

Report of Activity

Establishment	Mill Chase Community Technology College		
District Council	East Hants		
DFE No	4139	Area	East
Report Recipient	Mr Max Bullough	Date	23 September 2013
Author of Record	Leah Crawford	Term	Autumn Term

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

CONTEXT

- Discussions on LAC development work to date with Acting Headteacher, AHT and Literacy Champion
- Learning walk with AHT and Literacy champion
- Work sample across attainment range in years 8 and 11 with AHT and Literacy champion
- Feedback on findings and suggested priority areas for development to SLT

COMMENTARY

The school's approach to developing the language and literacy of its students has had the result of developing good practice in some key departments. In these lessons, from evidence during the learning walk and in books, students are being appropriately supported and challenged: expectations of them as readers and writers are appropriate to the level at which they are working in English.

This is not consistently the case across the school. Some teachers do not appear to be using, or perhaps understanding, English attainment data to set common expectations for groups of students within their class. Equally some very high attaining students are not transferring skills from English to their other subjects, setting their own expectations for the quality of their written responses. In the worst cases, neither the expectation of nor the opportunity for extended writing is in place.

There is strong practice evident in the school in supporting extended reading for a clear purpose, and supporting progress in extended writing for a clear purpose, outside of English. Both of these literacies rely on the quality of student and teacher talk: talk in response to reading, and talk that bridges in to writing. Teachers need to be secure in modelling and facilitating 'talking like an expert,' and be explicit in promoting, with students, why they need to use subject specific discourse (words and sentence patterns in developed, reasoned responses.)

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ACTION

The school should develop practice on the following fronts:

1. Reinforce knowledge of English levelness, so that common expectations are made of students across the school and reading and writing tasks are sufficiently challenging. The next step marking policy, which is being consistently used, should then promote improved progress, linked to target levels.
2. Reinforce the expectation that departments should all plan for extended writing opportunities, linked to a subject's key discourse purpose e.g. science explanation, graphics evaluation and linked to the GCSE assessment outcomes/practices. Pupils in primary school write extended texts daily. This expectation and pace needs to be maintained.
3. Use the existing expertise in using extended texts to explore and retrieve ideas and to build skills towards extended writing to build greater consistency across the school.
4. Begin to grow whole staff understanding and expertise in the necessity that students 'talk like an expert.' This is not just on a journey to improve writing, but supports improved thinking and understanding in a subject specialism. Resources and approaches were left with the school to explore this route.

Signed:

Date:

Copy To: Headteacher
Chair of Governors
Brian Pope (AD)
Pam Simpson (DM)
JPhil Munday (LLP)
Western Area Lead English Inspector – Carol Pitts
English Inspector – Leah Crawford

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)	1			9632E
Hour(s)		2		9632E
Total Time Author of Record			Day(s)	Hour(s)
			1	2