such as Ofsted rather than a moral purpose, meaning that surface level interventions are chosen in order to demonstrate that the school is meeting its obligations; systemic changes do not take place.
- Insufficient importance is given to identifying priorities and exploring a range of possible approaches and actions prior to strategic decision making.
- Approaches are adopted without considering the context of the school and the readiness of the school to deliver the implementation plan.
- Action becomes the focus; quality of implementation is fundamental to success.
- The curriculum is designed without listening to the full range of pupils, resulting in a curriculum that is not relevant or engaging for all.
- Teachers are judged and categorised within the school, reinforcing the view that ability is fixed.
- Teachers feel scared to take risks, so pupils feel the same. A culture of learning for all is not established.
- Staff have little opportunity/time to learn about what makes the biggest difference to pupils and to develop their professional expertise.
- Work to improve outcomes focuses on monitoring of data rather than effective pedagogy.

Key Questions for English Teachers and Leaders:

- Has a shared vision for English within the school been clearly established and is this embodied in your curriculum design?
- Is subject-specific action planning informed by: whole school priorities; robust self-evaluation; monitoring activities such as work scrutiny and learning walks; research findings; the views of stakeholders?
- How is the English action plan taken off paper and into the classroom, with all teachers understanding and fulfilling their role?
- Are there opportunities for teachers to develop their subject knowledge and elements of their practice, e.g. through research groups, Lesson Study, collaborative planning, department time used to discuss key texts at an adult level?
- Are there opportunities for teachers to nurture their passion for English, understanding their own learning as readers and writers, e.g. through writing workshops, book clubs?
- How are the strengths of different staff capitalised upon, e.g. through peer coaching, joint planning/marking, careful deployment of staff to meet identified pupil needs?
- How are staffing decisions made to best meet the needs of pupils and ensure long-term progress for all pupil cohorts?
- Are teachers enabled to observe each other's teaching for reflective and developmental purposes, rather than performance management purposes?
- Is there a culture of informal professional dialogue within (and across) subject areas? Do teachers feel comfortable to take risks and constantly reflect on teaching and learning, including mistakes and failures?
- Are subject-specific pedagogical ideas and research findings explored at staff meetings?
- Are texts chosen that both reflect and challenge values, attitudes and experiences linked to the local community? Do the texts selected offer positive role models and inspiration for all pupils? Can pupils recognise themselves in the heroes of the books they read?
- Are pupils involved in making choices about the English curriculum, e.g. texts studied, themes explored, writing opportunities?

So what are teachers of English doing in order to develop culture and engagement?

A key part of developing an effective culture for English is having a shared vision, developed collaboratively, that takes into account the context of the school and the views of all stakeholders. Below are some examples of vision statements specific to English:

English Vision

At Dingfield Primary School, we believe that learning effective communication through speaking, listening, reading and writing is fundamental to future happiness as well as to academic success. The subject of English is also a key driver in supporting pupils in exploring creativity and to develop empathy and tolerance. This is why we place great emphasis on securing and developing a broad vocabulary for all pupils, expanding life experiences through the English curriculum and across the school as a whole. Knowledge of the wider world and the vocabulary to understand and express ideas enables pupils to engage with the joys of reading, writing and self-expression. We believe that language should be enjoyed, and encourage pupils to savour and be playful with words.

Our aim is that all pupils leave school:

- reading fluently and for pleasure;
- writing effectively and for pleasure;
- as effective communicators who engage with and ask questions of society and the wider world.

English at Langley Mount School

English is the most important subject in the school! The ability to read fluently, write accurately and with flair and speak confidently are fundamental skills for school, for employment and for life beyond both. Good qualifications in English ready our pupils for further and higher education and for the world of work, opening doors to opportunity and success without limits.

Not only that, but the study of English literature makes us *better people* by enabling us to see the world through the eyes of others, stepping beyond our own little world and exploring the emotions and experiences that make us human. We believe that the empathy, compassion and moral understanding that pupils learn through the enjoyment and discussion of a range of high quality texts are of equal importance to the core skills of reading, writing, speaking and listening.

All our pupils have the capacity – and the right – to make excellent progress in English, whatever their starting point. We want our pupils to see themselves as the heroes of their own stories ... and heroes work hard to overcome any barrier, make the most of their abilities and support one another in reaching for the very top.

There are no limits to our aspirations for our pupils, but there is a minimum expectation: we expect that all pupils will leave Langley Mount School as literate, informed and articulate young people ready to shape their own futures.

Key questions to ask about your vision for English

- How does your knowledge of disadvantaged pupils in your school inform the vision for English?
- Which elements of English do you place most importance on in order to reflect the needs of all your pupils?
- How do you ensure culture and practice in English mirror the aspirations of your vision statement?
- How is the vision statement used as a live document that informs all actions, ensuring that principles are upheld?
- How is the vision statement used to evaluate whether you are doing what you have set out to do – for all pupils and particularly the most disadvantaged?
- Does any current practice go against your key principles and vision?
- Are principles at risk of being eroded by assumptions or practice? Does this have a disproportionate impact on your disadvantaged pupils?

If we want pupils to believe that attainment is not fixed, one particular practice that may go against principles is the practice of setting by perceived ‘ability’.

- *‘Low attaining learners fall behind by one or two months a year, on average, when compared with the progress of similar students in classes without ability grouping. It appears likely that routine setting or streaming arrangements undermine low attainers’ confidence and discourage the belief that attainment can be improved through effort.’* (Education Endowment Foundation) ¹
- *‘Overall, setting or streaming appears to benefit higher attaining pupils and be detrimental to the learning of mid-range and lower attaining learners. On average, it does not appear to be an effective strategy for raising the attainment of disadvantaged pupils, who are more likely to be assigned to lower groups.’* (Education Endowment Foundation) ²
- *‘Mixed ability groups promote the use of elaboration, explanation and collaborative discussion between peers – all essential ingredients for developing high level understanding and high level thinking skills. Homogenous ability groups are less likely to facilitate these forms of talk possibly because all participants have similar understandings or assume that others already have these understandings.’* (E Baines) ³
- *‘Research, including my own, has exposed the ways in which setting and streaming seriously undermines the confidence and well-being of those in the lower sets. Research on ability groups also shows high levels of misplacement, in which set allocation is often more closely related to social class background than to ‘ability level’. It is an inefficient educational strategy in terms of raising overall educational attainment and it damages the many working-class and the few middle-class children who end up in bottom sets. Moreover, the inequalities intrinsic to practices of setting and streaming are compounded by organisational factors. Higher-attainment sets are more likely to have experienced and highly qualified teachers, whereas lower sets experience more changes of teacher and are less likely to be taught by a specialist in the subject.’* (Diane Reay) ⁴

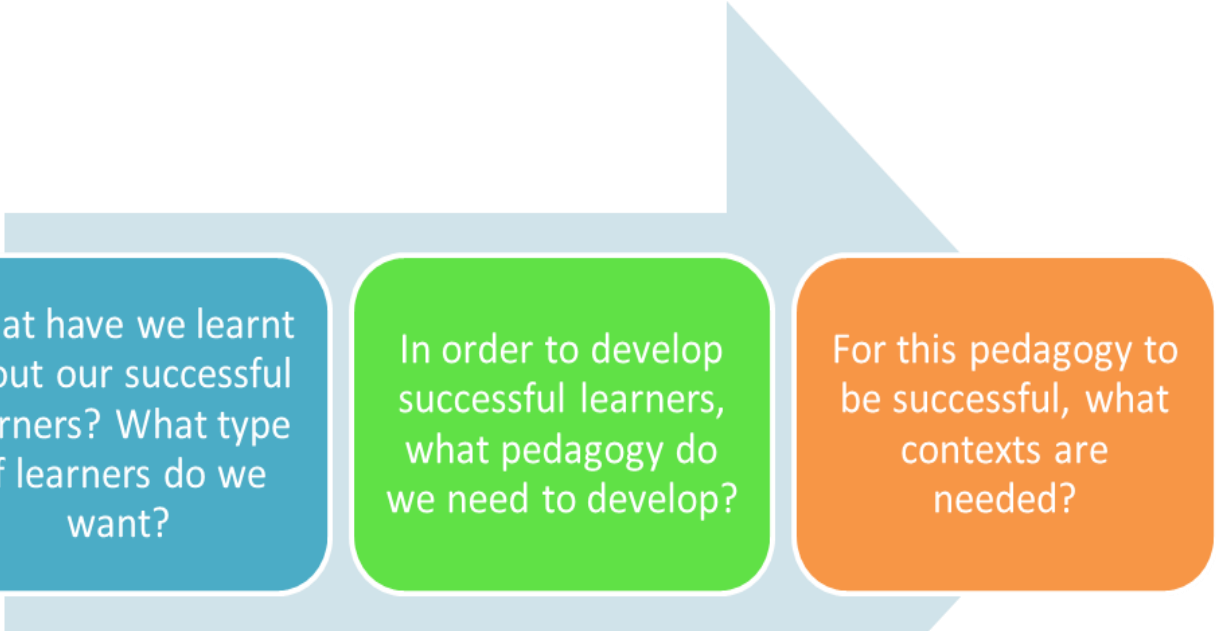
It is important to note that the quality of implementation is crucial; developing pedagogy and practice effective in mixed-attainment groupings is needed for effective teaching and learning through personalisation. A shift from setting/streaming to mixed attainment groupings, without appropriate pedagogy, is unlikely to prove successful.

Self-Evaluation

No improvement is possible without honest self-evaluation. While it is important to recognise strengths of current practice and to evaluate success, it is crucial to identify precise areas for development and to prioritise these. One danger is that experiences of the most disadvantaged pupils are not at the forefront of self-evaluation, and that their experiences can be overlooked. One approach is to self-evaluate through the lens of less successful learners. The term 'less successful learners' is not solely about attainment, nor is it about free school meals: which pupils are making slower progress and struggling to learn as well as other pupils? If we get it right for these pupils, we are likely to get it right for all.

Consider the following questions and diagrams when self-evaluating:

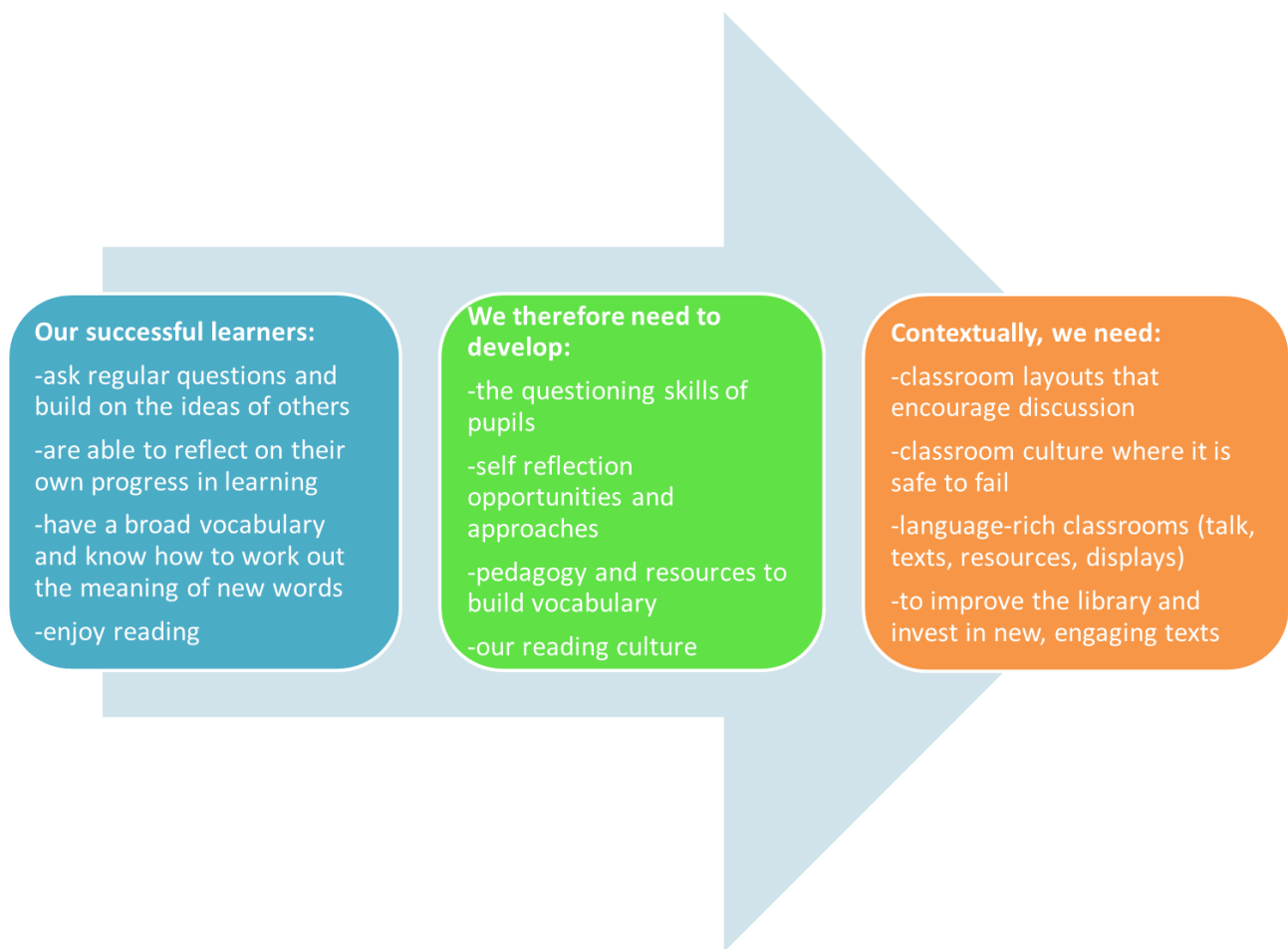
- How does the experience of less successful learners compare with your most successful learners? For example, are your learners who are currently less successful seated alone, reducing the opportunity for peer-to-peer learning?
- How does their behaviour compare with that of your most successful learners? For example, which group of learners asks more questions?
- What can be learned from pupils' behaviours in the areas where they are most/least successful as individuals?
- How can you support less successful learners to become successful learners?



What have we learnt about our successful learners? What type of learners do we want?

In order to develop successful learners, what pedagogy do we need to develop?

For this pedagogy to be successful, what contexts are needed?



Self-evaluation should be supported by a broad range of activities, which are likely to include:

- data analysis
- learning walks
- talking with pupils
- talking with teachers and TAs
- work scrutiny to explore barriers to learning and successes
- exploration of impact of additional interventions

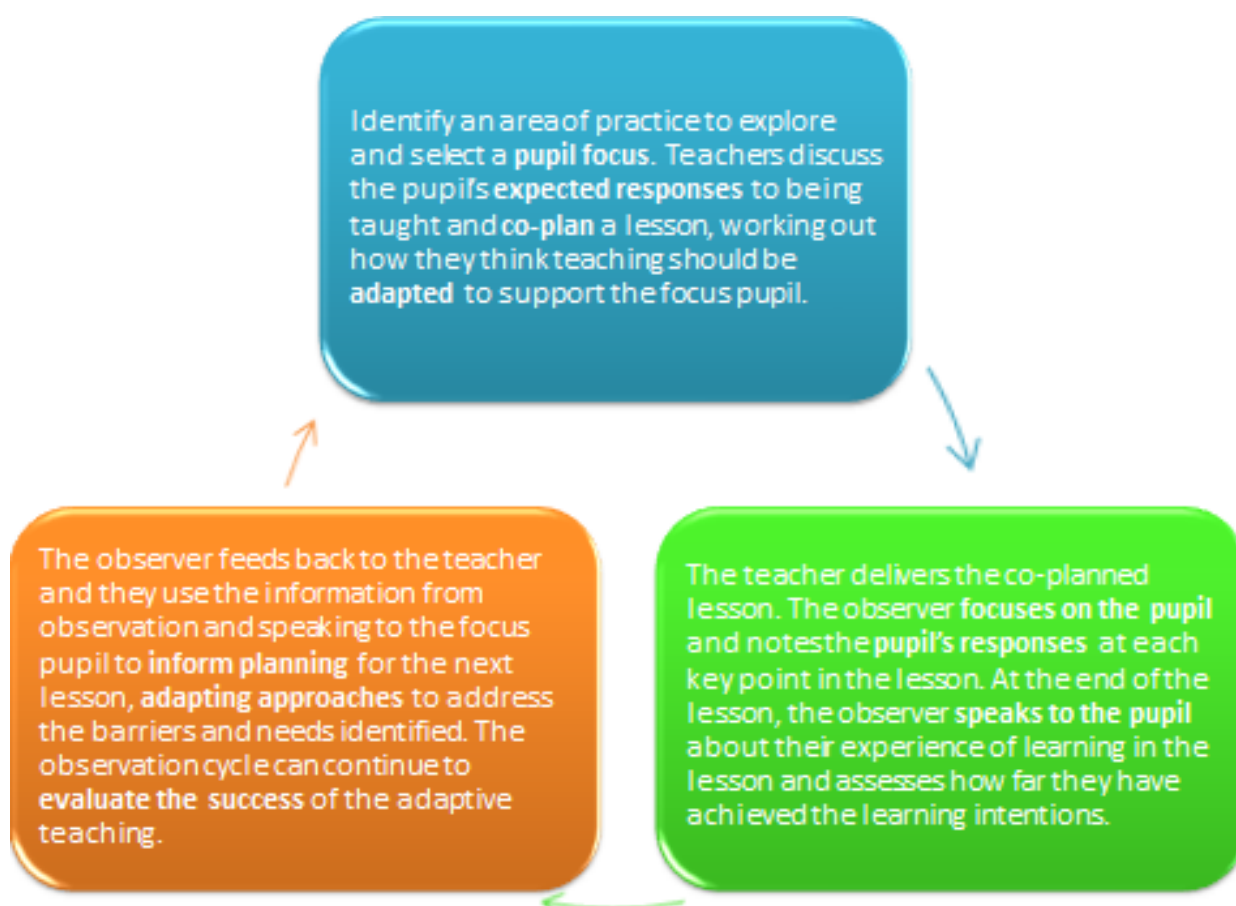
Drilling down at a deeper level to explore the key barriers for an underperforming group, e.g. higher prior-attaining disadvantaged boys, can then lead to increasingly refined adaptations to teaching. It is particularly successful when teachers work together to explore and develop practice, developing a learning culture for teachers.

A first step is likely to be exploratory, sitting down with the pupils to discuss their work and their experiences of learning; their views have to be listened to and valued as a fundamental source of information to inform future planning. Teachers, teaching assistants and parents offer invaluable insight – it is in the synthesis of these perspectives that we can begin to be more precise in defining barriers to learning.

One strategy that has been used by a number of Hampshire schools to refine practice is Lesson Study.

*'Lesson Study is a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their students' learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions.'*⁵

Approaches may vary; the diagram below provides one possible approach. The cycle follows a plan, teach, review process and is explicitly focused on observation of pupils' learning, not on adults and their teaching.



Case Study

Peel Common Junior School used the Lesson Study approach to improve the questioning of inference in guided reading in Year 3 and 4 – using the teaching technique to identify barriers to learning for disadvantaged children.

Quality time was spent as a group to plan the guided session a few days in advance. Particular focus was given to creating open ended inference questions that would reveal what the children understood and therefore identify areas for development. In preparation, teachers chose 6 children in 3 pairs from each class – one disadvantaged child and one non-disadvantaged pupil of similar prior attainment in each pair.

The English advisor taught the first 30 minute session, whilst the class teachers observed and made notes about their case study children. Between sessions, adults spent 30 minutes reflecting on their findings and identifying any key trends in behaviours and learning. This was repeated three times, with the adults rotating roles as teacher or observer.

The Lesson Study was very revealing - enabling the adults to identify trends amongst the disadvantaged children and areas of focus for follow up. These included:

- Poor eye contact and body language - during paired talk, the disadvantaged child generally allowed the non-disadvantaged child to dominate the conversation. Disadvantaged children tended to lack the communication skills and confidence to contribute equally.
- Answers tended to be single words or stilted sentences – often the children knew the answer, but they struggled to articulate their thoughts into a coherent sentence or find the words they needed to explain themselves.
- Limitations to experiences – when comparing events in the book to the world beyond, the disadvantaged children often gave comparisons from TV or computer games, whereas the non-disadvantaged children tended to recount events linked to their own family.
- **Seeing the children as individuals** - some children displayed distinct and unusual avoidance tactics where they did not feel confident to join in the group. Other children thrived on the experience and offered lots to the group, despite rarely offering answers in whole class situations.

As a result of the findings, the school has put many actions into place and has already seen an improvement in progress for disadvantaged children. These include:

- Explicitly teaching effective talk partners e.g. body language, facing each other, eye contact, equal time sharing ideas, listening, respecting answers
- Adults explicitly modelling high quality answers to questions in full sentences, including linking ideas
- Resources to encourage children to answer questions in full sentences e.g. sentence starter cards appropriate to task
- Teachers consciously asking children to repeat answers in a sentence, supporting with modelling where needed
- Reflecting on the characteristics of effective learning e.g. self esteem, communication, problem solving, group work, resilience, turn taking etc.
- A whole school approach to developing and extending pupils' vocabulary

The school is currently timetabling opportunities for all staff to experience and learn from the Lesson Study approach – widening the research into years 5 and 6.

Lesson Study is one of many approaches to developing professional dialogue as part of a learning culture for all. Consider the needs of all learners – both pupils and staff – and create the culture in which these needs are met.



Ultimately, if your disadvantaged pupils are less successful than other pupil groups, self-evaluation activities, further exploratory work, professional development and action planning should focus on and address the key needs of these pupils.

The diagram below captures the different elements of successful improvement planning and application.



Action planning can take any format, but key principles underpin success.

- Based on robust and honest evaluation of pupils' learning
- Pupil focused
- Collaboratively developed to ensure ownership
- Practical, giving details of specific actions that will lead to achievement of goals
- Evaluative, ensuring that specific success criteria (detailing the intended impact on pupils) are clearly defined
- Used as a working document that informs and is responsive to day-to-day practice
- Forms the focus of conversations with staff and line managers

Below is an example of a single strand of a departmental improvement plan that focuses on specific actions to address one identified need as part of the whole school drive to improve outcomes for disadvantaged pupils.

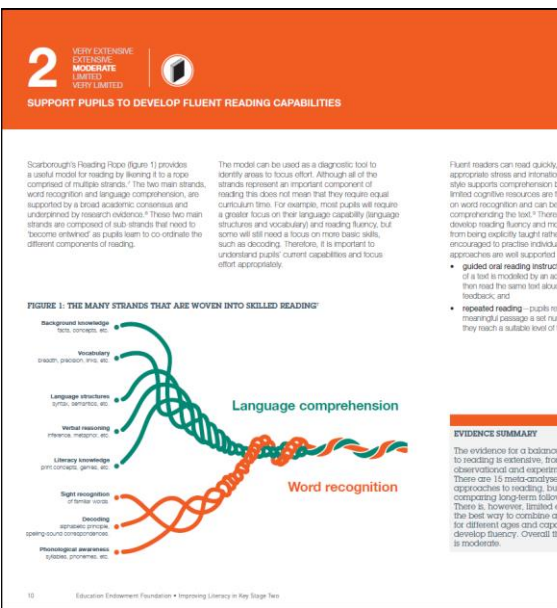
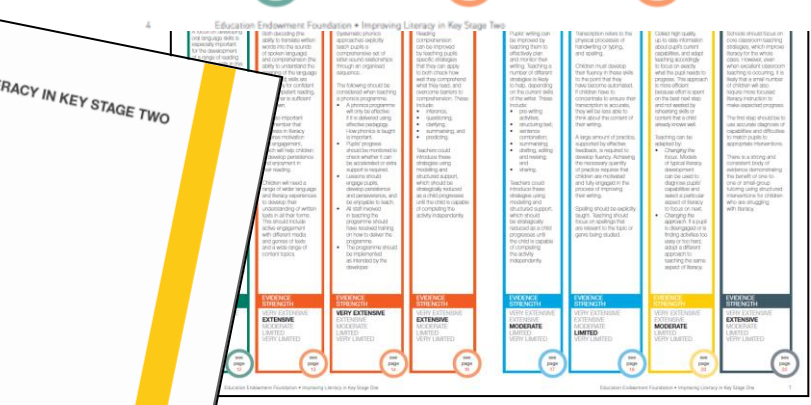
Action Planning Template Example							
Whole School Development Priority:	English Priority	ACTION	Resource Requirements Including CPD & costs	Success Criteria	Timing	Who is responsible for action, monitoring and review? Action Monitor	Evaluation
Improve the outcomes of disadvantaged pupils	Broaden vocabulary knowledge	Engage teachers in research reading (e.g. 'Closing the Vocabulary Gap' Alex Quigley) leading to staff training on key findings.	Books	Ideas and approaches shared at staff training will be evident in classrooms, book looks, learning walks etc.	Oct 2018	Training CVF, JMW, LPC	<i>This column can be used to support ongoing evaluation, ensuring action plans are working documents that support practice and develop thinking.</i> <i>For example, you may wish to use red, amber, green to identify which success criteria has/has not been achieved. This should support reflection and exploration of where next?</i>
		Key vocabulary to be learned is incorporated into medium-term planning.	Display materials	Teachers are confident in using a range of strategies to develop pupils' vocabulary further.	Dec 2018	Display LPC, AMS	
		Explicit teaching of vocabulary and spelling e.g. root words/word families, etymology, heuristic for unknown vocabulary – noted on planning.	Reprographics	Teachers use a broad range of vocabulary in their own classroom	Dec 2018	Monitoring CVF, JMW	
		Create language-rich classrooms including display that identifies morphology and linked vocabulary.	Time for staff training and collaborative working	Pupils demonstrate confidence and interest in developing and using broader range of vocabulary (reflected in pupil voice and work).	Feb 2019	Review AMS, GGD	
		Etc...		Pupils know how to use resources and displays in classrooms and use a wider vocabulary in written work as a result.	Feb 2019		

Although it focuses on implementation at a school level, *Evidence to Work: A School's Guide to Implementation* provides principles for subject leaders.

<https://educationendowmentfoundation.org.uk/guide-to-implementation/>

The Literacy Guidance documents for Key Stage 2 by teachers of any key stage. A Key Stage 2 autumn 2018. <https://educationendowmentfoundation.org.uk/guidance-to-implementation/>

<p>Develop pupils' language capability to support their reading and writing</p> <p>Pupils' speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>Pupils' activities include:</p> <ul style="list-style-type: none"> reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; structured questioning to develop reading comprehension; teachers modelling inference-making by thinking aloud; and pupils articulating their ideas verbally before they start writing. <p>EVIDENCE STRENGTH VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p> <p>see page 8</p>	<p>Support pupils to develop fluent reading capabilities</p> <p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>This can be developed through:</p> <ul style="list-style-type: none"> guided oral reading instruction – teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and repeated reading – pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. <p>It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.</p> <p>EVIDENCE STRENGTH VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p> <p>see page 10</p>	<p>Teach writing composition strategies through modelling and supported practice</p> <p>Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> prediction; questioning; clarifying; summarising; inference; and activating prior knowledge. <p>The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning.</p> <p>The strategies should be described and modelled before pupils practise the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p> <p>Tests should be carefully selected to support the teaching of these strategies.</p> <p>EVIDENCE STRENGTH VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p> <p>see page 12</p>	<p>Use high-quality structured interventions to help pupils who are struggling with their literacy</p> <p>Schools should have a range of high-quality structured interventions to help pupils who are struggling with their literacy. These should be based on evidence and be designed to address the specific needs of individual pupils.</p> <p>There is a strong and consistent body of evidence demonstrating the benefits of structured interventions to pupils who are struggling with their literacy. It is likely that a small number of pupils will require additional support to reach the level of reading and writing that is expected for their age.</p> <p>There is a strong and consistent body of evidence demonstrating the benefits of structured interventions to pupils who are struggling with their literacy. It is likely that a small number of pupils will require additional support to reach the level of reading and writing that is expected for their age.</p> <p>EVIDENCE STRENGTH VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p> <p>see page 14</p>
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Support should then be gradually reduced as pupils take increasing responsibility.</p> <p>EVIDENCE STRENGTH VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p> <p>see page 14</p>	<p>5 Develop pupils' language capability to support their reading and writing</p> <p>Pupils' speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</p> <p>Pupils' activities include:</p> <ul style="list-style-type: none"> reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; structured questioning to develop reading comprehension; teachers modelling inference-making by thinking aloud; and pupils articulating their ideas verbally before they start writing. <p>EVIDENCE STRENGTH VERY EXTENSIVE EXTENSIVE MODERATE LIMITED VERY LIMITED</p> <p>see page 8</p>	<p>6 Support pupils to develop fluent reading capabilities</p> <p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>This can be developed through:</p> <ul style="list-style-type: none"> guided oral reading instruction – teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and repeated reading – pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. <p>It is important to understand pupils' current capabilities and teach accordingly. 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Access, equity and strong foundations

Every school, cohort and pupil is different. Schools have a deep understanding of the factors that influence the learning, progress and attainment of their pupils, addressing barriers and inequalities to create a culture of opportunity for all.

- Schools engage positively with, and therefore understand, pupils, parents and the community, consciously rejecting assumptions and stereotypes.
- The school's vision and strategic plan are based on fundamental understanding of their context and high and equitable aspirations for all pupils; these values are fully evident in curriculum, day-to-day practice and behaviours.
- Robust systems are in place to address gaps in fundamental life skills and experiences, empowering all pupils to access the curriculum and opportunities beyond school.
- Schools build a culture that develops pupils' literacy and numeracy skills. Teachers understand how they can ensure all pupils grasp the basic skills required to access the curriculum.
- Pupils' eyes are opened to the full range of future educational and employment pathways; all staff ensure that pupils believe that all pathways are open to them.
- All teachers identify and address gaps in pupils' understanding of the world, enabling their active participation in society.
- The school actively reaches out to support parents' and carers' engagement in their children's education.

- *One study found that by the age of three, children from the most prosperous households have heard 30 million more words than children from impoverished households.* (Lost for Words: Poor Literacy, the Hidden Issue in Child Poverty: A Policy Paper, National Literacy Trust, July 2013)
- *'Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication'* (Improving Literacy in Key Stage 2: Guidance Report, Education Endowment Foundation, 2017)
- *'Fluency is the bridge between decoding and comprehension [...]The National Reading Panel report cautions, "If text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge.'* (Teaching Literacy in the Visible Learning Classroom, Fisher, Frey, Hattie, 2017)
- *It is clear that a large and rich vocabulary is the hallmark of an educated individual. Indeed, a large vocabulary repertoire facilitates becoming an educated person to the extent that vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general.'* (Bringing Words to Life: Robust Vocabulary Instruction, Isabel L Beck, Margaret G McKeown & Linda Kucan, 2013)

Potential Barriers

- Common barriers to learning for disadvantaged pupils and those learners who are currently less successful are not identified and actions not defined, leading to a culture where teachers are driven to raise attainment for disadvantaged pupils, without a shared understanding of how to do this. As a result, teachers feel that the expectation of high attainment for disadvantaged pupils is unachievable.
- Parents are stereotyped and, as a result, teachers do not engage with all parents equally.
- Planning does not effectively deal with key gaps in prior learning and pupils therefore have rocky foundations.
- Gaps in pupils' literacy and numeracy are not effectively identified or addressed, and pupils are unable to fully access the curriculum.
- The role of developing literacy/numeracy is viewed as the responsibility of others (perhaps subject specialists in secondary, for example).
- The basic skills required to enable access to the curriculum are not clearly defined. Not all staff have the subject knowledge or understanding of effective pedagogy to close these specific gaps in learning.
- Pupils are not exposed to the full range of educational and employment pathways, and believe their pathway is fixed.
- Teachers make assumptions about contextual understanding and experiences that pupils may not have and learning is therefore missed.

Key Questions for English Teachers:

- Are barriers to learning for disadvantaged pupils understood by teachers?
- How are teachers adapting practice to meet the needs of their pupils?
- Do parents feel welcome within the school/English department? Is there regular positive contact between the school and parents?
- What steps are taken to engage parents with the English curriculum? Are parents encouraged to enjoy and participate in English activities (e.g. book quizzes, reading related events, theatrical performances, publications of pupils' writing)? Are there opportunities for parents to explore how to support their children's learning at home (e.g. phonics training, spelling support, reciprocal reading strategies, questioning skills, revision sessions)?
- What strategies are used to help pupils to develop their vocabulary? Do teachers consciously create regular and cumulative opportunities to build vocabulary knowledge?
- What extra-curricular activities and experiences are available to pupils? Are pupils offered opportunities to experience live theatre, visit landscapes and locations described in key texts, visit libraries, participate in writing workshops, visit universities to explore degrees in English, journalism, law, meet professional authors and journalists, write for real audiences, compete in public speaking

competitions?

- When planning learning journeys, how do teachers plan to address gaps in pupils' experiences and contextual knowledge in order to ensure that they are able to access the texts studied?
- Are teachers aware of pupils' language needs and ways to support pupils with speech, language and communication needs in the classroom?
- How are pupils' skills in discussion and presentation developed, including the use of Standard English in formal contexts? How is pupils' confidence to speak and contribute to discussion developed? Are pupils' contributions and questions structured, welcomed, valued and tested? Are pupils encouraged to speak publicly before real audiences?
- How is reading fluency developed? Are pupils given opportunities and support to develop fluent reading so that they are able to focus on comprehension?
- How is writing fluency developed? Are pupils supported to build stamina, speed and automaticity so that they are able to focus on composition and effect?
- How is reading for pleasure encouraged? Does the school have a vibrant reading culture? Are pupils guided to choose books that they might enjoy? Do pupils recommend books to each other? Do teachers deliberately engage pupils in conversation about their reading and lend pupils books?
- Are pupils supported to complete their homework for English without seeing homework as a punishment?
- How is pedagogy shared across the whole school? Do all teachers have a clear understanding of ways to support pupils' access to texts and high quality writing?

So what are teachers of English doing in order to ensure strong foundations for equitable access to the curriculum?

Fundamental to ensuring all pupils can access the curriculum is an understanding of the barriers some pupils may face and the gaps in their knowledge.

Speech, Language and Communication

Early language acquisition is a key indicator of future attainment. Research tells us that 7.6% of children in early primary years have SLCN as their primary need – that is two children in every class of thirty. Speech, language and communication needs are far more prevalent among disadvantaged children: 50% of children starting school in the most socially disadvantaged areas will have speech, language and communication needs (SLCN), and these needs are less likely to be effectively addressed than among their non-disadvantaged peers. For example, a disadvantaged child with a speech delay aged 3 is much more likely to fall behind in reading and writing aged 5 than a non-disadvantaged child who is also a late talker aged three.

A pupil with poor communication and language skills aged 5 is six times less likely to do well in English at KS2 aged 11 (and ten times less likely to do well in Maths). The ongoing impact of poor communication and language skills aged 5 is also significant: they are twice as likely to be unemployed in their thirties and one and a half times more likely to have mental health problems as an adult.⁶

The connection between speech, language and communication needs and behaviour is clearly evident – children need language to comprehend rules and explanations, express themselves and participate in their learning, and where day to day language and communication issues arise, they can experience frustration. Younger children who cannot communicate well can begin to be rejected by their peers, leading to social isolation and further frustration and distress, all of which can present as disruptive and difficult behaviour.

'A speech and language problem in Key Stage 1 becomes a literacy problem in Key Stage 2, and a behaviour problem in Key Stage 3'
(Jean Gross, Communication Champion, Bristol SLCN Newsletter 2011)

Among pupils with identified SEND, 28% of primary age children have SLCN identified as their primary need; by the time pupils reach secondary age, only 8% of pupils with SEND have SLCN identified as their primary need, primarily because children identified initially as having SLCN are often 're-categorised' as having other primary needs as they move further through the school system. However, there is evidence that high numbers of pupils with identified social, emotional and mental health needs at secondary school age have SLCN that have been missed earlier in their lives (*Talking about a Generation*, The Communication Trust, 2017). It is likely that there are large numbers of pupils in secondary schools with undiagnosed SLCN, and that disadvantaged pupils are more likely to be struggling with the language to

access their learning than their non-disadvantaged peers.

Secondary pupils who struggle with communication may seem 'rude' or 'immature' to adults, who have high expectations of pupils' skills in interacting with others and modulating their speech, language and communication to suit the situation by this age. Even mild difficulties can have a significant impact on pupils' self-esteem and confidence. As the ultimate language-rich subject, English can be particularly challenging.

Being mindful of strategies that support pupils with difficulties in speech, language and communication in the classroom can have benefits for all pupils. Teachers should **adapt** and **scaffold** the language they use.

- support vocabulary building by regularly and deliberately using new words in context – bear in mind that most children will learn a new word in 5-6 uses, whereas a child with SLCN may need 50 exposures to learn a new word (see the section on vocabulary for other strategies)
- consider the number of questions being asked and how much time is given for processing and thinking time – avoid using too many questions as overload can inhibit language and communication
- try not to use too many yes/no questions, as these can make it difficult to gauge what the pupil has understood – it is too easy to guess correctly without understanding
- if repeating a question or instruction, use the same words and phrasing so that the pupil does not have to re-process from the beginning; use set phrases for routine tasks and instructions
- use visual support for understanding such as diagrams, flowcharts, symbols, pictures, drawings, gestures and concrete examples
- where possible, try to comment on what the pupil is doing rather than question, as this offers a language model for pupils to use to comment on their own learning
- expect answers to questions in full sentences - extend what the pupil says, repeating phrases they have used and building upon these to demonstrate how to extend an answer or comment
- allow time for pupils to think through and rehearse their answers
- provide language models and prompts for use in questions, discussion or in explanations; rephrase pupils' comments using more academic language
- provide straightforward structures for telling or understanding narratives (e.g. Who? What? When? Where? Why? What happens in the end?)
- use semantic links to help pupils to gather and use new vocabulary – group words together by meanings or associations to support wider understanding; demonstrate how words can be used in phrases
- offer plenty of opportunities to preview and review vocabulary and for overlearning

- support grammar learning with visual support such as shape coding⁷ word classes and grammatical functions in the sentence

Pupils can become adept at hiding their speech, language and communication difficulties, masking them with other behaviours; bear in mind that pupils may have SLCN if they are struggling with another aspect of school life. Become familiar with the skills pupils *should* have at their age and stage – not being able to do what is expected can be a strong indication of SLCN. The Communication Trust’s publication ‘Universally Speaking’⁸ sets out age-related expectations and their checklist can be helpful in identifying key areas of difficulty. ‘Communicating the Curriculum’ breaks down National Curriculum statements to advise on progression across KS1 and KS2, setting out age-related expectations.

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-curriculum/>

Checklist For ages 5-11

Use this checklist if there is a child in your care who you think may have speech, language and communication needs. Tick each statement and then tick the 'if' (bold) column if the child strongly matches the statement, 'x' (amber) column if they occasionally match the statement, '0' (green) if they do not match the statement.

Universally Speaking
The ages and stages of children's communication development
From 11 to 18 years

3. Use relevant strategies to build their vocabulary

	Year 2	Year 3	Year 4
and name categories and label category	Recognise when they haven't understood a word or words and be able to provide some information about why	Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes	Identify clearly when they haven't understood (can't remember specific vocabulary) and can ask questions to clarify their understanding
w and pig one all ten, pencil and money; Rain; outline are types	e.g. 'Can you say that again, you used too many words' or 'It was so fast.'	e.g. 'The land around the arctic has no trees and is called the tundra.' (Meaning 'tundra')	e.g. 'What do we call a ghost again, is it a spectator or a spectre?'
ings into groups ch group a name.	I can tell someone when I don't understand something and why I didn't understand it.	I try to use new topic vocabulary in my answers.	I can tell someone when I can't remember the right word to use. I can ask a question to help me.
is the word from e others clues s, size, function, etc. rt	able to compare words by the way they look, sound or their meaning for example bear/ bear, twofat/ too, and begin to comment on this		
ng and wriggly and sing sound; 'It's the kitchen, it has and a lip and you milk in it.'	e.g. 'If you had a bare bear then it wouldn't have any fur!' 'Furious and angry mean the same thing.'		
hat someone is g when they give clues.	I can talk about words that look or sound the same. I can talk about words that have the same meaning.		
es about a word come to guess.			

Another fundamental requirement for accessing the curriculum as pupils move through the key stages is the ability to read and comprehend with increasing fluency. It is important that every teacher understands the vital components of reading. Scarborough’s Reading Rope identifies the many strands that are woven into skilled reading. A useful diagram is available from the EEF document ‘Improving Literacy in Key Stage Two’. <https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-two/>

The strands are as follows.

Word Recognition

- Sight recognition of familiar words
- Decoding (alphabetic principles, spelling-sound correspondences)

- Phonological awareness (syllables, phonemes etc.)

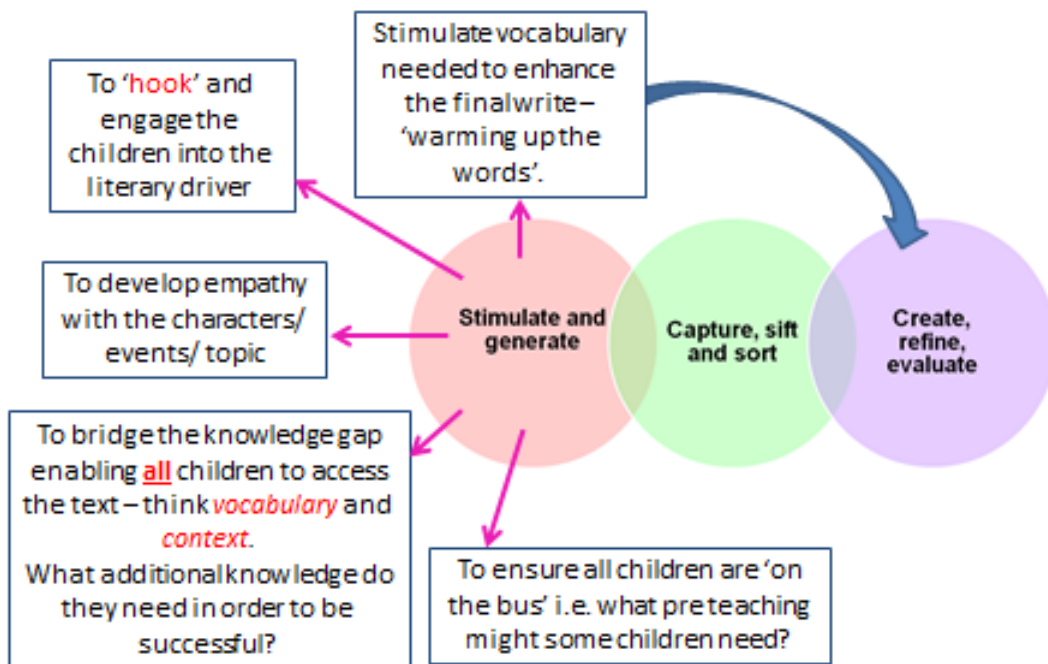
Language Comprehension

- Background knowledge
- Vocabulary
- Language structures (phrasing and grammar)
- Verbal reasoning (inference and metaphor)
- Literacy Knowledge (print concepts, genres etc.)

Where pupils are falling behind their peers in decoding, timely intervention 1:1 or in small groups is required. If pupils continue to have gaps in these areas they will be at a considerable disadvantage that will increase with age.

As Scarborough's Reading Rope identifies, it is important for teachers to plan to address any gaps in pupils' background knowledge, experience of the world and vocabulary that might make it difficult for them to access the texts or learning. The 'stimulate and generate' phase of learning journey planning (early lessons in a learning journey deliberately constructed to ensure sufficient cultural capital and vocabulary) is crucial to enable pupils to access and enjoy their learning.

Why spend quality learning time spent on 'Stimulate and Generate'?



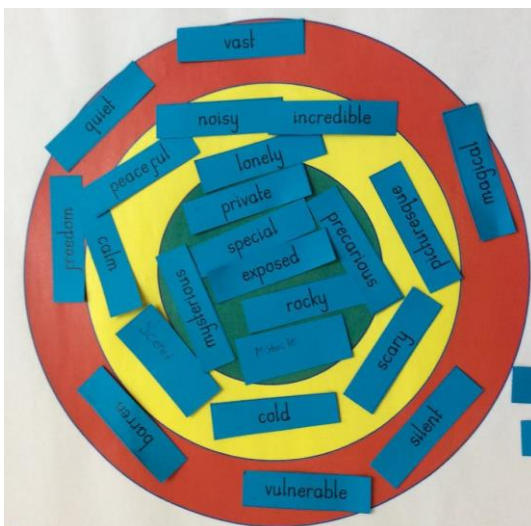
Find out what the pupils need to know and ways to engage them with the ideas that are to be explored before moving on to more in-depth exploration and/or analysis of texts.

A quality text is a key approach to hooking pupils into a learning journey, and some of these activities are likely to generate cultural capital as well as inspiring ideas. The important thing is how these experiences are used within learning.



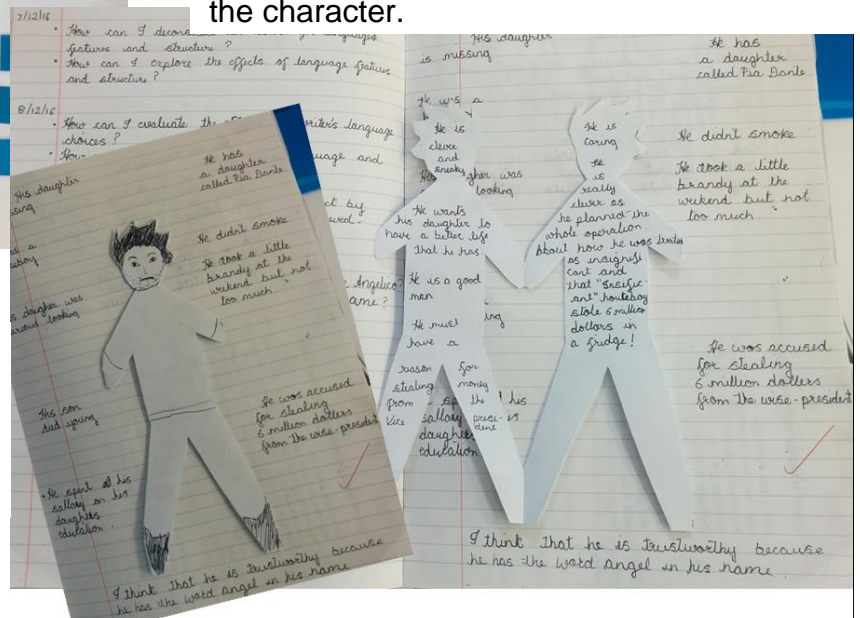
Approaches to Vocabulary in the ‘Stimulate and Generate’ Step of the Learning Journey

Many tasks in the ‘Stimulate and Generate’ step of the learning journey allow children to generate and discuss vocabulary related to their text driver, and the purpose of their written outcome. Examples can include children generating and sorting vocabulary using ‘zones of relevance’, or creating character vocabulary sourced from a text on a ‘role on the wall’. For less successful learners, these tasks can be developed further to maximise learning opportunities.



Role on the Wall: pupils annotate around an image of a character with details of their personality, behaviour and/or appearance and add inferences about the character’s thoughts and feelings within the outline of the character.

Zone of Relevance: pupils make decisions about the relevance of a range of vocabulary to describe a character, place or situation.





Several Hampshire schools have made adaptations to their provision to improve these tasks for key groups.

- **When using vocabulary generation tasks, explicit pre-teaching of vocabulary can allow less successful learners to contribute more effectively to a task.** For example, in a Year 4 class a ‘zones of relevance’ sort was being carried out to describe Charles’ mother in Anthony Browne’s ‘Voices in the Park’. Through the pre-teaching of several key words that described different aspects of the character (‘protective’, ‘judgemental’ etc.), less successful learners were able to contribute effectively in mixed attainment groupings, sometimes explaining these words to their peers.
- **When vocabulary is being generated to describe, viewpoint can be key.** When asking children to generate vocabulary to describe, research has shown that we can develop thinking by being specific about the viewpoint pupils are adopting.⁹ For example, rather than simply asking children to choose words to describe Charles’ mother, we could ask children to do this ‘from the perspective of you, the reader’. We can then extend this to explore other viewpoints. How would the children re-sort the vocabulary if they were describing Charles’ mother from the viewpoint of Charles himself? Will they need to move vocabulary on their zones of relevance or generate new words to include?
- **Use mixed attainment groupings when children are engaged in discussions about vocabulary.** John Hattie awards a significant effect size of 0.82 for classroom discussions described as follows: “The students would not be ability grouped, but rather grouped by the teacher intentionally to ensure that there is academic diversity in each group as well as language support and varying degrees of interest and motivation.”¹⁰
- **Use ‘vocabulary cards’ or ‘remember it’ grids to support pupils acquiring vocabulary and reinforce spelling.** Fisher, Frey and Hattie¹¹ suggest the following simple card to support vocabulary development:


Vocabulary word	Definition in pupil’s own words
Graphic or picture	Antonym or reminder of what the word does not mean



Below are some pupil examples, including more elaborate approaches to capturing and understanding vocabulary.

Agriculture	farming animals or growing crops.
	something growing in the wild isn't agriculture.

rival	you are against them. Chelsea and Crystal Palace are rivals.
	friends are not rivals.

LO: I can explore the meaning of words used by the author

<p>Opposite</p> <p>dart hurry speed march ✓</p>	<p>Syllables: 'say and clap'. Mark with / three 3</p> <p><u>wan</u>/<u>der</u>/<u>ing</u> ✓</p>	<p>Meaning</p> <p>Is you wanders you walk with no clear direction or purpose. ✓</p>
<p>Pictoword</p> <p><small>Non can see wandering</small></p> <p></p> <p>wandering ✓</p>	<p>wandering</p>	<p>Similar words/synonyms</p> <p>walking ✓ dart hurry speed walked march darted</p>
<p>Sentence</p> <p>I was wandering through the beautiful parks ✓</p>		<p>Same root</p> <p>(wandered) wander ✓</p>

<p>Definition</p> <p>gloomy ✓ dark ✓ grim ✓ dull ✓ dingy ✓ bleak ✓ drab ✓ cheerless ✓ sombre ✓ desolate ✓ dim ✓</p>	<p>Draw</p> <p></p>
<p>Example</p> <p>It was a gloomy, dark, dismal day. ✓ It was a dull, grim, dismal afternoon. ✓</p>	<p>Non-example</p> <p>It was a beautifully sunny, wonderful day. ✓ The rainbow was shimmering in the sun. ✓ Wow. </p>

dismal



Tier Three words are often the focus of vocabulary teaching, as these are subject specific and are integral to key learning. However, vocabulary development should also focus, where possible, on Tier Two vocabulary, which is likely to be transferrable between topics and subjects - expansion of Tier Two vocabulary will support pupils to articulate their ideas more freely across the curriculum.

Tier Three Words

Tier Three includes words whose frequency of use is quite low, often being limited to specific domains, the meaning of which students will often learn in specific subject areas.

Tier Two Words

Tier Two includes sophisticated words that appear in a wide variety of texts and in the written and oral language of mature language users. Knowing the meaning of Tier Two words allow us to express concepts with precision and make links to other ideas.

Tier One Words

Tier One consists of the most basic and frequently occurring words, the meaning of which students will often learn from everyday experiences.

From *Bringing Words to Life: Robust Vocabulary Instruction* Isabel L Beck, Margaret G McKeown & Linda Kucan¹²

Of course, it is not possible to teach all the words there are: pupils therefore need to be taught strategies to work out the meaning of unfamiliar words, such as the three-part heuristic method advocated by Frey and Fisher:

- Look *inside* the word or phrase for structural clues
- Look *outside* the word or phrase for contextual clues
- Look *further outside* the word or phrase for resources¹³

It is also important to develop pupils' confidence in working out *which* words they need to understand in order to understand the meaning of the text; if the gist is understood and an unknown word is not a barrier to overall comprehension, it may not be worth investing the time agonising over that word. Barbara Bleiman discusses this concept in her blog for the English and Media Centre.

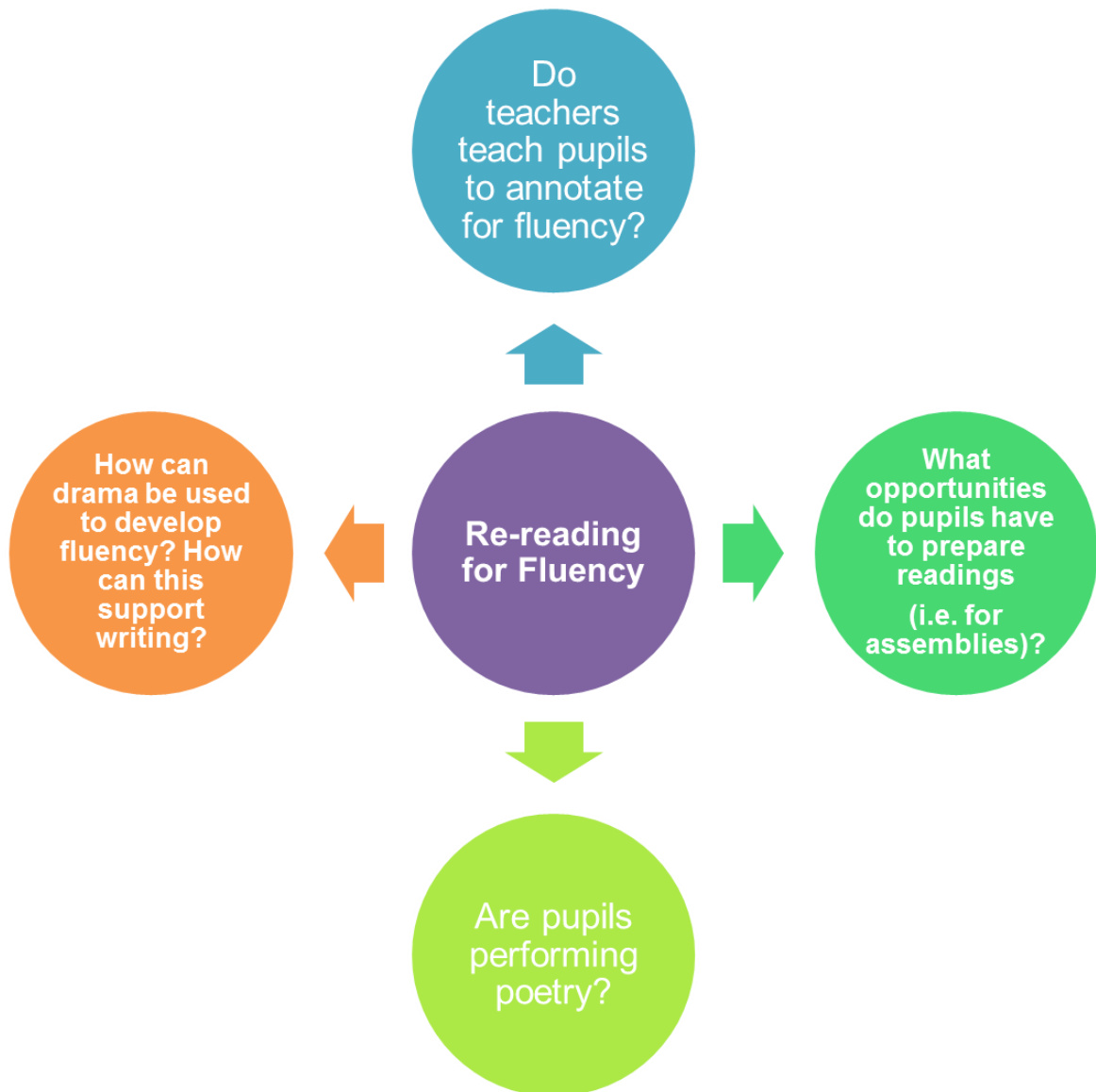
'Scrooge knew he was dead? Of course he did. How could it be otherwise? Scrooge and he were partners for I don't know how many years. Scrooge was his sole executor, his sole administrator, his sole assign, his sole residuary legatee, his sole friend, and sole mourner.'

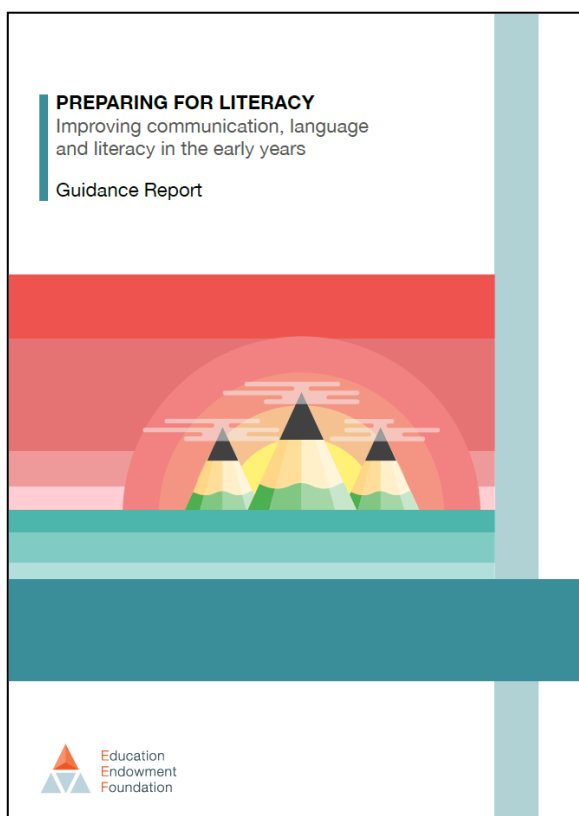
*'I didn't know – and still don't really know – what 'assign' or 'residuary legatee' mean but I got the gist from everything else and read on, rather than looking them up in a dictionary'*¹⁴

Fluency in reading is a fundamental skill for accessing and comprehending texts – where reading lacks fluency, there is less available brainpower to cope with comprehension, meaning that pupils are much less likely to understand or remember what they have read.

The EEF literacy guidance notes that ‘the following approaches are well supported by evidence:¹⁵

- Guided oral reading instruction – fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback
- Pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency’





Preparing for Literacy: Improving communication, language and literacy in the early years focuses on the importance of early intervention, identifying what evidence suggests about best practice.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/>

Potential, pitch and expectations

We can never predict potential. Learning should be pitched to allow pupils to progress effectively; teachers pitch learning skilfully based on effective assessment for learning.

- Prior attainment does not determine future attainment. Target setting expects that the majority of pupils meet or exceed age-related expectations. Flight paths never allow low prior attainment to determine/suggest that pupils' next attainment level will be similarly low, and instead *raise* expectations of attainment.
- High quality teaching is available for all. The curriculum is ambitious in challenge and equitable. Behaviour is not a limiting factor to the class/grouping a pupil is placed in. All pupils have access to a wide range of experiences, vocabulary and collaborative opportunities in different peer groups.
- Teaching is responsive and adaptive to enable progression, with teachers utilising a wide repertoire of approaches based on pupils' needs.
- Schools use academic (in addition to pastoral) transition information to maintain momentum.
- The teaching and learning of new groups informs starting points, providing richer information than baseline tests.
- Teachers work with colleagues to understand prior curriculum/pedagogy and assessment in order to teach effectively, secure progression and to fill gaps in learning.
- Schools use a wealth of information to understand each child.
- Assessment is used primarily to inform practice and ensure progression.
- Periodic assessment data also provides information so that leaders can track whole school progress in a meaningful way.
- Whole school tracking systems are efficient and ensure that both these needs are met.

- *'A data gap is a curriculum gap; if pupils are struggling to make progress, there are things they do not know or understand that need to be taught.'* (Eric Halton, HIAS)
- *'There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work.'* (Sir John Dunford, Ten Point Plan for Spending the Pupil Premium Successfully, 2014)
- *'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.'* (Sutton Trust, Improving the Impact of Teachers on Pupil Achievement, 2012)

Potential Barriers

- Stereotyping leads to a judgement of potential, resulting in predictions that cap the pupil's learning. As a result, the pitch of learning is too low and the pace too slow. Expectations are then lower for these pupils, so they fail to catch up.
- Pupils are identified as 'low-ability' rather than 'low attaining', providing the message to pupils, parents and staff that ability is fixed and low attainment acceptable. This leads to low aspirations and is likely to affect pupils' self-esteem and resulting behaviours.
- This can result in work that lacks challenge, less access to the curriculum, less access to rich dialogue and vocabulary and work being overly supported. These judgements inform who the pupil works with most often. Pupils may be put into a 'bottom set', a 'weak' group within the class, or be regularly supported by a teaching assistant. Pupils may also spend more time with a teaching assistant than the class teacher, meaning that the teacher is less aware of their learning needs and therefore less able to meet the needs of disadvantaged pupils.
- Transition information focuses on pastoral information and may limit the view of the new teacher.

Key Questions for English Teachers

- What approach/format is used to pass on English transition information between year groups/key stages? Is this designed to identify skills and knowledge gaps precisely so that teachers can effectively build on prior learning and teach to fill gaps in knowledge, skills and understanding?
- Do teachers primarily use data to inform teaching and learning? Do teachers use a wide range of assessment information when making judgements about a pupil's attainment (e.g. teaching pupils for a number of lessons rather than baseline testing, or using classwork in addition to more formal assessment/test-based outcomes)?
- Are age-related expectations in English clearly identified, defined and exemplified in order to ensure that pupils and teachers alike know what success looks like in each year group? Are these expectations built on a clear understanding of previous key stages/year groups, and not just the next national assessment point? What are the non-negotiable skills for each year group that (nearly) all pupils will achieve?
- How well do teachers understand the way the curriculum has been taught in previous years? Are they aware of the texts that have been read and written?
- Do teachers have transition conversations about how key skills and concepts have been explained and the examples or mnemonics that have been used to support pupils' working memory? Do teachers have a shared language to describe key concepts that will help pupils to see how their learning is progressing and to make connections to prior learning?

- How are pupils grouped, and how are these decisions made? Do all pupils, across the range of classes and/or groups, have access to the curriculum, pitch and expectation required to meet age-related expectations, or is pupil grouping a limiting factor?
- Do all pupils, across the range of classes/groups, have access to effective pedagogy shown to have impact, or does pedagogy differ? For example, if setting, does the 'bottom set' have the same access to rich talk and discussion as the 'top set'? If not, how might more equitable groupings be achieved?
- Are disadvantaged pupils disproportionately represented in 'bottom' sets/groups?
- Do teachers provide a range of modelled, shared, guided and independent reading and writing opportunities, driven by rich texts?
- How do teachers both address specific curriculum gaps *and* develop further skills, knowledge and understanding so that pupils do not get left behind? (e.g. How might teachers support pupils with difficulties in decoding and comprehending texts, while ensuring that these pupils are encouraged to develop their skills in inference through discussion?) What approaches make this possible? Where is this most successful?
- How precisely planned and targeted are interventions for skills and knowledge gaps from earlier years (e.g. handwriting, phonics, decoding, spelling)? Do teachers of older year groups know how to teach these skills effectively? If not, what training is available? How can expertise be developed within the department/year group?
- How is teaching adapted to ensure that pupils are supported to meet learning objectives? Are flexible groupings used to address misconceptions and gaps in learning?
- How do teachers plan for initial weeks of each year to understand the pupils' prior learning and to secure and build on the learning from the previous year? What texts are best used to drive this learning journey?

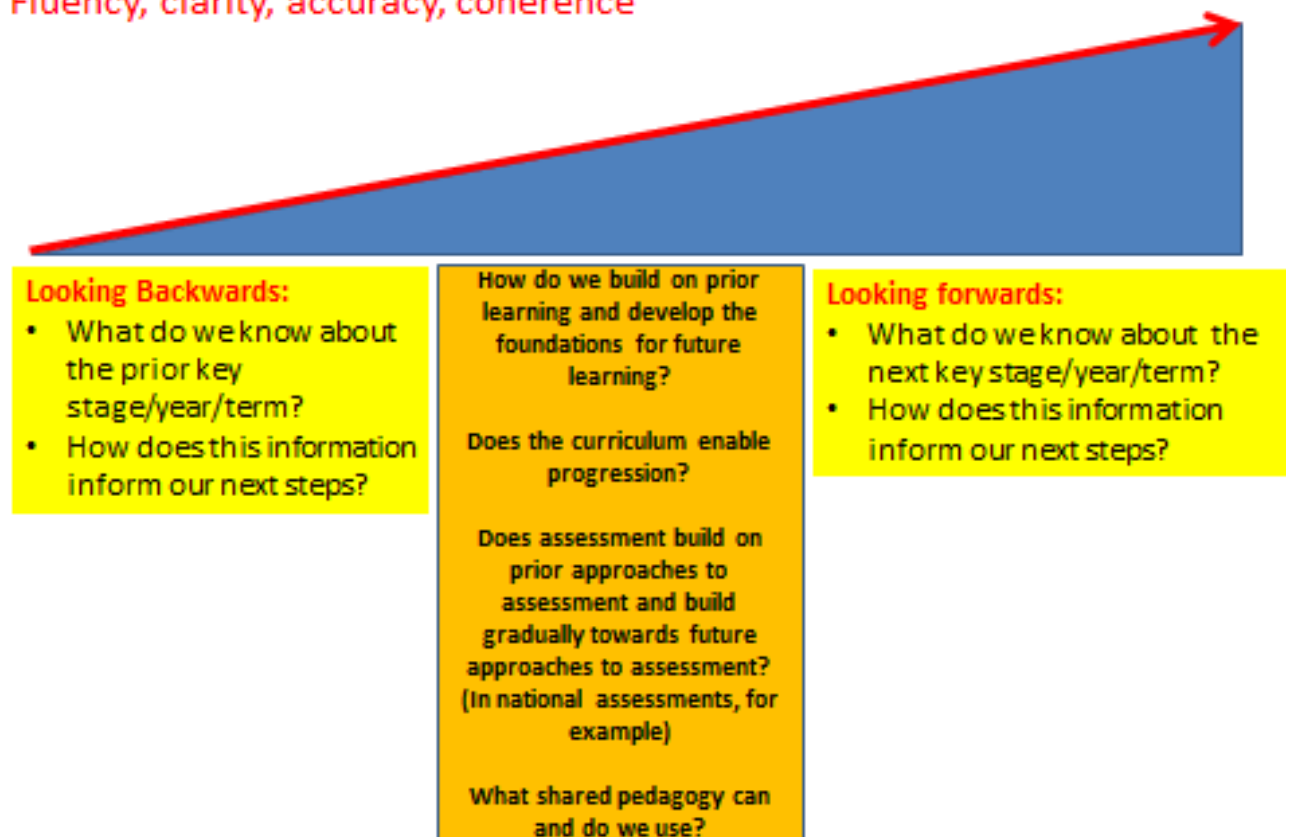
So what are teachers of English doing in order to ensure appropriate pitch, clear progression and high expectations?

Secure, shared understanding of progression and the curriculum is crucial to establishing the appropriate pitch for teaching at any age; teachers need to understand what has been learned previously and where pupils need to get to in order to ensure that their own teaching is appropriately challenging and builds on prior learning. This is particularly important for disadvantaged pupils, as evidence suggests that these pupils are often less able to cope with points of transition and as a result can fall behind.

A reported two out of five pupils failed to make progress during their first year after transition from KS2-KS3.¹⁶ The report, *What Makes a Successful Transition from Primary to Secondary School?*, also found that when compared with children of high socio-economic status, those of low SES were less likely to find it very easy to get used to the new routines. Therefore, children of low socio-economic status will need more help than high SES children to prepare them for the organisation and expectations of secondary school.¹⁷

Looking backwards and looking forwards

Fluency, clarity, accuracy, coherence



Teacher-to-teacher conversations about pupils' learning strengths, interests and needs are vital at the point of transition, particularly for the most vulnerable pupils. Simple documentation can also be used to pass information from teacher to teacher: below is an example of one primary school's documentation used to support transition between year groups.

English - Writing transition document

Class: _____ to Class: _____

Document used to secure and accelerate progress in writing during the transition from one year group to the next.

The teacher fills out the form with pupil names and discusses this with the new teacher in the summer term. The English Leader then uses the form alongside the books to monitor the progress in Autumn 1.

July 2017

Spelling Level of concern:		Punctuation Level of concern:			Grammar	Composition and Effect
High (provide details of specific needs separately)	Consistent Monitoring	Basic (capital letters, full stops)	Commas for lists Commas for clauses	Edit (according to yr gp)		
(Names of pupils for each column)						
David Lucy Sarah Shareena etc						

Similarly, diagnostic assessment and tracking data can be used to support transition conversations at subject level. For example, secondary schools have access to question level data analysis from KS2 national tests via Analysing School Performance. Schools can explore this data at cohort, group, pupil, skill and question level. <https://sa.education.gov.uk/idp/Authn/UserPassword>

English grammar, punctuation and spelling ^

Based on the group of ████ pupils found

	Marks available ?	School % ?	National % ?	Difference ?
Grammatical terms / word classes	13	79	68	11
Functions of sentences	4	84	78	6
Combining words, phrases and clauses	7	66	65	1
Verb forms, tense and consistency	5	65	60	4
Punctuation	17	82	75	7
Vocabulary	5	79	66	13
Standard English and formality	2	76	78	-1
Total	50	78	70	8

[View data by question](#)
 [View data by pupil](#)
 [View test paper](#)

This is an example of diagnostic teacher assessment using the skill domains linked to the Hampshire Assessment and Curriculum Model, which can be accessed via HIAS Moodle Plus.

<http://english.hias.hants.gov.uk/course/index.php?categoryid=239>

Student Information		Dec-16											
		READING					WRITING						
		Personal engagement, response and Evaluation	Comprehension		Writer's Craft		Use of Evidence and Technical vocabulary	Personal engagement, voice and experimentation	Comprehension		Writer's Craft		Spelling
Making Meaning	Contextual Understanding		Summary, synthesis and comparison of content	Language	Structure	Summary and Comparison of Methods			Idea generation and planning	Composition and style	Editing and proof-reading	Vocabulary	
Student A													
Student B													

Tracking pupils' progress in skills allows departments to be diagnostic at cohort, group and pupil level and to adapt planning in order to meet identified needs. This approach to assessment allows teachers to be responsive to needs as they arise, supporting teachers to identify barriers to learning for individual pupils and pupil groups (e.g. disadvantaged pupils). It also enables leaders to identify areas for staff professional development.

With the removal of National Curriculum levels, schools need to define expectations for pupils and be clear about how the curriculum and resulting assessment criteria build year on year, term on term. Curriculum and assessment models vary in approach; Hampshire models for EYFS, KS1, KS2 and KS3 are available. For further information on how to access these materials, contact the HIAS English Team.

The collage features several key documents:

- Hampshire English Team Curriculum Phase Expectations:** A table detailing learning objectives for Year 3, Phase 1, Phase 2, and Phase 3 across various skills like handwriting, comprehension, and writing.
- A Year 7 Reader Can...:** A central diagram with a blue circle at the center, surrounded by text boxes describing skills such as 'Engagement' (writing in discussions, choosing texts), 'Comprehension' (recall ideas, apply own experience), and 'Language and Technical Vocabulary' (recall words, justify inferences).
- Assessment Grid:** A large table with columns for 'Reading' and 'Writing' and rows for 'Phase 1', 'Phase 2', and 'Phase 3', detailing specific skills and assessment criteria.

Pitch and expectation is ultimately established through the curriculum. Although much of this is set through the National Curriculum, schools have considerable scope to shape their own English curriculum to meet their context and the needs of their pupils.

'The quality of the curriculum was the strongest indicator of outstanding provision in English in the schools selected. Teaching that is held in check by an inappropriate or dull curriculum will not inspire pupils or generate high standards.' (*Excellence in English: 12 outstanding schools (Ofsted 2011)*)¹⁸

Recent Ofsted activity such as the review of curriculum has also highlighted the ongoing importance of high quality curriculum design. The following text is from Amanda Spielman's speech at the Festival of Education in 2017.

'All too often, that objective, that real substance of education, is getting lost in our schools. I question how often leaders really ask, "What is the body of knowledge that we want to give to young people?"

As one head, Stuart Lock, put it during a typically insightful thread of tweets:

'Most schools don't think about curriculum enough, and when think they do, they actually mean qualifications or the timetable.'

And I have become ever more convinced of this, as a visitor to schools and as an observer of some of our inspections. In some of those, I have seen GCSE assessment objectives tracking back into Year 7, and SAT practice papers starting in Year 4. And I've seen lessons where everything is about the exam and where teaching the mark schemes has a bigger place than teaching history.

*That is not what will set our children up for great futures. Nor will the growing cannibalisation of key stage 3 into key stage 4. Preparing for GCSEs so early gives young people less time to study a range of subjects in depth and more time just practising the tests themselves.'*¹⁹



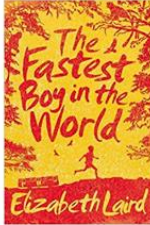
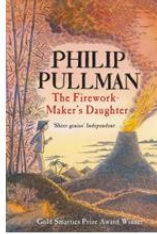



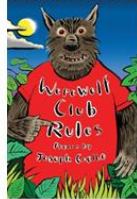

Evaluating the school's English curriculum through the eyes of disadvantaged pupils will support teachers and leaders in the constant development and refinement of curriculum to meet pupils' needs.

Key questions to ask about your English curriculum:

- How do the principles of your vision for English shape your curriculum?
- Have the views of pupils been sought and informed curriculum design? Have disadvantaged pupils' views been at the forefront of curriculum choices?
- How do the texts that drive your curriculum reflect your school's context and the lives, interests, needs and aspirations of your pupils?
- How does your curriculum build on the pedagogy and assessment approaches of previous year groups and key stages as well as curriculum content?
- If texts are repeated from previous year groups and key stages, how is the teaching and learning more challenging?
- How does your curriculum emphasise the importance of speaking and listening for all pupils?
- Does your curriculum include a breadth of reading and writing opportunities?
- Is the curriculum rich and balanced to include a wide range of texts to be read/viewed, written and spoken? Consider the balance of reading, writing, speaking and listening, different purposes/audiences/forms/genres, fiction/non-fiction, modern/older texts, male/female writers, British/world literature, written text/multi-modal.
- How do you ensure that national assessments do not skew or narrow the curriculum so that pupils are not offered the breadth and depth of learning to which they are entitled?

It is important to be able to explore the curriculum at long-term overview level in order to see the breadth and balance of the offer to pupils and the way that the curriculum embodies the school's vision and ethos. The English curriculum should be constantly under review and regularly refreshed to meet the needs of different cohorts.

Long Term Overview: The Reading Journey for Year 4

Theme		Genre		Author	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Journey 1</p> <p>Space Non-Fiction</p> <p><u>Key Text</u> Destination: Space (and other non-fiction texts)</p> 	<p>Reading Journey 1</p> <p>Anthony Browne</p> <p><u>Key Texts</u> Voices in the Park, Gorilla, Zoo</p> 	<p>Reading Journey 1</p> <p>Determination and Resilience</p> <p><u>Key Text</u> The Fastest Boy in the World</p> 	<p>Reading Journey 1</p> <p>Philip Pullman</p> <p><u>Key Text</u> The Firework Maker's Daughter</p> 	<p>Reading Journey 1</p> <p>Journalism</p> <p><u>Key Text</u> First News</p> 	<p>Reading Journey 1</p> <p>Animal/Human Bonds</p> <p><u>Key Text</u> The Midnight Fox</p> 
<p>Reading Journey 2</p> <p>Traditional Stories</p> <p><u>Key Text</u> The Whistling Monster</p>  <p><u>Parallel Texts</u> The Queen's Tale Serpents & Werewolves</p>	<p>Reading Journey 2</p> <p>Poetry Focus</p> <p><u>Key Text</u> Werewolf Club Rules</p> 	<p><u>Parallel Texts</u></p> <p><i>Cliffhanger</i> <i>Demolition Dad</i> <i>The Wilderness War</i></p>	<p><u>Parallel Texts</u></p> <p><i>I Was a Rat</i> <i>The Scarecrow and His Servant</i> <i>Clockwork</i></p>	<p>Reading Journey 2</p> <p>Poetry Focus</p> <p><u>Key Text</u> The Spider and the Fly (and other classic poems)</p> 	<p><u>Parallel Texts</u></p> <p><i>Fantastic Mr Fox</i> <i>Walking the Bear</i> <i>Eye of the Wolf</i></p>

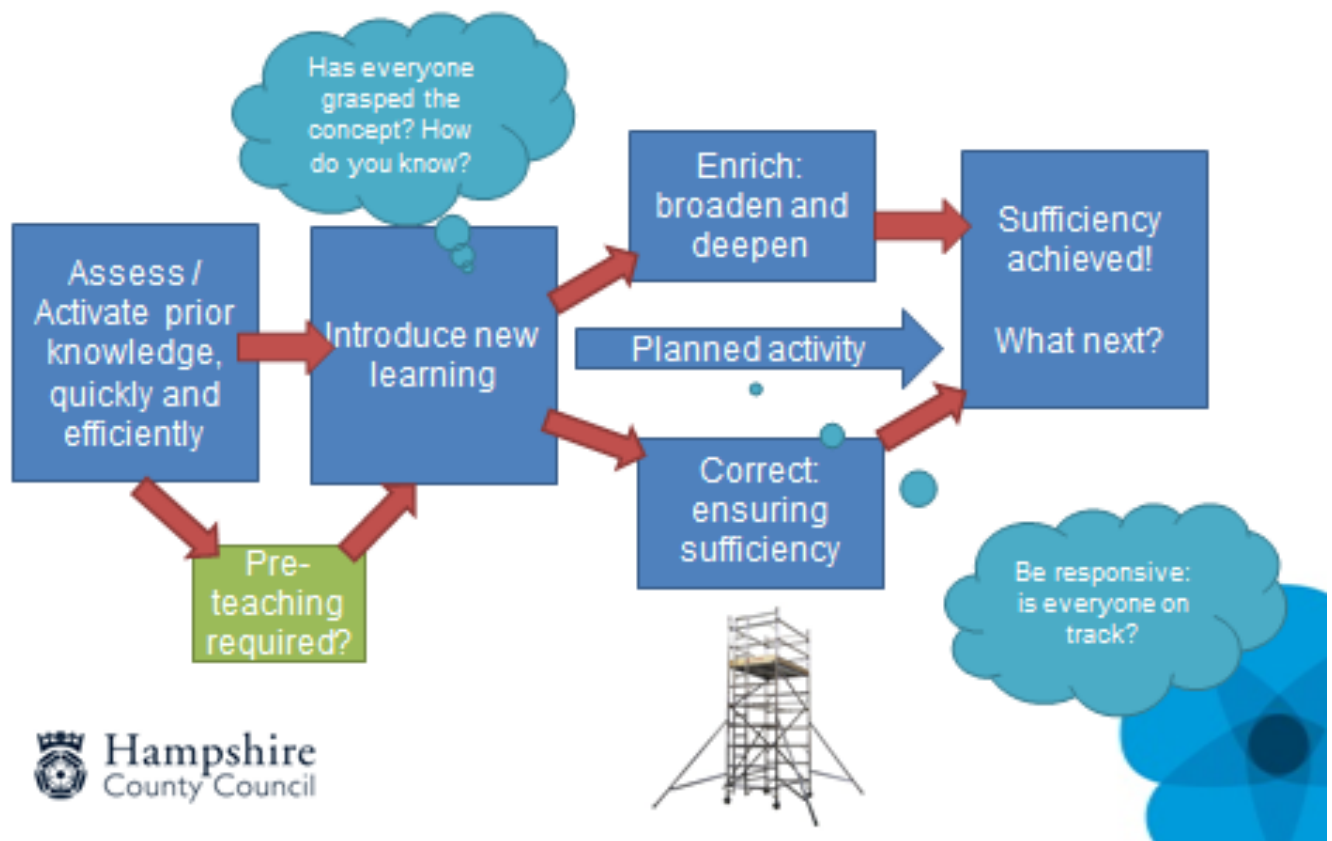
LONG-TERM PLAN – Betrayal, transformation and tragedy.

Modern Play	Of Mice & Men	Decisions	Mass media and the art of manipulation.	Poetry
<p>A view from the bridge.</p> <p>End of unit outcome – a written piece based on betrayal or tracking a character through the play. (Catherine or Eddie)</p> <p>Additional assessment foci – writer's use of metaphor/simile/figurative language.</p>	<p>Fugitives/hunted/prison break Gender. Present in style of journal from previous years.</p> <p>End of unit outcome – Gender response choosing own evidence and how to present it.</p> <p>Additional assessment foci – piece of creative writing from the point of view of a character.</p>	<p>Touching the void Teach how to plan How to analyse language and structure in non-fiction.</p> <p>End of unit outcome – analyse structure of an extract.</p> <p>Additional assessment foci – piece of creative writing in response to an image.</p>	<p>Non-fiction Emma Watson - he for she Obama Trump Teresa May</p> <p>End of unit outcome - Persuasive writing, choice of article, speech, letter (all forms)</p> <p>Additional assessment foci – summarising, analysing and annotating texts.</p>	<p>Contextual info Non-fiction *new Edexcel anthology – conflict Series of images for conflict as stimulus.</p> <p>End of unit outcome – analyse unseen poem.</p> <p>Additional assessment foci – plan and respond to images to write their own conflict poem. A comparison of poems either annotation or short written response. Not a full essay.</p>
<p>Structure</p> <p>Explore ways writer has developed character or theme (r)</p> <p>Meaning making - both (r)</p> <p>Composition and style - write in an analytical style (w)</p> <p>Ideas generation and planning – sifting out relevant ideas (w)</p> <p align="right">Autumn 1</p>	<p>Comparison and evaluation of methods (all) (r)</p> <p>Use of technical vocabulary – (all) (r)</p> <p align="center">Language - (r)</p> <p>Summary, synthesis and comparison of context (r) (all)</p> <p>Personal engagement – Experiment with personal voice in the style of Steinbeck (all) (w)</p> <p>Text structure and organisation – (all) (w)</p> <p align="right">Autumn 2</p>	<p>Language and Structure</p> <p align="center">Language (all) (r)</p> <p align="center">Structure all (r)</p> <p>Use of evidence and technical vocabulary (all) (r)</p> <p>Composition and style (w)</p> <p align="center">Write in an analytical style (w)</p> <p>Vocabulary, sentence structure and punctuation (all) (w)</p> <p align="right">Spring 1</p>	<p>Summary, synthesis and comparison of content.</p> <p align="center">(all) (r)</p> <p>Form and presentation (all) (w)</p> <p>Vocabulary (all) (w)</p> <p align="right">Spring 2</p>	<p>Making meaning (all) (r)</p> <p>Form and presentation (w)</p> <p>Personal engagement – Evaluate texts and justify your opinions. (r)</p> <p>Comparison and evaluation – (all) (r)</p> <p>Contextual understanding Analyse reasons why writer has chosen forms (r)</p> <p>Idea generation and planning (w)</p> <p>Sentence structure and punctuation (w)</p> <p align="right">Summer 1&2</p>

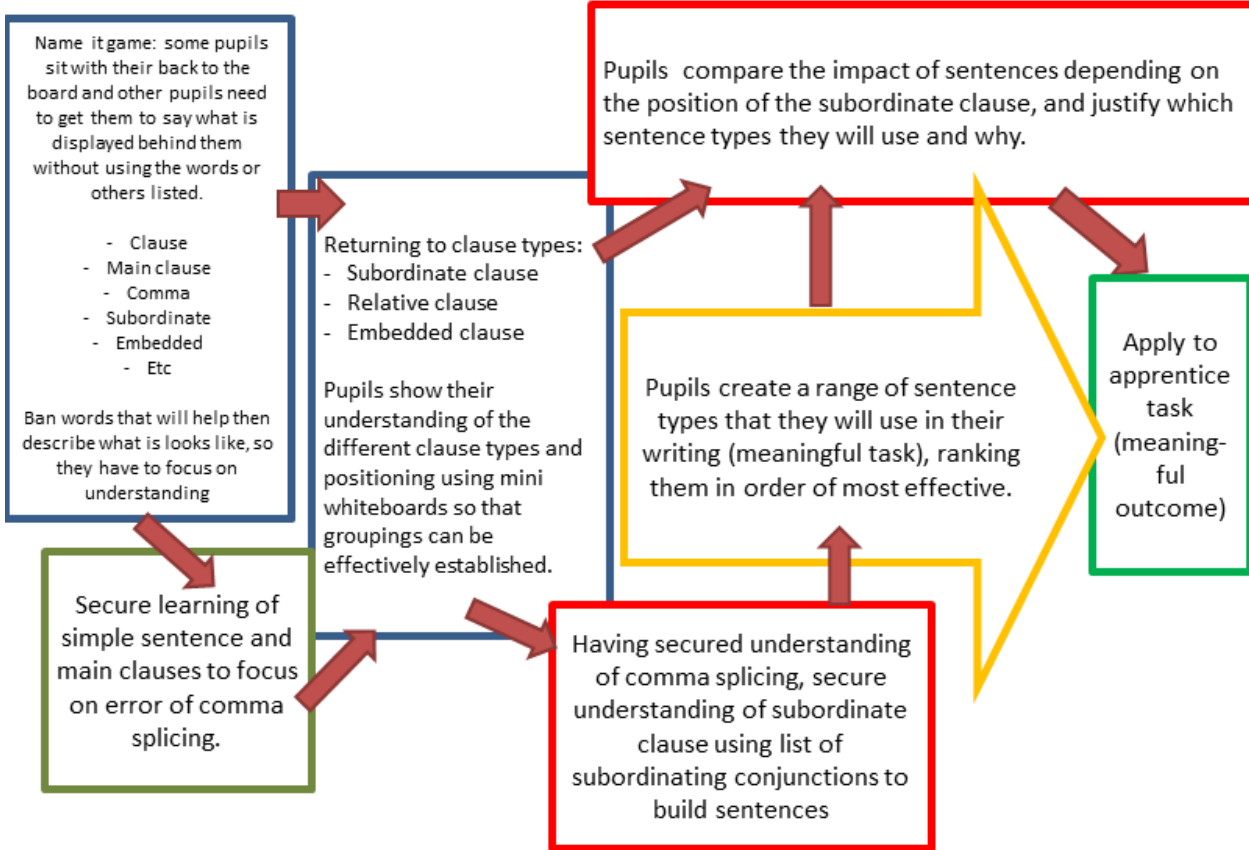
Having established clear standards for each year group, all medium-term planning should enable pupils to meet those expectations. It is at short-term planning level that teachers plan to meet individual needs. However, the expectations need to remain the same for all pupils – it is the way that pupils get there that may differ. For pupils with SEND, expectations may differ where appropriate to specific needs, but expectations must remain high for these pupils.

The following diagrams exemplify approaches to adaptive planning. It is important that decisions about pupils’ needs are based on informal assessment in the moment, not preconceived judgements based on prior attainment or behaviour. Where teachers make use of within-class grouping, these groups should be flexible according to pupils’ needs.

What might the learning look like?

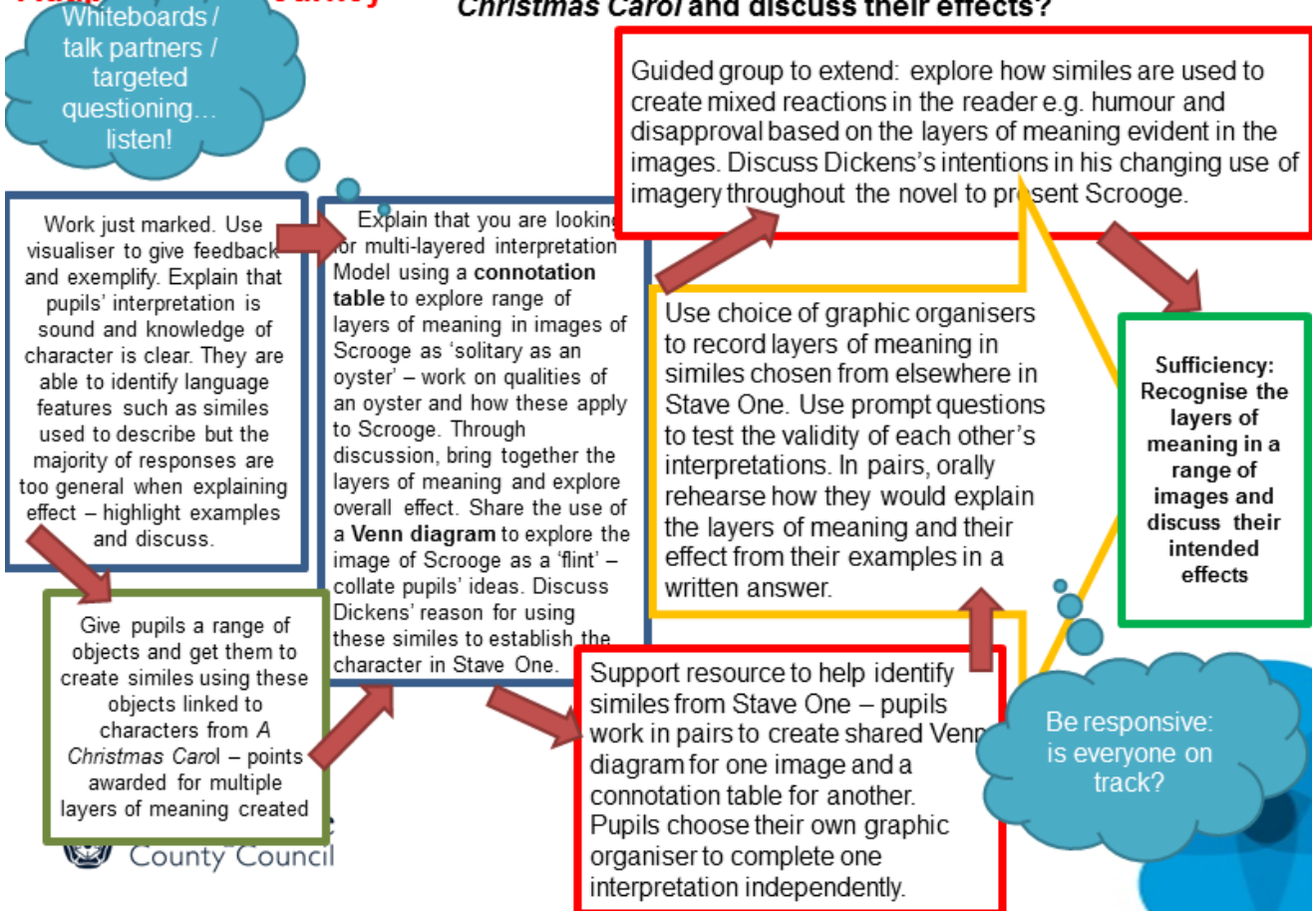


Within the context of meaningful writing

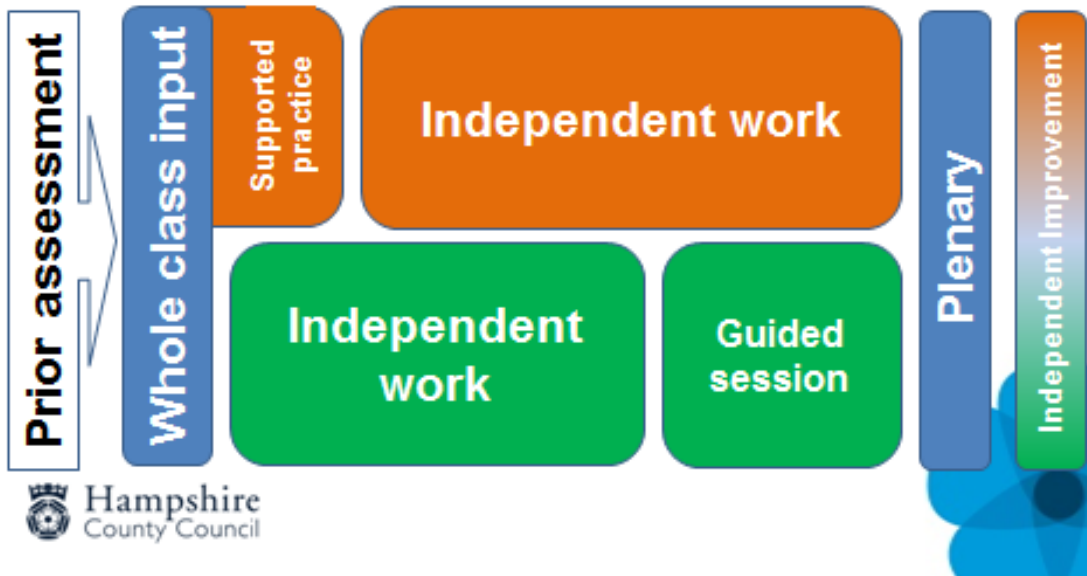


Adapting the Journey

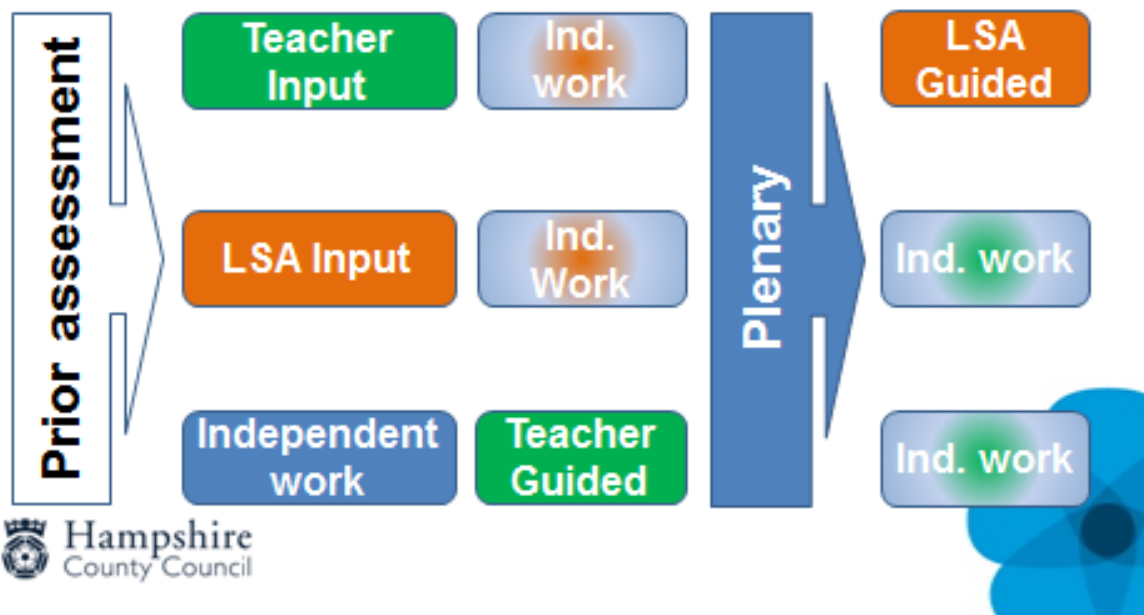
Aim: Can I identify layers of meaning within images in *A Christmas Carol* and discuss their effects?



Flexible Grouping



Meeting Individual Needs



Thinking, reflection and motivation

Staff and pupils are reflective and motivated and understand that these characteristics, alongside trust and challenge, are fundamental to effective learning. There is a shared appreciation of and commitment to collaborative thinking and lifelong learning.

- There is a culture of openness that promotes improved outcomes for children by including robust challenge.
- Staff and pupils are expected to be outward looking, engaging with a wide range of people and ideas; everyone's ideas are valued. Ideas are explored and evaluated before deciding which should be pursued.
- Leadership promotes and models collaborative thinking focused on improving learning and foster a safe environment for trial and error that are part of the learning process. People are quick to reflect accurately and swiftly respond to move forward.
- Effective assessment for learning is consistently used to find out what pupils know, understand and can do, and to explore their learning processes. This assessment feeds forward into planning.
- Feedback has many forms; modelling, grouping pupils based on next steps, re-teaching, peer-teaching, self-evaluation and verbal feedback are valued by all. There is not an over reliance on written feedback.
- Thinking aloud together is a vital part of the learning process when developing and reflecting on our knowledge, understanding and skills. Dialogic talk, metacognition and self-regulation is modelled and developed at all levels (SLT, MLs, teachers, pupils).

- *'In order to help students be metacognitive, teachers must first become more aware of their own thinking'* (Israel and Massey, Metacognitive Think Alouds, 2005)
- *'Struggling readers often have poor comprehension and lack the awareness of fix-up strategies to repair their own comprehension. Poor comprehension, in turn, can decrease a students' motivation to read.'* (Israel and Massey, Metacognitive Think Alouds, 2005)
- *'Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.'* (Education Endowment Foundation, Metacognition and Self-Regulated Learning Guidance Report, 2018)
- *'Engaged readers in the classroom or elsewhere coordinate their strategies and knowledge (cognition) within a community of literacy (social) in order to fulfil their personal goals, desires and intentions (motivation)'* (Guthrie and Wigfield, Engagement and Motivation in Reading, 2000)



Potential Barriers

- Teachers are challenged on attainment and progress of disadvantaged pupils without the support and explorative discussion to understand how to buck the trend. Challenge feels unfair and results feel unattainable.
- The wide range of research to support schools in meeting the needs of disadvantaged pupils is not filtered down throughout the school to engage staff in thinking and reflection.
- Disadvantaged pupils are involved in interventions outside the classroom. Teachers are less able to support the pupil through effective assessment for learning. Interventions are not informed by the teacher so that learning feeds back effectively into lessons.
- Pupils spend considerable time with the teacher or Teaching Assistant, accessing less peer-to-peer dialogue. As a result, pupils are less independent in their thinking and less aware of their own and others' metacognition.
- Teachers focus on initiatives like marking PP books first, rather than feeding back to pupils in the way that has most impact, and teaching to fill gaps in learning.
- Modelling focuses on the modelling of outcomes rather than the process of thinking and learning. Models are prepared in advance of lessons, resulting in the struggle and process of learning being hidden from pupils. This offers a false impression of fluency that can be demotivating for pupils rather than modelling resilience and self-regulation.

Key Questions for English Teachers:

- Do teachers plan collaboratively in order to create a shared understanding of the learning journey and the process of planning? Do teachers discuss pupils' learning along the way, reflecting on pedagogy and impact?
- Do pupils and teachers recognise the wide range of approaches to feedback or is written marking the main form of feedback? Do teachers seek out disadvantaged pupils to ensure that they understand the feedback given and know how to act upon it? Is assessment of disadvantaged pupils' work specifically used to inform planning and teaching?
- Are there regular opportunities for collaborative book looks, marking, and moderation of outcomes in order to discuss pupil needs and next steps for teaching?
- How is the effectiveness of planning and teaching in English evaluated? Is assessment used to refine planning for the future as well as to identify next steps for pupils?
- How do teachers model the thinking process behind reading and writing in order to make the learning visible?
- Do pupils write collaboratively so that they can think aloud with one another? What other opportunities are created for collaborative working?

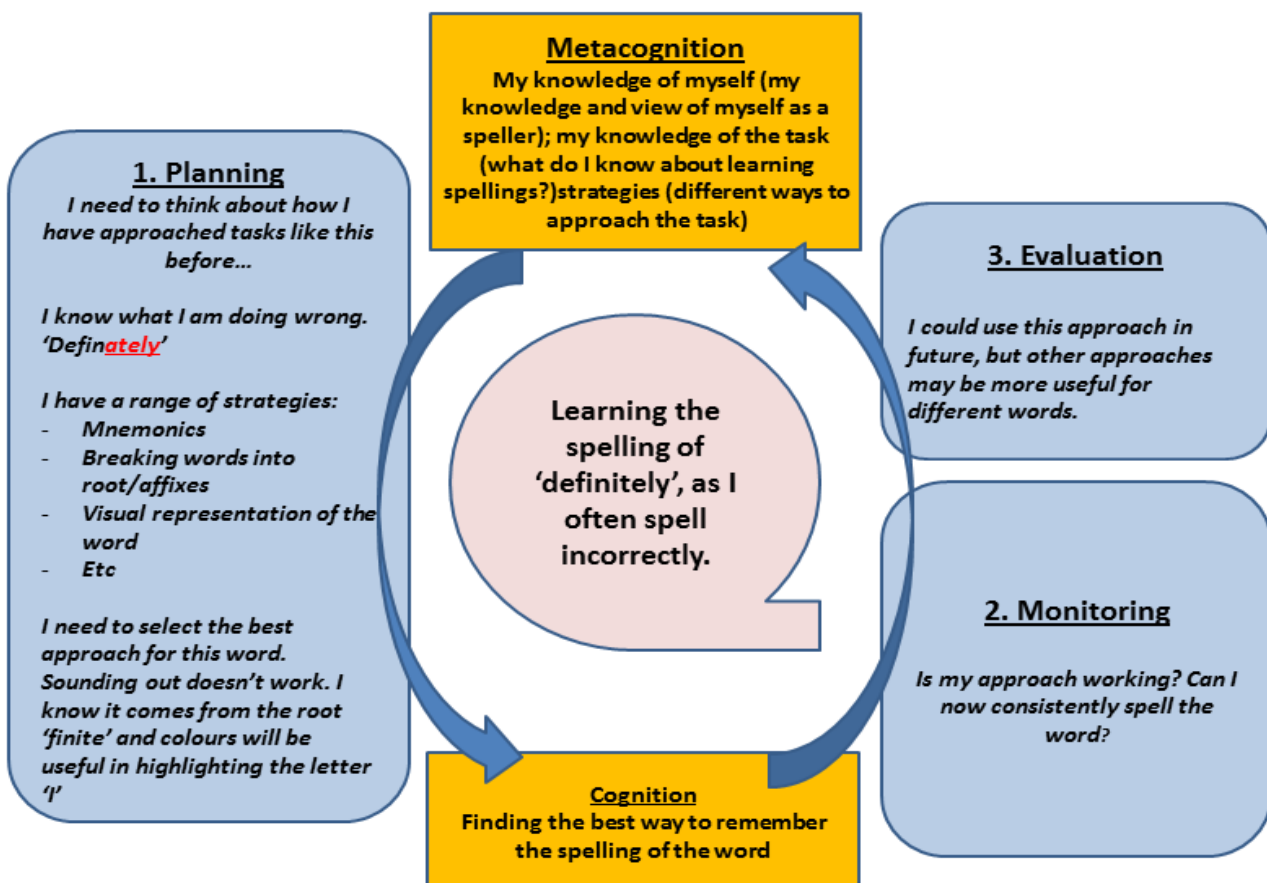
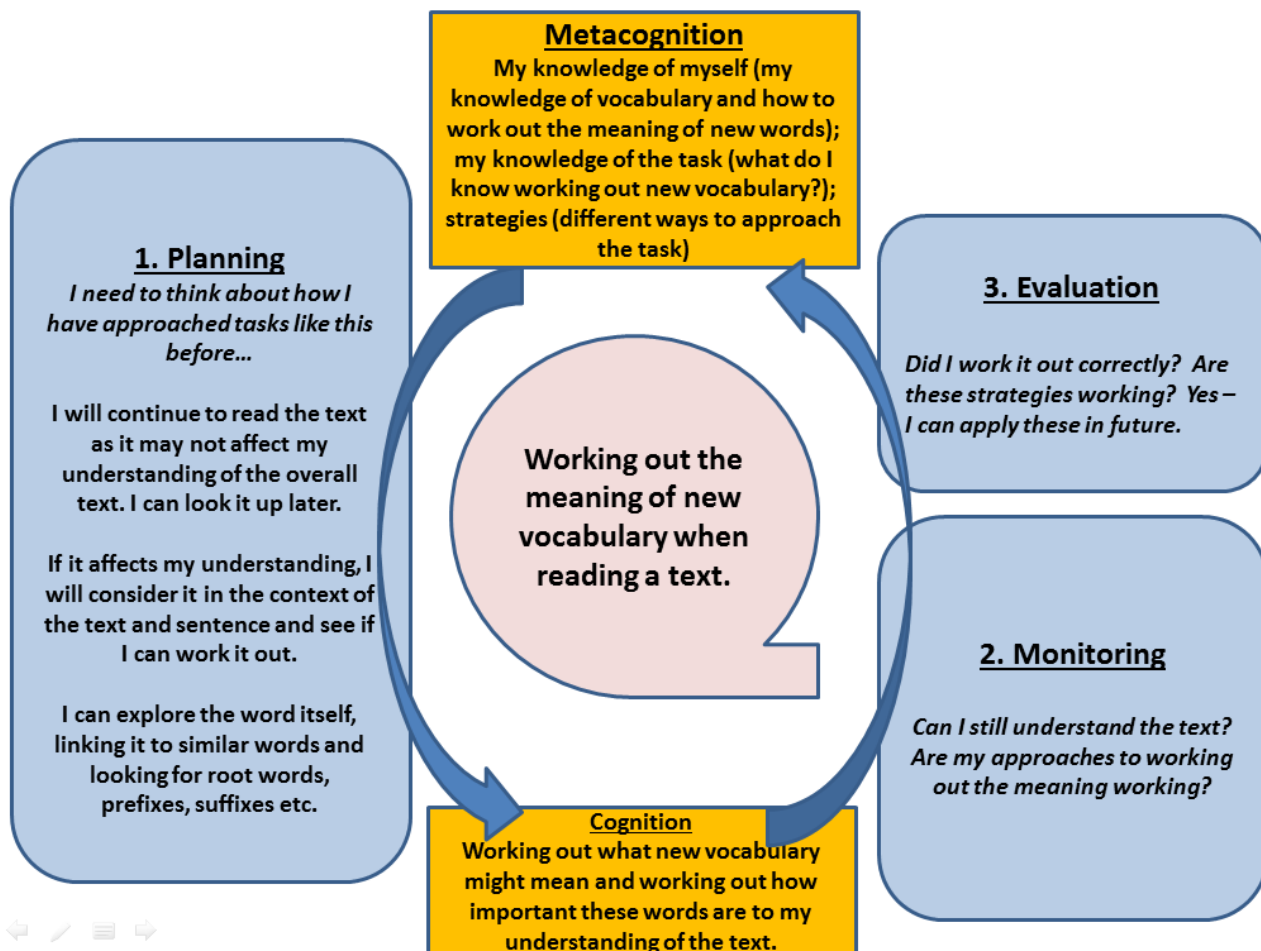
- Is dialogic talk an integral element of the teaching and learning repertoire? How is pupils' talk for learning scaffolded and developed?
- What strategies are used to teach editing and improvement of writing?
- How precise is diagnostic assessment? Is diagnostic marking used to identify patterns in errors (in spelling, for example) and plan to address these through responsive teaching?
- How is excellence in pupils' work celebrated?

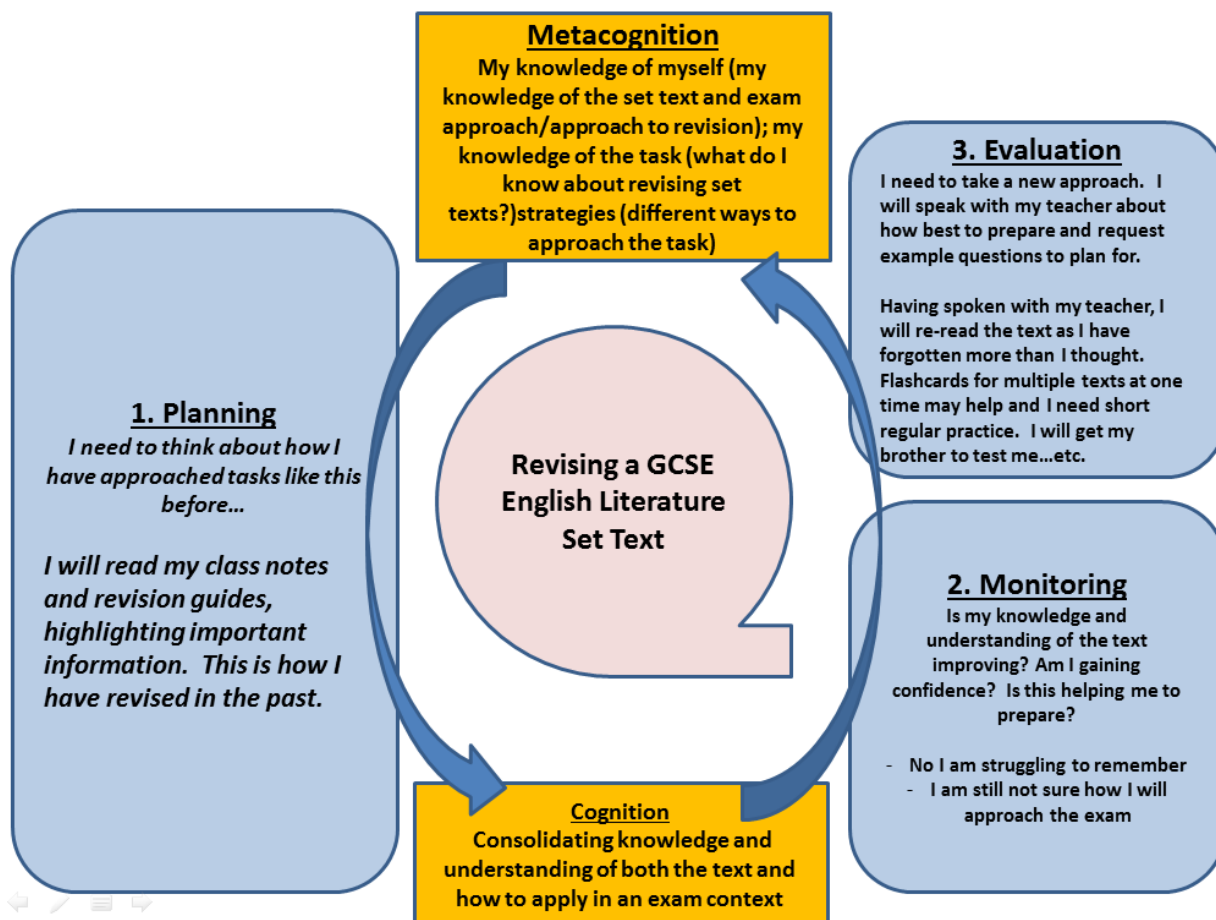
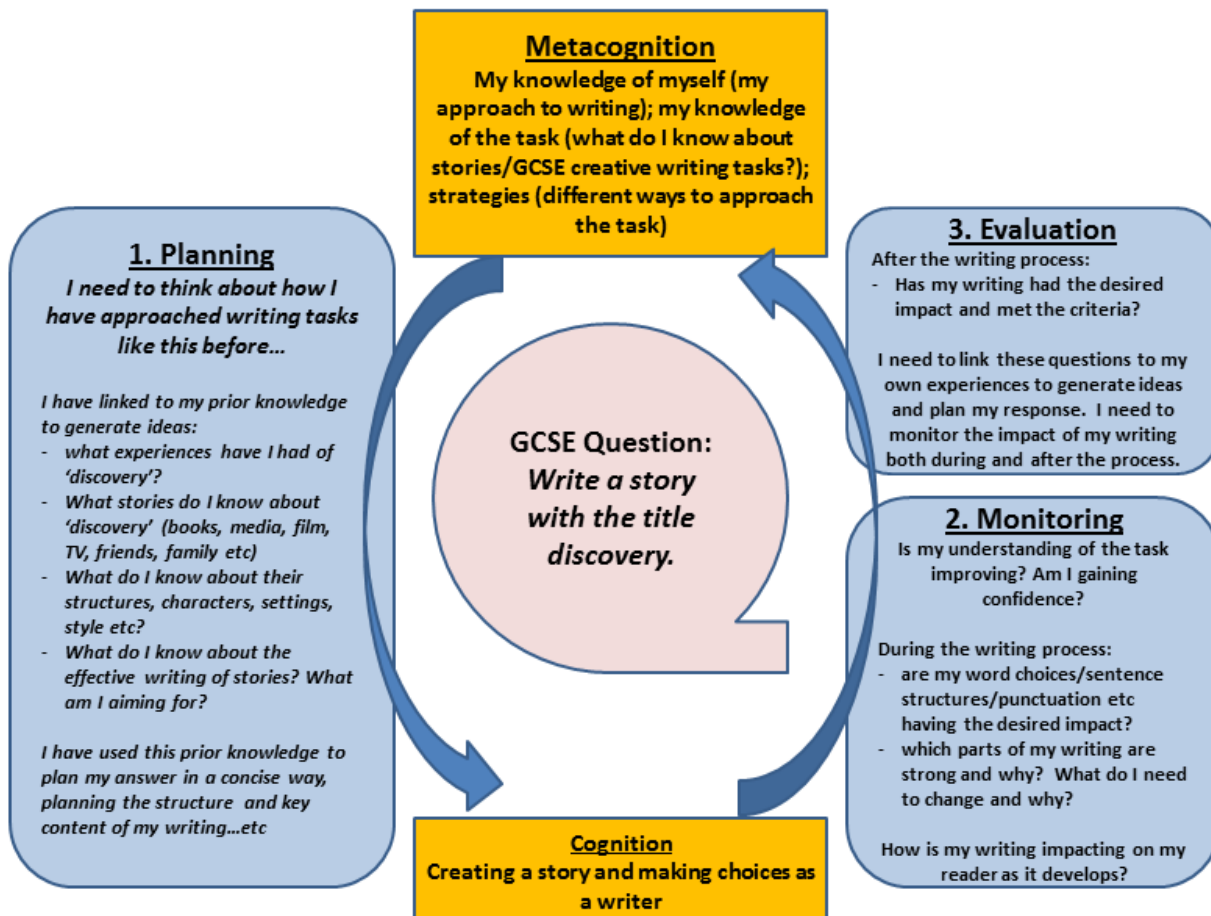
So what are teachers of English doing in order to develop thinking, reflection and motivation?

Recent publications make us only too aware of the importance of developing pupils' metacognition and the ability to self-regulate, but what does this really mean and how do we develop these skills?

Metacognition is defined in the Oxford English Dictionary as '*Awareness and understanding of one's own thought processes*'. This awareness of process is clearly fundamental to our ability to learn, hence why metacognition is often referred to as 'learning to learn' or 'thinking about thinking' and why the National Curriculum Programmes of Study make it clear that, '*by the end of each key stage, pupils are expected to know, apply and understand the matters, skills **and processes** specified in the relevant programme of study.*' In English, these processes are often hidden and a key part of helping pupils to progress is to make these *implicit* skills *explicit* to pupils so that they can reflect on their own learning.

In April 2018, the Education Endowment Foundation published *Metacognition and Self-Regulated Learning*, a guidance report, which highlights the challenges. '*It can be hard to describe what metacognition means in the classroom. On a very basic level, it's about pupils' ability to monitor, direct, and review their learning. Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress.*'²⁰ This publication is a must-read in terms of developing metacognition and self-regulation. The following diagrams exemplify the metacognitive process or a range of English-related learning in the same structure as the guidance report.





Thinking through these processes when *planning* teaching and learning can support teachers with the modelling of their thought process and in unpicking what to look out for in terms of pupils' learning.

Questions to support metacognitive thinking are also widely available. In *'Teaching Backwards'*, Andy Griffith and Mark Burn provide a number of examples including those listed below.

'Before starting a piece of learning'

- What parts of the topic do you feel most/least confident about?
- How have you solved problems like this before?

During a piece of learning'

- What parts of the learning do you find easiest/hardest to explain to someone else?
- What are the steps or stages that best explain this concept/ problem?

After a piece of learning'

- How will you remember this learning?
- If you did this again, how would you do it differently?²¹

Think-Alouds

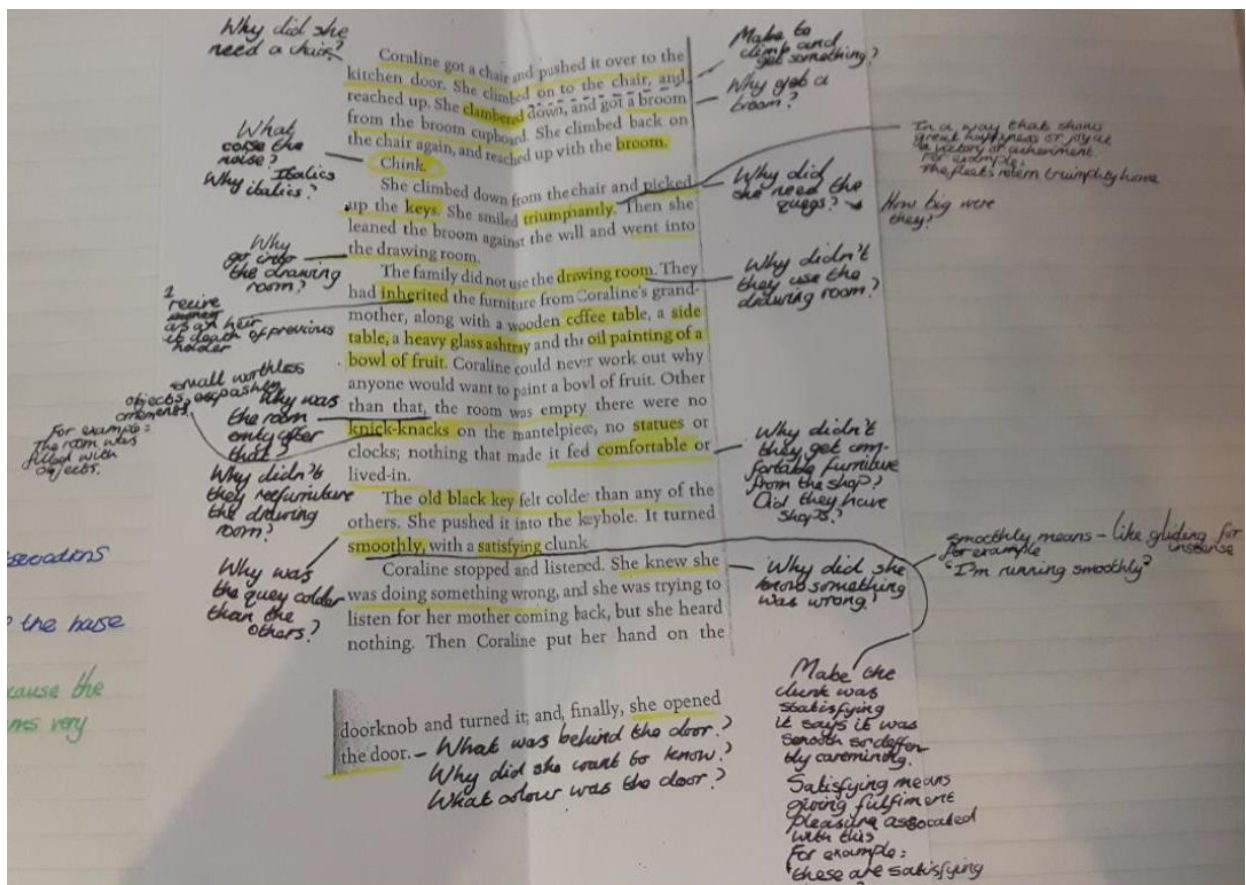
Below are examples some of Key Stage 2 and Key Stage 3 pupils' 'think-alouds'. The pupils have annotated text extracts in order to show how they have comprehended the text – a skill that is often hidden. This approach of evidencing thinking can be applied to any learning, enabling the pupil to build metacognition and the teacher to effectively unpick where learning is strong or may be breaking down, in order to address gaps in understanding.

The image shows a student's handwritten annotations on a piece of lined paper. The central text is a story excerpt about three boys (Raphael, Gardo, and Rat) living on a heap of trash. The student has written several handwritten notes in different colors (purple, blue, yellow, red) around the text, explaining their thoughts and inferences. A purple cloud contains notes about the boys' names and their importance. A blue cloud contains notes about the boys being hunted and the possibility of finding something valuable. A yellow box contains notes about the boys running out of time and energy. A red box contains the phrase 'Deep trouble.'

Annotations provide a useful visual record to support pupils and teachers in reflecting on their own and others' thinking but, when modelling the processes of comprehension or composing writing, it is important that teachers annotate/write 'live', as this ensures a true reflection of thinking in the moment and the struggle involved. When modelling writing, this may feel risky, but pre-prepared models result in the process and struggle being hidden from pupils.

Note that these annotations are different in purpose from analytical annotation (for example, identifying and exploring language features and their effects) as frequently seen in KS3 and KS4. The purpose of these annotations is to explore the inner process of successful reading comprehension:

- asking questions and looking for the answers
- making predictions about what might happen next
- looking back through the text to make links between new information and what has been read before
- noting where our understanding of an event or character changes and we need to re-think our previous ideas
- making sense of unfamiliar vocabulary by making links with known words and the context of the sentence/paragraph
- drawing inferences about characters and situations based on the evidence in the text
- recapping what has happened previously and summarising the text to keep track of events, characters and information



How long ago? A long time ago, in a certain place in Africa a small village lay across a river and half a day's journey from a city where a great king lived.

What river? A man named Mufaro lived in this village with his two daughters, who were called Manyara and Nyasha. Everyone agreed that Manyara and Nyasha were very beautiful.

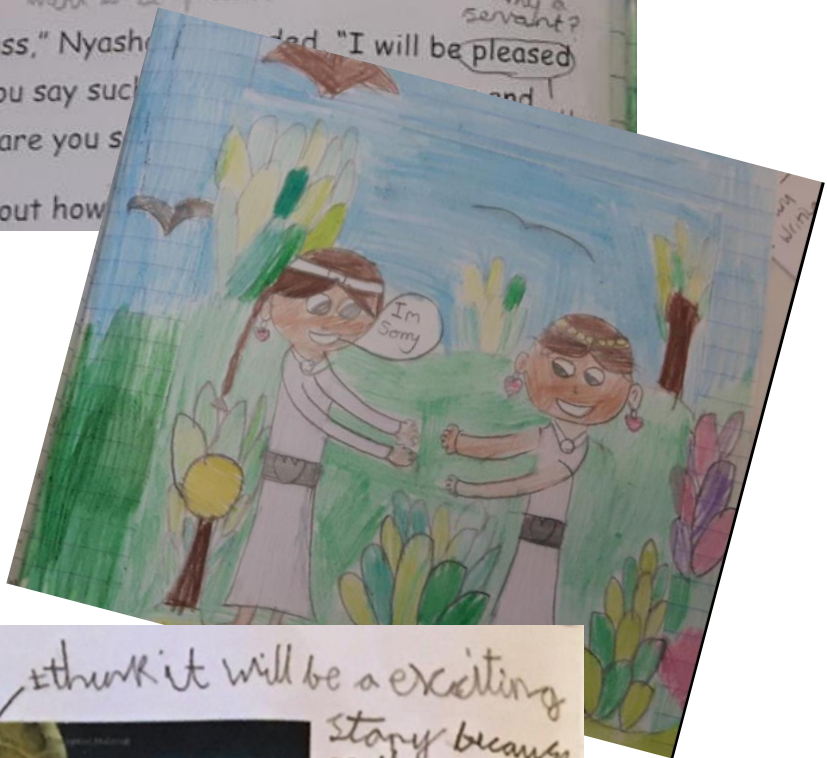
What sort of man was he? Manyara was almost always in a bad temper. She teased her sister whenever their father's back was turned, and she had been heard to say, "Someday, Nyasha, I will be queen and you will be a servant in my household."

Why when her father's back was turned? "If that should come to pass," Nyasha said, "I will be pleased to serve you. But why do you say such strong and beautiful. Why are you so strong and beautiful. Why are you so strong and beautiful."

Why does she want to be queen? "Because everyone talks about how"

What are they called? "I will be pleased to serve you."

Why a servant? "I will be pleased to serve you."



Inference: I can make predictions

the boy makes a dragon machine

Who is the boy?

I think it will be an exciting story because of the dragon.

How does it work?

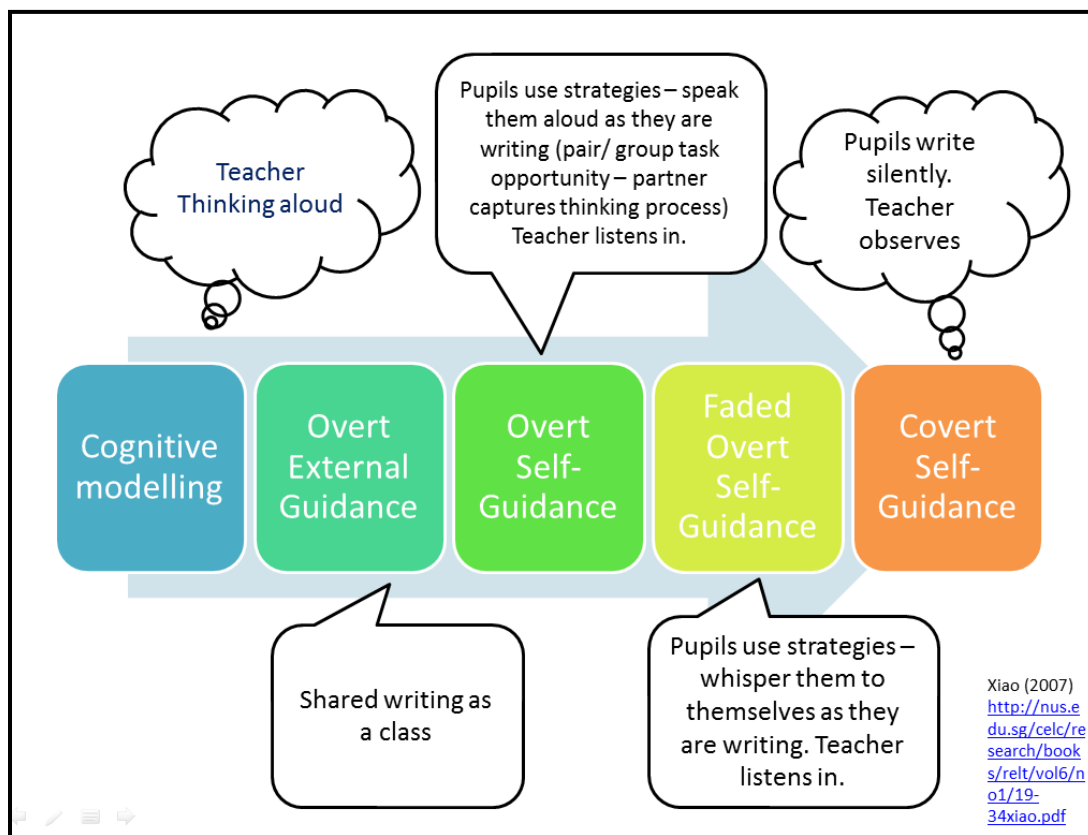
I think it will fly really high

How does he make the dragon?

Collaborative writing in pairs provides another opportunity for pupils to hear one another's thinking. If modelled and taught effectively, pupils can work together with one pupil writing the text and the other noting their shared thinking.

'Put learners into small groups, give them flip chart paper [...] and ask them to organise and record their thinking processes on these during the activity. This technique is useful for two reasons. First, it enables learners to compare how their own thinking differs from the thinking of others, and to examine why that might be. Second, it gives the teacher immediate feedback about how the class is really progressing and which learning gaps still remain to be closed.' – Teaching Backwards.²²

Careful planning can support pupils as they move from teacher-directed modelling of the thinking process, through shared and guided writing, to independent, self-aware writing.



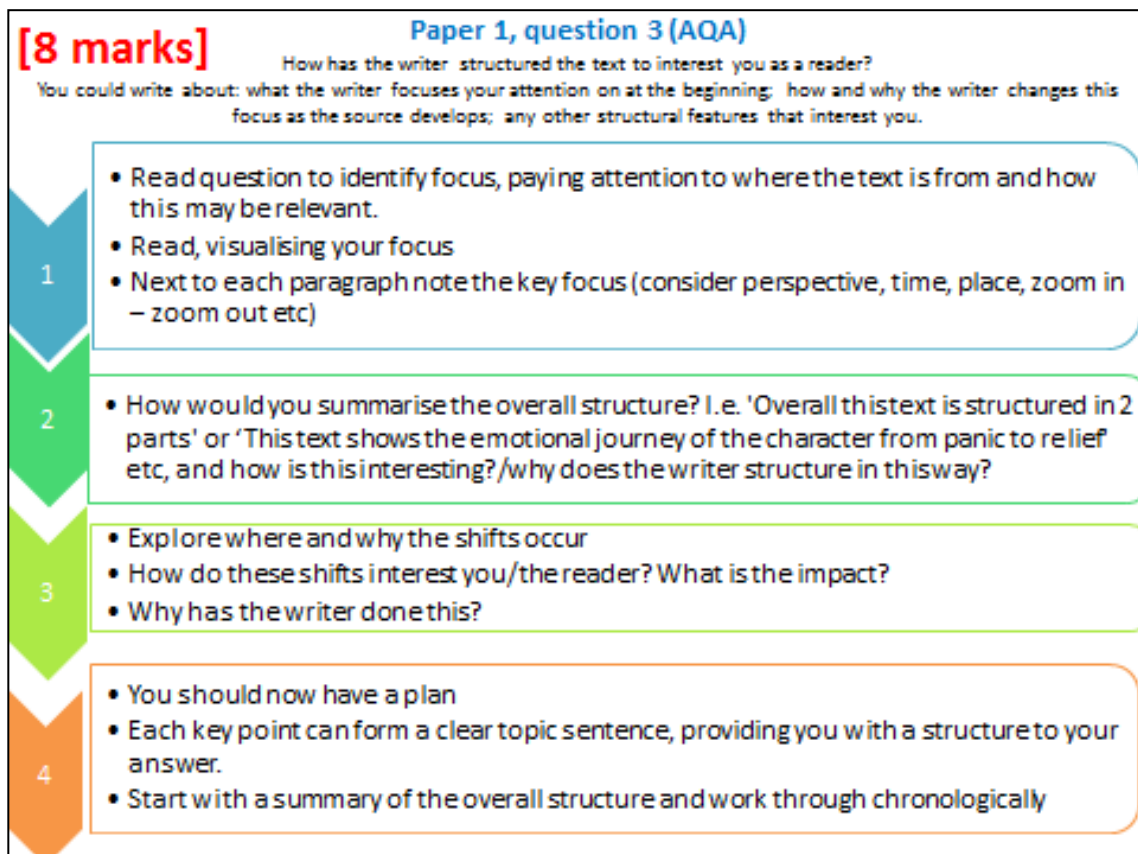
Further examples of the range of ways in which think-alouds can be used are listed in the 'general think aloud scenarios' below.

■ General Think Aloud Scenarios:

- Teacher models think aloud; students listen.
- Teacher thinks aloud; students assist.
- Students think aloud as large group; teacher and other students monitor and assist.
- Students think aloud in small groups while teacher and other students monitor and help.
- Individual students think aloud in forum or Fishbowl; other students help.
- Students think aloud individually; compare with others.
- Teacher or students think aloud orally, in writing, on an overhead, with Post-it Notes, or in a journal; then share.

-Wilhelm, J. (2001). *Improving comprehension with Think-Aloud Strategies*.
New York: Scholastic.

Supporting pupils to capture and summarise the order of thinking processes for particular tasks can also be very powerful. For example, the diagram below models a possible structure for *thinking* in response to a GCSE exam question. These structures are arguably far more powerful than a structure that simply tells you what is required in terms of outcomes, as pupils may know what is required without being sure about how to get there. Pupils can develop these models and collaboratively agree the most successful approaches.



The Education Endowment Foundation has identified meta-cognition and self-regulation approaches as having, '**consistently high levels of impact with pupils making an average of seven months' additional progress.**'²³ The evidence also indicates that, '**teaching these strategies can be particularly effective for low achieving and older pupils**'²⁴ and that these strategies, 'are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.'²⁵ Providing all pupils with opportunities to engage in meaningful discussion with their peers is therefore vital to improving pupil outcomes.

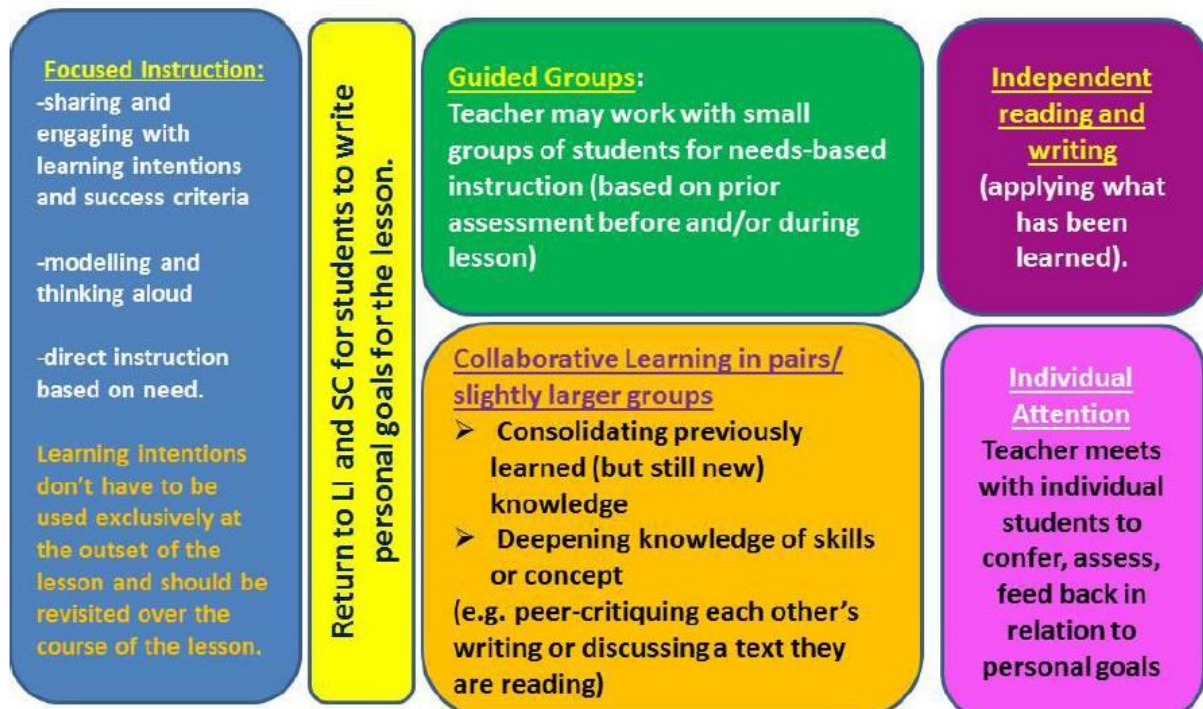
The diagram, adapted from '*Teaching Literacy in the Visible Learning Classroom*'²⁶ provides a model of the different elements of classroom practice. It is the middle section of guided groups and collaborative learning that needs close attention in terms of developing pupils' metacognition.

How well are all these opportunities utilised in lessons in your school?

How often is the middle phased missed out, with pupils jumping to independent application?

The diagram below illustrates how the different component parts of a teaching sequence that builds towards independence. The middle phase of guided groups and collaborative learning is key to establishing later independence.

Adapted from: Fisher, D., Frey, N. and Hattie, J., 2017. *Teaching Literacy in the Visible Learning Classroom, Grades 6-12*. Corwin Press.

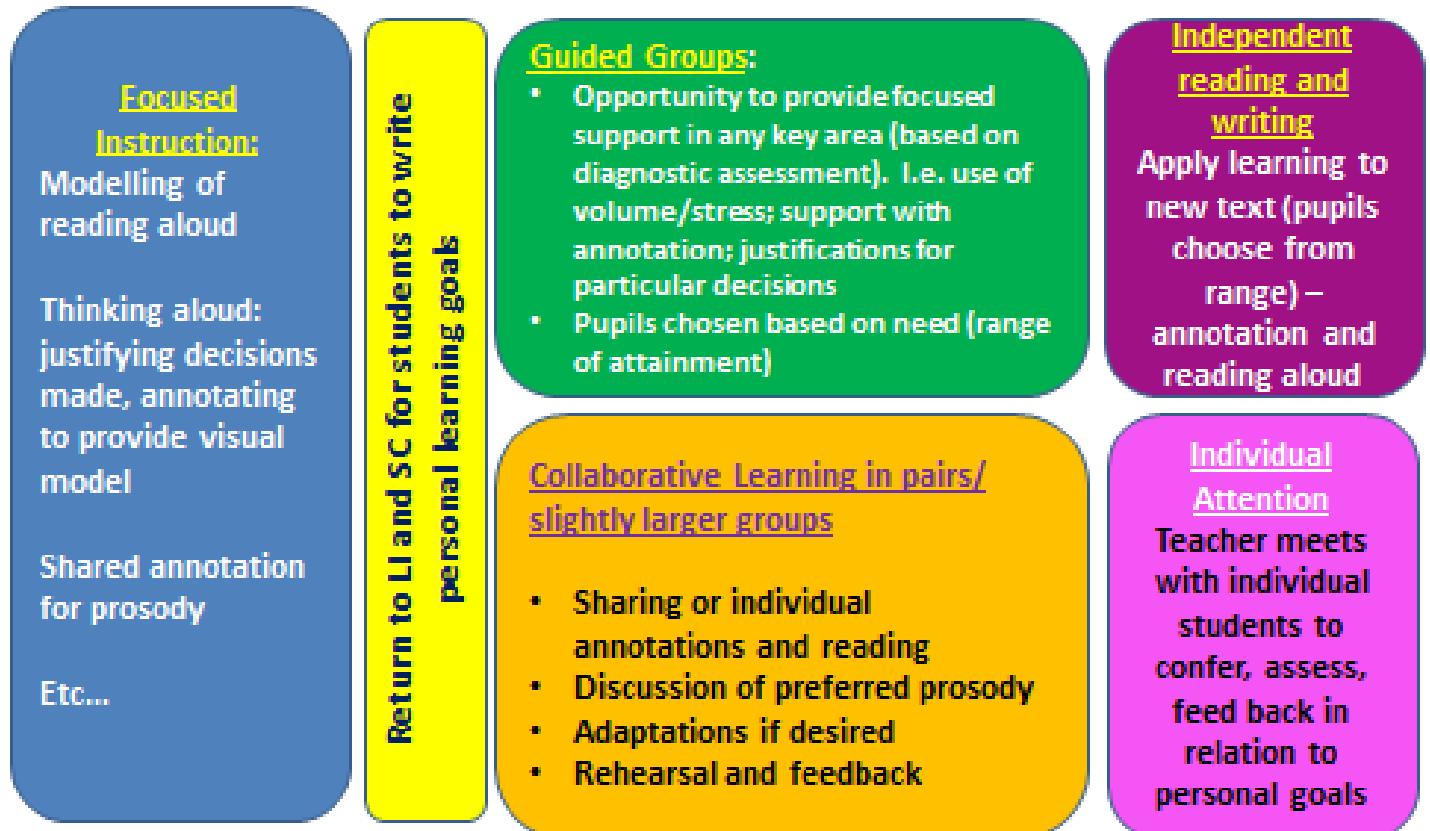


This is an example and should be flexed within lessons and across weeks according to pupil need

The following example takes this format and considers how teachers might plan to teach reading fluency with a clear focus on opportunities for peer-to-peer learning, dialogic talk and guided learning.

Learning example

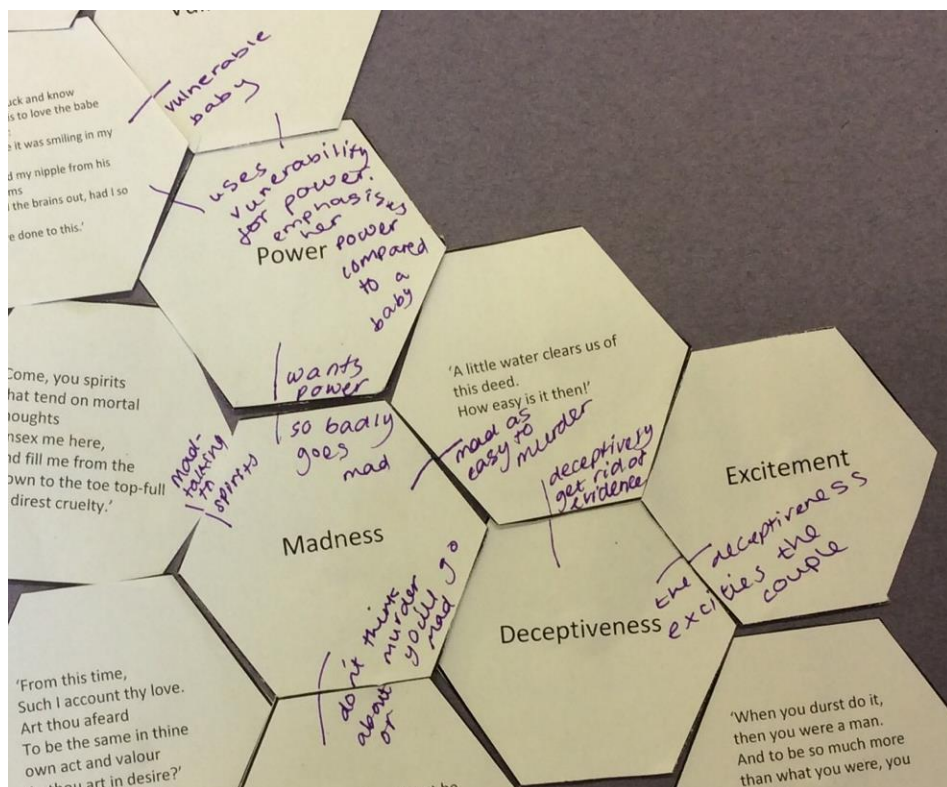
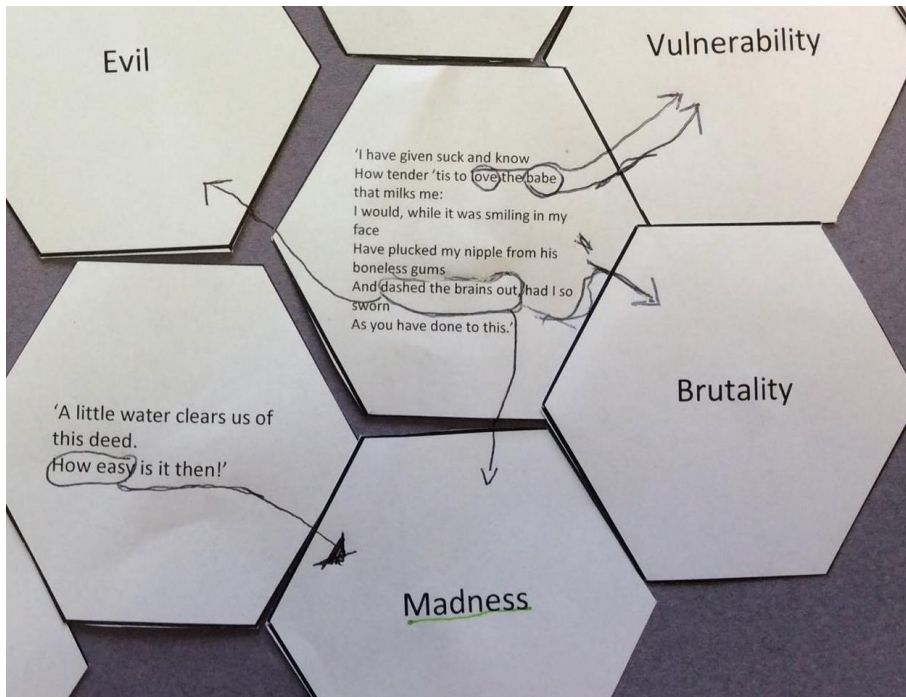
Teaching Literacy in the Visible Learning Classroom, Grades 6-12, Douglas Fisher and Nancy Frey (20 Jul 2017)



Groupings that deliberately include pupils across the range of attainment support purposeful discussion and the development of pupils' vocabulary. *'The students would not be ability grouped, but rather grouped by the teacher intentionally to ensure that there is academic diversity in each group as well as language support and varying degrees of interest and motivation.'*²⁷

Research and our own experience tell us that collaborative learning is not always productive. It is easy for some pupils to lose focus, opt out or disrupt the learning of others. Neil Mercer comments that, *'It is not enough to allow pupils the opportunity for discussion while they carry out educational activities. If simply left to their own devices, their talk is often not productive; some children will be excluded from discussions and the potential value of collaborative learning is squandered.'*²⁸ We have therefore collated some approaches to structuring group work effectively based on key learning. This document is available on the open area of the English Moodle. (Follow <http://english.hias.hants.gov.uk/course/view.php?id=482> Open Resources/ Secondary/Speaking and Listening/Why Do Group Work?)

The following task provides just one example of structured group worked designed to offer a focus for discussion and to deepen pupils' understanding by supporting them to make links between ideas, rooted in evidence from the text. Pupils work together, making collaborative decisions about the most meaningful combination of hexagons, where the connection between every adjacent pair of sides needs to be explained. During discussion, pupils build their shared understanding and extend their critical vocabulary around themes of the text.



It is vital that disadvantaged pupils have as much access to collaborative work as their peers. A key consideration is the level of teachers' expectations of disadvantaged pupils, as too much support (as well as too little) will be detrimental to the development of metacognition and self-regulation. The Sutton Trust Toolkit (2012) states that: *'It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher.'*²⁹ So what approaches can we use to scaffold learning effectively?

Key Strategies

- ✓ Ensure clarity of goals through clear and relevant learning objectives and success criteria developed with the pupils.
- ✓ Scaffold learning effectively, reducing the scaffold over the course of the learning journey/year so that pupils have increasing opportunities to apply skills independently. When teaching reading, the scaffold should be reduced so that dialogic talk happens increasingly independently and pupils apply skills to their own texts.
- ✓ Develop tasks that require pupils to plan, monitor and evaluate their learning. For example, pupils create their own evaluative success criteria for written outcomes, use it to support them when planning, drafting, editing, proof-reading, and self-assess against it before final teacher feedback.
- ✓ Ask pupils to compare approaches and to reflect on the process and how they might approach similar tasks differently in future, which supports self-regulation. For this to be effective, curriculum time needs to be dedicated to learning to plan, to craft and to reflect, allowing pupils enough time and opportunity to edit/redraft/publish.
- ✓ Model the processes of reading and writing at all stages (i.e. how to plan or edit, infer or predict) through modelled and shared writing, externalising the internal thinking processes. 'Think alouds' are a great way of making the process explicit to each other. Teachers use this information to inform planning in order to improve process.
- ✓ Collaborate through group/peer discussion so that thinking becomes explicit and pupils support one another.

The following examples show success criteria developed for the independent application of skills for the end of unit outcome. Over the course of the year, pupils are increasingly expected to develop their own success criteria. Pupils self/peer-assess alongside a partner (so that the assessment is discussed) prior to the teacher's final assessment, effectively allowing the teacher to see the pupils' understanding of their own work.

Can I write an informative non-chronological report about Yosemite National Park?			Teacher comments
SUCCESS CRITERIA	Traffic light	My Evidence	
Can I write a non-chronological report that is appropriate to the purpose and audience of a travel brochure? (informative /third person/ formal/ present tense)	●	I have written in 3rd person 'Sattled in California' It is one of the in the world, it is formal on Yosemite 'AS Yosemite ...' 'Hidden within ...' 'Scattered throughout' Yes I have used a range.	✓ Yes! Beware of repeating yourself. 😊 Ⓣ See below.
Can I use a range of connectives and sentence starters to ensure ideas are linked within each paragraph?	●	Yes I have used different link lengths. Wildlife = 13 lines The justice = 8 lines 'Like the marriage grave ...' 'and highway to roads to go with!'	✓ Ⓣ See below.
Can I use ROP effectively and accurately?	●	'Another reason'... Rost ✓ 'Simply amazing Rost ✓'	Have you used a Q?
Can I use a ROSL and ROST effectively and accurately?	●	So unique features it is in a triangle and different shape throughout the park	✓ Lovely.
Can I create my own layout to present information effectively?	●		

a

d

s

p

i

c

e

Shocking
Simply
Yosemite, America's greatest
Within Yosemite
pursuing
as another reason also
Scattered throughout

Teacher comments:
✓ Create style, very informative - showing detailed research.
✓ Keep working hard Cam - well done.

Next steps:
Ⓣ Higher level connectives - 'also' is a weak choice. Since / despite / whenever / in addition.
Ⓣ More non-fiction pieces at a high level.
Ⓣ Understand accurate use of colon - do not follow with 'which'!

Running. Running for their life. Gradually they had nearly got away with it. Possibly lake, all that was in their way was a mile especially broad tree. Larkspur stumbled on to a blanket of soggy orange leaves. THUM started about how he was going to return he hurriedly got up and starting running, much slower than before. And much more effort was put in. Larkspur didn't know if he would make it. It was 1877 and it was the middle of night. Anything could happen. But who was going to suffer?

Testing out how the gate way opens was the reason why Macarena and Larkspur were outside their kingdom. They had gone to the village to see the church when the villages detected them. They didn't like strangers, Larkspur and Macarena didn't know that then. Only when a fuming herd of villages appeared from nowhere, did they notice and start to run. The mortals were after them, and were blood firstly. They had tried to make it back to the portal. Back to the land of the Hidden. "Why did we go to the village?" Larkspur called, "it was such a risky thing." No reply. Macarena was so out of breath from running she didn't have the breath to speak. "Only a mile to go!" Larkspur panted with his last breath. Sweat was pouring furiously, down both of their faces. The wild wood was thick and large, they only had a mile to go, but would they make it? Would they do it in time?

Larkspur

I was running alongside my mother. Within her eyes I could see frustration and determination, but I knew she was worried. Occasionally she would glance at me. Hair whipping her face, like she had been going at the speed of light. The mortals wanted to taste our blood, to feel our hearts as cold as ice. We could sense they had weapons, iron spears, burning torches; killer poison. We couldn't do anything about it just run. Run for our lives. ✓ Create paragraph.

Swan king

"Where were they?" my voice as cold as ice. None of the hidden said anything. I knew something was wrong, I could feel it in the depths of my heart. Only one thing could have occurred: Mortals. I should have gone with them to sort out any problems. However hard I tried not to be angry, I couldn't avoid it. First Rose and now Macarena and Larkspur. I felt I tear trickle down my face. I made for the gateway!

Macarena

This was it. I had outdone my time on Earth. I glanced at Larkspur, water gathering in my eyes. Death was haunting me and had won. The mortals were gaining on us. Now, I could see the lake. Both Larkspur and I knew we wouldn't make it. There was a glimmer on the water, the same water I had entered so many times. This was the end.

Larkspur

In my whole life time on Earth, never had I wanted to kill the mortals that much. On that day something changed. Something clicked. The angry mob was right behind us. If the moon wasn't bright enough, a blaze of light from the mortals shone for miles around. I looked at my mother one last time before a pale hand grabbed me and yanked me through the lake. I saw an iron knife shatter into her back as her head dropped to the floor. The Hidden's queen was dead! I tried to escape from my father's grip, tears streaming down my face like a waterfall. My father had a tight grip. He had the option to save me or my mother. He chose me...

'HIDDEN AMONG US' INSPIRED WRITE

This piece is based on Hidden Among Us by Katy Moran. Children could choose their own write - deciding on their own reason to write, audience and author's voice. No sentence skills were taught or discussed in this piece. No structure was given. Children planned on one lesson, drafted the next and redrafted in a third on the computer. All work is independent. Children generated their own success criteria based on previous targets in their books.

SUCCESS CRITERIA	Traffic light	My Evidence/comment	Teacher comments
Can I... use ROSL and Adspice to Inspire my writing	●	Running, gradually, possibly, I have used Adspice and I Ad Lib to. IF...	✓ ROSL VAPSPACE.
Can I... Engage the reader and entertain them	●	"I saw a iron knife scatter into your back" "The Hidden's green roof dead", I have	✓ Yes, good use of questions
Can I... use accurate punctuation	●	"He chose not" "was dead!" "I have use accurate punctuation"	Ⓣ Accurate commas for clauses
Can I... make my writing exciting and descriptive	●	"hair whipping her face like she'd been going at the speed of light"	✓ Wow!



What was my reason to write? to persuade people to buy the prequel by Hidden among us, and to show the prologue
Who is my Audience? people who are interested in Hidden among us and the prequel
How have I written & presented my work to suit my reason to write and my audience? written in a story format with a sort to have for a story or fiction story

Teacher comments:
✓ Was - excellent control of shifting viewpoints.
✓ Independent writing - great choice of your own.
✓ Inspired writing of a prologue.

Next steps:
to include brackets and hyphons and to use accurate speech and split dialogues
Yes I agree!
Great understanding of your next steps.
* Reflective.



The headteacher was on her way to visit Sophie very important when the wind went swoosh. The wind took her scarf right off her neck. It drifted through the workmen's dining. It floated above Year 6 and across the playground. It sailed over the library. It flew gently down and into the headteacher's arms.

What is going to make my writing successful?	My evidence...	My teacher thinks...
Make changes to the original story.	scarf headteacher	✓
Write sentences using the conjunction 'and'.	—	✓
Use prepositions.	through across	✓
Use sound words (onomatopoeia).	Swoosh	✓
Use apostrophes correctly.	—	✓
	A lovely story! You have used your purple polishing pen very well.	
	Use an adjective to describe. How could you describe the headteacher's scarf?	

Pupils' responses to teachers' marking show that they have understood what is expected of them and are able to deepen their thinking further when prompted.

The headteacher's scarf
 Coloured ✓
 colourful

LO: To make inferences about character feelings
 Make sure you have read chapters 23 and 25
 Bradley was called a monster. Pretend that you are Bradley. What would he write in a diary that night?
 Dear diary,
 Dear Diary,
 Hey, Diary. It's Bradley, the one people call "monster". You know, I really hate everyone and they hate me when Jeff left me behind but Carla isn't like that since she's always nice to me. I wonder if she's really nice or if she's just pretending to since she's the school counselor. Well, I really don't care, even if I care, it still would be really hard to tell since she's absolutely nice.
 Anyway, back to when other people call me a monster

Maybe because it's just my personality and how I treated other people and if that's the case, then the reason people call me a monster because I probably am one. But Carla thinks there's good in everyone. So, earlier this morning, I thought that if I became good and if others realize that, they don't think that I am a monster any more. So I pretended to be good the whole day. Even though everyone thinks I'm still a monster, I still need to be more nice. But surprisingly it didn't work, and they even think that I hit Bradley Jeff. I didn't do it.
 ✓ You carefully thought from Bradley's point of view.
 Do you think he can change? Why?
 Yes, because on chapter 23 and 25, he was still being nice even they still call him a monster. Bradley's personality is like a monster, but a monster still can change as long as he tries.

Inviting pupils to reflect on the effectiveness of their work and on the process of their learning encourages metacognition. These examples from Rosendale Research School in Dulwich show how pupils can be encouraged over time to build their thoughtfulness and resilience as well as their understanding of quality in their work. The pupils' responses also provide useful information for the teacher's own reflection on how best to support pupils in their learning.

Full lesson reflection sheet KS2F Date: 16.11.17

Tags: English, Poetry, Personification
 What is personification?

At the start of the lesson I feel:

I don't know anything about it I know a little but will need support I am confident I'm confident enough to coach

At the end of the lesson I feel:

I don't know anything about it I know a little but still need some help I am confident I'm confident enough to coach

My new learning was
 personifications ~~with~~ which I found confusing at first but then Miss Collin told us what a personification was and I got the hang of it.

My colour has/has not changed because I had no idea what a personification was but she told us.

The part of the lesson that helped me the most was the examples on the board because it was showing what it was.

The part of the lesson I found hard or confusing was the start because I had never even heard of that word.

Next time I do this I will remember it by thinking of verbs and not living ~~was~~ objects that will be living.

Reflection

Read back through your letter. What do you like or not like about it? Does it sound like a letter a man, making a different and uncertain journey to a new land, might have sent to his family? Try to say why.

Does the letter flow well from paragraph to paragraph, or is it jumpy or repetitive? The idea was that the letter would start quite sad and bleak and gradually become more hopeful and optimistic as the man looks towards a brighter future. Does this work in your letter, do you think?

How has the editing gone? Has the peer review (you looking at your partner's work with them, and they looking at yours with you) been useful? Give an example if you can.

We have focused on writing in clear, grammatical sentences. Have you achieved this? We also talked about the four sentence types: statement, question, exclamation and command. Which of these have you included in your letter? Give examples.

I want you to edit
your work -
no problem.

I think that my first paragraph was messy didn't make sense because I wasn't really focusing and I kept getting distracted. I could ^{have} ~~of~~ made that paragraph way better if I had been more concentrated. Apart from that I'm very proud of my letter and I think it is bit too sorry in some parts, if I had tried harder on the first paragraph then it would of been one of my best pieces of writing. but that was the nature of this piece of writing.

I think my letter flows quite well and one bit of it was quite jumpy but I corrected it. I think it could flow a bit better. I had not crossed out that much stuff. I think that it starts sad but at the end I think that I might of made it a little bit too optimistic at the end. I also think in my work that it went a bit too quickly from really sad to really really optimistic and that doesn't make really make sense. Good reflection. I like the tone at the end...

read. I really liked editing with my partner and reading my work out aloud. Read my work out

Loaded helped me because if something didn't sound right then I could hear that it didn't make sense. Working with my partner helped me because she noticed mistakes that I did like. When I was reading work she told me that I forgot to put in the words to and I hadn't noticed.

That will always
be the case.

I think that used all of the four sentence types but I used way more statements than anything else but + Also I used hardly any commands because I found when I tried to put them in it just didn't make sense. An example of a question is 'How long will it be until I can see your beautiful smile again?'

They don't suit this
piece of writing.

Good, analytical reflection.
Fluent, accomplished writing
and hard work - a
great combination.



Similarly, using example outcomes enables pupils to develop their own sense of quality (before, during and after the process).

For example:

- Collaboratively ranking responses in order of quality and discussing reasons will help pupils identify and develop appropriate success criteria, as well as exposing the thinking process of others.
- Ranking responses in quality order for different components of success (i.e. order based on most effective structure/vocabulary/opening/ending) will also build pupils' understanding of quality and make thinking processes explicit.
- Comparing work of similar quality (rather than always comparing strong with weak responses) and discussing choices and approaches will support pupils in understanding a range of approaches and how to make effective choices.

Which is better?

"Yes I know - but still" Priestly uses this question to show the audience how Eric can be like a rebel despite his family's social reputation and background. I suggest Priestly uses this text to develop an image of what Eric is like and how he's different compared to his formal family. I think Priestly uses the phrase "but still" to emphasize the fact that Eric knows, he shouldn't be doing something but still does it despite his family's strictness. However, it could also show how Eric is trapped by father's image of a wealthy business man so much, he will say the smallest amount of details to make people think the differently of him.

From the outset of the play, Mr. Birling demonstrates his selfish capitalist views upon the lives of the lower classes and society as a whole "as if we were all mixed up in a nice community and all that nonsense" ~~that~~ ^{it's} utterly dismissive of the notion that we must all work together and is so firmly attached to his higher social status it is obvious he cannot contemplate ~~pretending~~ ^{pretending} with and supporting those of poorer economic status. His use of the word "nonsense" reflects his nonchalant ~~and~~ ⁱⁿ manner as ~~to~~ ^{it} is a word of almost mockery, so light hearted a term portrays Mr. Birling's opinion that such ~~as~~ ^{as} community and socialism are utterly ~~consequential~~ ^{consequential}.

A

B

In each pair, which is better? Explain why.	
A	B
C	D
E	F
A	E
C	B
A	D
C	F
E	B
D	F

Put the six extracts in rank order, with 1 as the top and 6 as the bottom

- 1
- 2
- 3
- 4
- 5
- 6

Using sample responses and evaluating these based on shared and agreed success criteria (including published exam mark schemes at GCSE) can work well, but it is also worth discussing the quality of understanding shown, the readability of answers, the way explanations are phrased and ordered and so on – quality goes beyond mark schemes. This kind of activity can allow teachers to assess how well pupils understand what quality looks like and identify their misconceptions through listening to their discussions.

Feedback to pupils can take many forms in addition to written marking. Teachers can assess at whole-class level to identify common needs and misconceptions across the class, which can then inform the planning for the next lesson or series of lessons. Flexible groupings enable pupils to work on the area that they particularly need to secure in their learning and to become expert enough to support others. Some response tasks in adaptive teaching can enable pupils to work independently to build understanding, knowledge or skills in their key area so that teachers can work closely with a guided group to secure their learning in a particularly challenging or intractable skill where the teacher judges that pupils will not secure the learning without precise teaching.

Below are some examples of ways teachers can use assessment to feed forward into planning and teaching.

Teacher JKN	Class 11X1	Date 26/04/17
Outline of work being marked Merchant of Venice practice exam essay - Quality of mercy extract - portrayal of Portia		Key learning Integration of evidence - breadth of ref focused analysis of language - effect Contextual factors - feminism, Christianity vs Judaism, mercantile society
Successes VT - exceptional LM - excellent breadth of ref + clarity → share Analytical language and critical ^{approach} vocab used well across the range	Areas for improvement £ Introduction - needs conceptual approach # Links to other parts of the text @ Portia of 19th century feminism + religion context * Lang analysis	
CB LD EH JB JN LM* VI-lead £ - <u>Setting out a conceptualised intro</u> 3x intro exemplars • pick out where the key sentence is • Rewrite, leading w. key sentence	# - <u>Linking to Acts 1 + 2</u> Quotation bank for Portia → link to 3 x lines from extract * freedom * intelligence * goodness(?)	
LM-lead Aq SH EN Fq CM IS @ - <u>Contextual understanding</u> • Complete context card - link SdB second sex • Write explanatory paragraph about attitudes to mercy in Christianity - Bib. refs.	Guided group (MG KM AS DH LA EG) * - <u>Language analysis</u> 'gentle rain from heaven' - religion images of power/regality - masculinity feminine images - 'strained'; 'seasons'	
Whole class? Share LM essay → refs + explanations		
Spellings Judaism Mercantile de Beauvoir	Individuals KM - inference	

Spellings

- Look/remember/cover/write/check
- Say it as it looks
- Shape the word

Check and correct these key spellings:

- Emphaseses
- Repetition
- Alliteration
- Chiasmus
- Fascination

Whole Class

Check your contextual knowledge – make sure that your details are correct:

- James I came to the throne in 1603
- His reign was known as the Jacobean period
- James I wrote ‘Daemonologie’ in 1597
- Witchcraft was specifically illegal
- James I participated personally in the interrogation of women accused of witchcraft
- England under James I was a Protestant country
- ‘Thou shalt not suffer a witch to live’ *Exodus 22:18*

Check your quotations – they’re too long. Zoom in on the key part of the quotation that is relevant and highlight the key words/phrases.

Re-write your paragraph, changing your quotation to embedded quotations with focus on key words.

Add to your paragraph, making a link to another key point in the play and explaining how that moment builds on the ideas introduced in this scene.

Re-write using your key terminology correctly and showing that you understand it through your comments on effects on the reader.

Error sampling focusing on skills taught in earlier years can be useful to identify areas where re-teaching or specific reminders to focus on improvement can be useful diagnostically.

Error Sampling – Class _____

Date	Full stops (sentence division)	Capital letters	Question marks	Speech punctuation	Commas	Colons/ semicolons/ parenthesis	Paraphrasing	Verb tenses	Homophones/ common exception words
02/02/17	Amelia James Lucy A Kyle	Amelia Lucy A	Amelia James Kyle Freddie Emma Mary Lachlan	Amelia James Kyle Freddie	Englebert Neville Ewan Lucy G Lachlan	Ewan Lucy G Emily Jess David Lucas Seb Haseeb	Amelia James Lucy A Emma Lachlan	Amelia Lachlan Zajne James Lucy A Khaled	Amelia James Kyle Lucy A Khaled
03/03/17	Amelia James	Amelia	Kyle Mary	Amelia Freddie Emma Jamie-Lee	Englebert Neville Lachlan	Mary Lachlan Zajne Khaled Neville Emma	Lucy A Emma	Amelia Lachlan Zajne James Lucy A Khaled	Amelia James Kyle Lucy A Khaled

Amelia is really struggling – discuss with SENCo

Did some work on paraphrasing – most getting it now

No change here – need to do some class work on these aspects


The Education Endowment Foundation’s Guidance Report ‘*Improving Literacy in Key Stage 2*’³⁰ provides a useful diagnostic tool for the teaching of spelling.

FIGURE 2: TYPES OF SPELLING ERROR AND APPROPRIATE STRATEGIES TO IMPROVE SPELLING

Phonological errors are not phonologically plausible, e.g. 'frist' for 'first' or 'gaj' for 'garage'.	Orthographical errors are phonologically plausible, but inaccurate, e.g. 'gud' for 'good' or 'carm' for 'calm'.	Morphological errors are due to a lack of awareness of morphemes, e.g. 'trapt' for 'trapped'; 'realshun' for 'relation'; 'ekscuse' for 'excuse'.
Strategies	Strategies	Strategies
Explicit teaching of consonant and vowel phonemes.	Look at patterns of letters and syllables within words.	Focus on prefixes, suffixes and root words and learn common rules. For example, most words ending in 'f' or 'fe' change their plurals to 'ves', e.g. 'half' to 'halves' and 'knife' to 'knives'.
Practise sounding phonemes all the way through words.	Encourage automatic recognition of whole words in conjunction with an emphasis on careful decoding and encoding.	Explore the relationship between meaning and spelling by looking at etymology.
Focus on identification of common digraphs in words.		



A Marked Improvement: A review of the evidence on written marking provides a range of useful evidence and questions that should be used to inform decision making about the most effective approaches to marking and feedback.

https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf



A marked improvement?
A review of the evidence on written marking
April 2016

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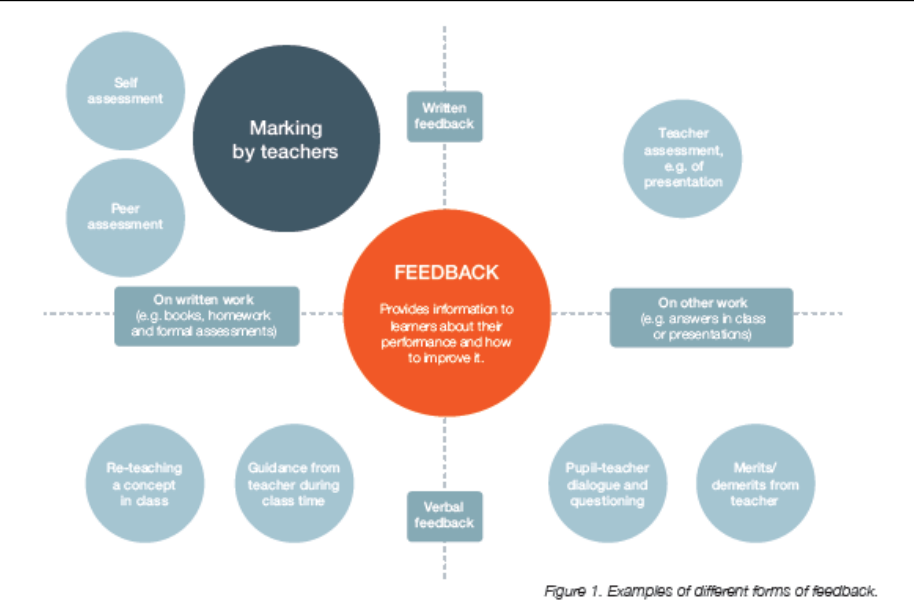


Figure 1. Examples of different forms of feedback.

Final Thoughts

The last few years have represented a real journey for us in terms of how best to support disadvantaged pupils; we have been lucky enough to work with a range of dedicated professionals from Hampshire and beyond who have influenced our thinking and shared their experiences. Without this collaboration, we would not have been able to develop this guidance and we therefore recognise the challenges for teachers in schools in meeting the diverse needs of all pupils. This guidance aims to offer practical suggestions as an approach to overcoming the national challenge of closing the attainment gap between disadvantaged pupils and their non-disadvantaged peers. Even the most difficult challenges require first steps, and we hope that this guidance will enable teachers to see ways to marry a strategic vision with day-to-day detail in the English classroom.

We'd like to thank colleagues from the following schools who have shared the images of their pupils' work that we have used to illustrate this guidance: Cams Hill School; Calmore Junior School; Cherrywood Primary School; Droxford Junior School; Federation of Liphook Infants and Junior Schools; Fryern Junior School; New Milton Junior School; Park Community School; Ranvilles Junior School; Rosendale Research School, East Dulwich.

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