

Report of Activity

Establishment	Mill Chase Community Technology College		
District Council	East Hants		
DFE No	4139	Area	East
Report Recipient	Mr Max Bullough	Date	17 October 2013
Author of Record	Leah Crawford	Term	Autumn Term

Activity Reason: Inspection and Advice
Additional Focus: Language across the curriculum

CONTEXT

- Moderating reading and writing levels in years 7, 8, 9 and 11.
- Discussion of the implications of findings with the English subject leader.

COMMENTARY

Of the small sample of year 11 controlled assessment tasks moderated, only one task was moved down by one mark in to a lower mark band. There is evidence of good teaching that builds an understanding of mark band criteria and builds student confidence and creativity when approaching a task.

Across the Key Stage 3 sample, there was considerable inaccuracy in both the end of year judgements that had been made last term and the on-going judgements made by the current team. There is a greater degree of inaccuracy in the judgements of non-specialist and less experienced staff. However, within L5 and 6, very experienced teachers are making inaccurate judgements of both reading and writing levels. There seems to be a particular lack of understanding of what constitutes reading and writing evidence towards and within L6, particularly in narrative writing.

In too many of the books sampled, the unit of work was not being adapted with students' prior attainment and their next steps in mind. The Subject Leader had made the decision to use benchmark reading and writing pieces at the start of the year for all classes. It is clear that students have taken these seriously and they are a good initial touchstone to set against progress data. In too many cases, students have not made progress from these benchmarks, as teaching has not addressed priority areas for improvement.

Teachers' marking is detailed and diligent and does, often, identify an area that needs to be improved in relation to a single piece of work. This careful diagnosis, however, does not seem to be being accessed sufficiently by students, nor is it feeding in to the design of subsequent lessons. It was discussed that there is perhaps too much emphasis on detailed written feedback and not enough on feedback through teaching *improvement* activities. The subject leader understands the need for this shift. Using some of the samples explored during the visit could help to make this point clear in very concrete terms with the team.

CONFIDENTIAL

ACTION

1. The department needs to timetable regular and systematic standardisation and moderation activities for all teachers of English within Key Stage 3. Each activity need not be lengthy, or involve a great number of student portfolios. What is important is that each session starts with the discussion of a standardised example, with clear articulation of the evidence that is contributing towards the level judgement. Internal school samples can then be shared alongside this as a comparison. The inspector can provide APP and Key Stage 2 standardised samples.
2. As the accuracy of level judgements improves, the focus can begin to shift towards discussion of next steps. Across the AF territories (word, sentence, structure, composition and effect), which aspect does each student most need to improve? These sessions need to model how assessment feeds in to and informs teaching.
3. The department needs to review the effectiveness of its marking and feedback arrangements. Guidance is built on good principles, but this does not always lead to practice that is promoting student thinking, reflection and progress.

Signed:

Date:

Copy To: Headteacher
Chair of Governors
Brian Pope (AD)
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JPhil Munday (LLP)
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Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)	1			9632E
Hour(s)				
Total Time Author of Record			Day(s)	Hour(s)
			1	