



## **Mandarin Subject Review**

### **February 2018**

#### **Executive Summary**

This review focused exclusively on the Mandarin courses at years 12 and 13. Year 13 are following the Edexcel A and AS level specification and Year 12 are following the PreU specification, which future cohorts will follow. The PreU course is better suited to the students at CCHS as some of the examination could be completed in English, however the Mandarin teacher has concerns that her level of English is not sufficient enough to mark these, but support from colleagues has been offered. The lessons observed demonstrate that teaching is personalised to each student's needs using very effective differentiation techniques.

#### **Review Team**

- Nick Minnican, Assistant Headteacher and Languages line manager
- Mel Gulliver – Subject Leader and Languages Faculty Leader

#### **Review Focus**

Ensuring quality consistency of resources, content and delivery of a subject.

#### **Review Process**

##### Rationale

The effectiveness of teaching and learning practice to be reviewed – lesson delivery, resources production and management, assessment and monitoring and the resulting impact and outcomes.

##### Evidence

- DSEF1 development points
- TA data
- Teaching and learning practice (lesson observations and work scrutiny, framed by Teachers' Standards.)
- Student voice discussion
- Feedback from subject leader

##### Action

Professional development – action planning to develop practice and outcomes.

#### **Mandarin Department**

- Mrs Ying Adams – Mandarin Teacher

#### **Mandarin Curriculum**

Key Stage 5 – Year 13 follow the Edexcel AS and A Level specifications. Three students are resitting the AS and two are entered for the A Level (one is entered for both courses). Year 12 follow the Cambridge PreU course.

Key Stage 4 – Students are offered the opportunity to study Mandarin in after school clubs in Years 9-11 towards a Mandarin GCSE following the Edexcel specification.

## Enrichment

In the past a visit to China has been offered. This is something that YAD would be interested in developing further for the future.

## Review Findings

There has not been a subject review for Mandarin.

### Development points from DSEF1 (September 2017)

<b>September 2017 Development points</b>	<b>November 2017 Review Findings</b>
Concerns that the A Level course was not suited to the students.	Alternative courses investigated and PreU was determined to be the most suitable. Students in Year 12 now follow PreU course. Students in Year 13 given a choice, and chose to continue with the A Level with one student resitting the AS.

### Teaching and Learning practice (lesson observations and work scrutiny)

The work scrutiny which focused exclusively on the work of Key Stage 5 students showed consistent assessment practice. The work showed a suitable level of demand and rigour for the students.

Students are provided with clear and appropriate feedback to allow them to understand what they have done well, with appropriate corrections made, and some clear comments for improvement. There was some evidence of students responding to the feedback given. Students are also tested regularly on their vocabulary and writing with regular feedback given.

Two lessons were observed during this review process. One lesson in year 12 and one lesson in year 13. In terms of presenting the feedback quantitatively, the averages noted below for each standard have been calculated using the following: exceeding standard, 3; meeting standard, 2; further development required, 1.

<b>DfE Teachers' Standard</b>	<b>Evidence from observations</b>
1. Set high expectations which inspire, motivate and challenge students	Year 12: Meeting standard Year 13: Meeting standard Average 2
2. Promote good progress and outcomes by students	Year 12: Exceeding standard Year 13: Meeting standard Average 2.5
3. Demonstrate good subject and curriculum knowledge	Year 12: Exceeding standard Year 13: Meeting standard Average 2.5
4. Plan and teach well-structured lessons	Year 12: Exceeding standard Year 13: Meeting standard Average 2.5
5. Adapt teaching to respond to the strengths and needs of all pupils	Year 12: Exceeding standard Year 13: Exceeding standard Average 3
6. Make accurate and productive use of assessment	Year 12: Meeting standard Year 13: Meeting standard Average 2
7. Manage behaviour effectively to ensure a good and safe learning environment	Year 12: Exceeding standard Year 13: Exceeding standard Average 3
Overall Average: 2.5	

## Summary

Area of Strength	Area for Development
<p><b>Teaching and Learning:</b> The lessons observed demonstrated a range of resources which were used effectively. YAD uses a variety of differentiation techniques to ensure every student makes progress each lesson.</p>	<p><b>Teaching and Learning:</b> YAD has expressed a concern that her standard of English is not suitable for some aspects for the PreU Course. On occasion YAD needs to be clearer with her instructions about expectations about what a piece of work should look like when setting it.</p> <p><b>Action:</b> Support for YAD from colleagues in the assessment of the English aspects of the PreU course, particularly the history module. YAD to attend a course to develop her own standard of English.</p>
<p><b>Curriculum:</b> Reviewing the curriculum and moving to the PreU course was important to ensure students are entered for an appropriate qualification. Drop in clinics are runs for students sitting A Level and GCSE exams.</p>	<p><b>Curriculum:</b> The first set of examination results for the PreU course will be seen in the Summer of 2019.</p> <p><b>Action:</b> These results need to be carefully reviewed within the Department, through data reports, e.g. ALPS; but also through professional networks, e.g. SSGS, GSHA, etc. to identify successes and to be clear about development areas, to ensure students are best served.</p>

## Conclusion

This strategic review will be operationalised through an action plan drawn up through the line management system. The Subject Leader, supported by her Faculty Leader and SLT line manager, will draw up this action plan in response to the findings and recommendations of this review. This action plan, which will include timescales, will be reviewed and modified as necessary through the line management system.

NMI June 2018