

## English Department Report: Year 7 Students (Catch up)

### Autumn Term 2016:

On entering the school in Sep 2016 there were 33 students identified by their KS2 performance as 'Not Secondary Ready'

These students were placed in mixed ability teaching groups with specialist English teachers for the Autumn term where the following interventions were put in place:

- Students were identified by the class teacher and this information was taken into account when arranging seating plans, planning lessons, assessing students work with Personalised Learning Checklists.
  
- The Scheme of Learning for this term developed the following core skills:
  - Reading for meaning (class novel and poetry texts)
  - Inference and deduction
  - Understanding character
  - Exploring the effect of writer's methods: form, language and structure
  - Understanding the impact of contextual relevance when reading a text.
  - Independent reading (through reading journals)
  - Developing key literacy skills for writing: punctuation, sentence structure, text organisation.

*The Scheme of Learning is designed to develop the key skills required for the new GCSE curriculum and will support students in developing their reading and writing against the new Assessment Objectives.*

- Resources were differentiated appropriately (to provide both support and challenge) for all students.
- Majority of assessment throughout the term was completed using formative feedback (in accordance with the school's marking policy) Students were given clear advice to make improvements and were encouraged to do so with the use of 'Purple Pens of Progress'.
- TA support given where the support was required for individual students.

- Personalised intervention strategies were used by each classroom teacher (this information is outlined on the students' progress report)
- A formal assessment was given (using AQA's Key Stage 3 test packs) Students were given a summative assessment using the new 9-1 framework. (Pre GCSE levels have also been used P1-P4) The department's flight path was used to identify Secondary Ready progress:

**Overview:**

| Grades: | Secondary Ready Judgement            | No of Pupils |
|---------|--------------------------------------|--------------|
| P3-1M   | <b>RED:</b> Not Yet Secondary Ready  | <b>11</b>    |
| 1H      | <b>Amber:</b> Nearly Secondary Ready | <b>8</b>     |
| 2L-2H   | <b>Green:</b> Secondary Ready        | <b>14</b>    |

**Moving Forward: Spring Term 2017**

**Red:** These students will be put into a smaller, focus class for Spring Term – with TA support. Their progress will be monitored regularly (every 3 weeks / 4 times in a term) by the class teacher and CURL. CURL will meet every 3 weeks with class teacher to discuss and track pupil performance.

Diagnose – Therapy – Assess will be used to identify and support each student's specific areas of development.

*Where a student makes any rapid progress and is deemed Secondary Ready they will be moved back into the mixed ability groupings.*

**Amber:** These students will remain in mixed ability groups and their performance will continue to be monitored carefully throughout the Spring Term.

*If a student's progress declines / does not improve alongside their peers they will be moved into the smaller, focus class.*

**Green:** These students have made the required progress and are working at a similar level to their peers; they are regarded by the department as 'Secondary Ready'. Their performance will continue to be monitored carefully – and where appropriate the necessary intervention will be put in place.

- All Catch up students will be assessed again by February half term to monitor their progress.

**Additional Information available:**

***Students Progress Report:***

- Teacher Judgement (RAG)
- CLA (9-1)
- Intervention strategies used by class teacher
- Areas for further development (Spring Term)

***Electronic Mark books (for each Y7 class) so progress of NS ready students can be compared to their peers across the cohort.***

Assessment data is broken down against each Assessment Objective – this will be used for staff to plan for the Spring Term and to respond to key areas of development.

**Y7 English – Not Secondary Ready**

**English Intervention and Teacher Professional Judgement: Autumn**

**Students Progress Report:**

- Teacher Judgement (RAG)
- CLA (9-1)
- Intervention strategies used by class teacher
- Areas for further development (Spring Term)

| Surname Forename | KS2 Reading Outcome Key Stage 2 Validated Result | Professional Teacher Judgement | CLA (9-1) | <p style="text-align: center;"><b>Intervention Strategies used Autumn Term</b></p> <p style="text-align: center;"><b>Further areas for development: Spring Term</b></p> |
|------------------|--|--------------------------------|-----------|---|
|                  | NS   | A/G                            | 1H        | <p><b>*1:1 teacher support, seating plan, targeted questioning</b></p> <p>- analysis (AO2 &amp; AO4)</p>  |
|                  | NS   | A/R                            | 1L        | <p><b>*TLA and 1:1 teacher support, seating plan, modelled analysis, targeted questioning</b></p> <p>- focus and concentration, analysis (AO2 &amp; AO4)</p>            |
|                  | NS   | R                              | 1L        | <p><b>Requires word processor (as per his IEP)</b></p> <p><b>TLA 1:1 support in recording information</b></p> <p><b>EAA and 1:1 scribe</b></p>                          |

|  |    |     |    |  |
|--|----|-----|----|--|
|  |    |     |    | Chaz will require more 1:1 support on a regular basis to help him form responses to questions  |
|  | NS | R   | P4 | <p><b>Seating plan = sitting at front of class</b></p> <p><b>Check his understanding at the beginning of each task.</b></p> <p><b>Use of writing support frames and a variety of visual organisers for planning</b></p> <p>Writing independently – feeling confident to write more than a few lines on own.</p> <p>Check getting started promptly.</p> <p>Remember quotation marks.</p> <p>Extending vocabulary - Glossary of appropriate terminology for each unit.</p> |
|  | NS | A   | 1H |  |
|  | NS | A/R | 1L | <p><b>Check her understanding at the beginning of each task</b></p> <p><b>Use of writing support frames and a variety of visual organisers for planning</b></p> <p>Confidence</p> <p>Editing own work - remember basic punctuation.</p> <p>Check getting started promptly.</p> <p>Finding quotations.</p> <p>Remember quotation marks.</p> <p>Extending vocabulary - Glossary of appropriate terminology for each unit.</p>  |
|  | NS | A/G | 1H | * seating plan, targeted questioning<br>- analysis (AO2 & AO4)   |
|  | NS | A/R | 2L | <p><b>Check his understanding at the beginning of each task.</b></p> <p><b>Use of writing support frames and a variety of visual organisers for planning</b></p> <p>Engagement</p> <p>Making sure Daniel asks if he gets stuck.</p> <p>Check getting started promptly.</p> <p>Finding quotations.</p>  |

|  |    |     |    |  |
|--|----|-----|----|--|
|  |    |     |    | Remember quotation marks.<br>Extending vocabulary - Glossary of appropriate terminology for each unit.   |
|  | NS | G   | 2M | <b>Coloured overlay to help reading</b><br><b>Seating plan change</b><br><br>Encourage use of dictionary for spelling checks on writing tasks.   |
|  | NS | A/R | 1L | <b>Check her understanding at the beginning of each task</b><br><b>Use of writing support frames and a variety of visual organisers for planning</b><br><b>Talking about ideas and planning/sketching together helps Shanel to access task</b><br>Confidence<br>Making sure Shanel feels confident to write confidently independently.<br>Editing own work - remember basic punctuation.<br>Check not rushing work.            |
|  | NS | R   | P4 | <b>Seating plan = sitting at front of class</b><br><b>Check his understanding at the beginning of each task</b><br><b>Use of writing - support frames and a variety of visual organisers for planning</b><br>Lots of potential – his confidence is improving! Check getting started promptly.<br>Finding quotations.<br>Remember quotation marks.<br>Extending vocabulary - Glossary of appropriate terminology for each unit. |
|  | NS | A   | 1H | KAN  |
|  | NS | A/R | 1M | <b>Confidence-boosting with praise and use of Learning Mats to break down questions.</b><br><br>Change seating plan so more group work is encouraged as has tendency to shy away from discussions. More hard-copies of resources to aid memory retention   |
|  | NS | G   | 2H | * <b>seating plan</b>  |
|  | NS | A/G | 1H | <b>Seating plan = sitting at front of class</b><br><b>Verbal reminders to stay focused</b>   |

|  |    |     |    |  |
|--|----|-----|----|--|
|  |    |     |    | <p><b>Given class tasks to stay active</b></p> <p><b>Use of writing support frames and a variety of visual organisers for planning</b></p> <p><b>Talking about ideas and planning/sketching together helps Ajay to access task</b></p> <p>Concentration</p> <p>Check getting started promptly.</p> <p>Finding quotations.</p> <p>Remember quotation marks.</p> <p>Stretch and challenge – making sure Ajay puts full effort into tasks and attempts extension tasks if finished.</p>   |
|  | NS | A   | 1H | <p><b>Seating plan places him right at the front to minimise distractions.</b></p> <p><b>Checking he has understood the tasks through questioning.</b></p> <p>More hard-copies of resources to aid memory retention</p>  |
|  | NS | R   | 1M | <p><b>Use of writing support frames and a variety of visual organisers for planning</b></p> <p><b>TLA support</b></p> <p><b>Provide starter sentences for written tasks.</b></p> <p><b>Always check her understanding at the beginning of each task</b></p> <p>Confidence – making sure Lydia feels able to access task independently.</p> <p>Check getting started promptly.</p> <p>Finding quotations.</p> <p>Remember quotation marks.</p> <p>Editing own work - remember basic punctuation.</p> <p>Extending vocabulary - Glossary of appropriate terminology for each unit.</p> |
|  | NS | G   | 2L | * <b>seating plan</b>  |
|  | NS | A/G | 2L | * TLA support, seating plan, targeted questioning<br>- analysis (AO2 & AO4)  |
|  | NS | R   | 1L | * <b>seating plan, poor attendance, targeted questioning</b><br>- understanding texts, analysis (AO1, AO2 & AO4)   |

|  |    |     |    |   |
|--|----|-----|----|---|
|  | NS | A/G | 2L | <p><b>* 1:1 teacher support, seating plan, targeted questioning</b><br/> - understanding texts, analysis (AO1, AO2 &amp; AO4)</p>   |
|  | NS | A/G | 2L | <p><b>* TLA support, seating plan, targeted questioning</b><br/> - understanding texts, analysis (AO1, AO2 &amp; AO4)</p>   |
|  | NS | R   | 1H | <p><b>*TLA and 1:1 teacher support, seating plan, targeted questioning</b><br/> - understanding texts, analysis (AO1, AO2 &amp; AO4)</p>  |
|  | NS | A/G | 2L | <p><b>* seating plan</b></p>  |
|  | NS | A/G | 2H | <p><b>Seating plan. Frequent checks to see that she understands the task.</b></p> <p>Encourage more independent work. Change seating plan so she is not just copying others.</p>  |
|  | NS | A/R | 1H | <p><b>*TLA and 1:1 teacher support, seating plan, targeted questioning</b><br/> - understanding texts, analysis (AO1, AO2 &amp; AO4)</p>  |
|  | NS | A/G | 2H | <p><b>Repeat instructions to him and encourage putting his hand up and getting involved.</b><br/> EAL provision for longer reading tasks.</p>   |
|  | NS | R   | P3 | <p><b>TLA support</b></p> <p><b>Use of writing support frames and a variety of visual organisers for planning</b><br/> <b>Talking about ideas and planning/sketching together helps Jack to access task</b><br/> <b>Fiddle toys/ Blu tac – Jack struggles to concentrate on any task</b><br/> Concentration<br/> Editing own work - remember basic punctuation.<br/> Check getting started promptly.<br/> Attempting stretch and challenge tasks as able, just lack of focus that really slows down progress and amount of work produced!</p> |
|  | NS | G   | 2L | <p><b>Use of writing support frames and a variety of visual organisers for planning</b><br/> <b>Provide starter sentences for written tasks</b><br/> <b>Talking about ideas and planning/sketching together helps Luke to access task</b><br/> <b>Sometimes scribe for first section of task</b><br/> <b>Check his understanding at the beginning of each task</b><br/> Engagement – staying focused on task<br/> Writing independently – feeling confident to attempt task independently without</p>   |



|  |    |     |    |   |
|--|----|-----|----|---|
|  |    |     |    | <p>prompting.</p> <p>Editing own work - remember basic punctuation.</p> <p>Check getting started promptly.</p>  |
|  | NS | G   | 2H | * seating plan  |
|  | NS | R   | P4 | <p>Use of writing support frames and a variety of visual organisers for planning</p> <p>Provide starter sentences for written tasks</p> <p>Talking about ideas and planning/sketching together helps Luke to access task</p> <p>Sometimes scribe for first section of task</p> <p>Check his understanding at the beginning of each task</p> |
|  | NS | A/G | 2L | JRI   |
|  | NS | G   | 2M | <p>Seating plan change as easily distracted.</p> <p>Use of praise and firm boundaries.</p> <p>EAL provision for longer reading tasks.</p>   |