



Action Plan from DSEF1 (2018)

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Department English

ACTION	October half-term review	End of Autumn Term review	February half-term review	End of Spring Term review	Final comments (WWW; EBI)
New SOW for Frankenstein devised to allow more time for teaching other parts of the Lit and Lang course in Year 11	Students have already been instructed to buy and read Frankenstein; SOW in development. Teaching staff have used reading time to (re)read the text.	This change is now embedded and it should be the case that more time is consequently freed up. MCT has written and provided the SOW to ensure a well-structured and well-timed teaching process is adhered to.			
Utilise the extra Enrichment Day (ED2) to provide support and coaching for Lit and Lang papers for all Year 11 students	ED2 workshops in development; second half of day will support the teaching of Frankenstein.	This day has now been delivered successfully. There has been positive feedback overall and students worked well.		t	

Restructuring NEA SOW in order to streamline process and free up time for other areas of the course	Very successful reworking of SOW; all NEA final drafts have already been submitted, with a few agreed exceptions.	There are still a small number of outstanding NEAs which have all been authorised. Marking will take place ahead of March this term.			
Restructuring classes to allow SWA to continue to develop Year 12 teaching before taking on Year 13 classes.	Classes have been structured in an appropriate way.	As before. It is key for SWA to be looking ahead to next year for Year 13 teaching.			
Use Student voice to review new course outlines	Questionnaires to be conducted later in the year.	Questionnaires to be conducted at end of Spring term.			



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Department Drama

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New SOW for the new GCSE external coursework SFO to review new scripts and choose a range of plays/sections to allow the students to achieve their best	New plays purchased an under consideration. SFO to run first as a trial with her Y11.	New scripts are underway with 2 year 11 classes. They have been approved by the board and seem to be received well by students. Assessment for this is scheduled for March.			
Utilise the extra GCSE lesson in Y10 to ensure we can boost work on the long answers for the set text Blood Brothers. Professional workshop on this to continue.	Long term plan builds in these extra fortnightly lessons.	Year 10 have already been able to spend some time on Live Theatre and we are further ahead with the course overall.			

New SOW for Live Theatre at A Level to ensure there are no gaps in the joint teaching of this unit	Long term plan reflects clear division linked to planned visits	Live Theatre due to be covered next term.			
Review external coursework unit at A Level Use exemplars to support written work better Ensure we have hit the style practically to pull up those grades	Still awaiting review of KL from AQA. Still waiting exemplars back from AQA. Play and style tbc later in the year.	Exemplars are back from AQA. GCSE exemplars were copied to support students when mock exams were returned. A Level exemplars will be used following the Year 13 mocks on same paper. Berkoff style workshops have been run more extensively with this year 13 cohort to ensure we achieve higher in the style – due to be assessed 6 th March.			
Use Student voice to review new course outlines	Questionnaires to be conducted later in the year.	Questionnaires to be conducted later in the year.			



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Department Music

ACTION	October half-term review	End of Autumn Term review	February half-term review	End of Spring Term review	Final comments (WWW; EBI)
<p>A Level Music: Unit 1 Performance.</p> <p>Strive to ensure adequate material is chosen for individual student's performance recital. Where possible, ensure instrumental colleagues are fully aware of the performance marking schemes.</p>	<p>Girls have been spoken to ensure they choose their recital programme. This was discussed at parents evening as well. 1 student of the 3 has already chosen their recital programme. The other 2 are aware it needs to be addressed asap.</p>	<p>On going discussions have taken place with the students regarding a suitable programme. Students will be performing their pieces to CLA before the February half term which will allow just under 2 months for final practice in preparation for the recording in late March. CLA has contacted parents of Maria Helena-Pinto for support as Maria is the weakest performer and not as organised when it comes to practice time.</p>			

<p>A Level Music: Unit 3, Appraising.</p> <p>Strive to locate exemplar material for questions 5 and 6 (20 & 30 marks). Discussions with colleagues at other centres could support this.</p>	<p>Difficult to locate but on going through facebook forums for A level music teachers.</p>	<p>Resources have been found to support students from online forums and adapted as appropriate. Mock examination showed improvement but extra focus work, specifically, on the 20 mark question has been highlighted.</p>			
<p>GCSE Music: Unit 1 Performance.</p> <p>Stagger recording sessions through the year. This will allow students to focus on 1 specific piece at a time.</p>	<p>Solo recordings all achieved. Numerous full marks given. Lowest mark was 32/36. Work has begun addressing the ensemble aspect of the unit which will be recorded in late Feb/Early March.</p>	<p>Performance work purely focussed on the ensemble has taken place with all students knowing what piece they intend to perform before the Christmas holiday. This will allow for ample practice time in preparation for the 1st week in March.</p>			



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Department Biology

ACTION	October half-term review	End of Autumn Term review	February half-term review	End of Spring Term review	Final comments (WWW; EBI)
Support of weaker students through tutorial sessions and supervised private study.	This is in place and is well attended.	This continues and there has been some success with the year 13 mocks			
More rigorous approach to contacting parents early intervention.	No parents have needed to be contacted yet	None have needed to be contacted yet			
Ensure staff are firm on students who come in ill prepared for lessons/ not completing H/W	No issues raised yet	Continues to be something we are working on			
Flag up poor attendance early on.	No issues	No issues with attendance but lateness is a concern			
Continue to develop understanding of NEW GCSE courses and skills and ensure weaker	Will be done in spring term but will also be developed through normal lessons.	ongoing			

topics (ecology) are reviewed in good time, and also look at the experimental design, Description and application skills					

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Department Chemistry

ACTION	October half-term review	End of Autumn Term review	February half-term review	End of Spring Term review	Final comments (WWW; EBI)
Review and adapt the support we offer to sixth form students in enable to try and aid a wider range of students. This will include a programmed year 12 chemistry clinic and a drop in chemistry study periods for year 13 students.	<p>3X supervised study periods per fortnight. Generally well attended</p> <p>Pupils with weak grades must specify which one they will attend.</p> <p>Will monitor if some need a more focused intervention in this time</p> <p>Year 12 drop in clinic (with topics) is running but year 12 have not attended yet. But year 13 have been coming along if they have been highlighted as needing support.</p>	<p>Continues, attendance has varied recently. In light of year 13 mock results, student son D/E will be expected to attend.</p> <p>Mock grades on chemistry were disappointing and there still needs to be a push on the C grades as well. To be discussion in next dept meeting.</p>			

Review copies of past papers to identify as far as possible where students are commonly losing marks.	<p>Received 2 students' papers returned... B and C grade which should show where weaknesses are. DNO has passed these to ALW and AHN to review and discuss at dept. meeting (This is part of their PM</p> <p>(This has also been done in Biology)</p>	done			
Focus on supporting the external girls to ensure they are achieving more in keeping with the internal girls.	<p>No specific work has been done yet. DNO has supported some who have asked for help yet. Partly subsumed into access lessons and year 12 drop in clinic.</p>	<p>Year 12 drop in session attendance has been limited. Most recent tests show some year 12 will be told to attend sessions</p>			

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Department Physics

ACTION	October half-term review	End of Autumn Term review	February half-term review	End of Spring Term review	Final comments (WWW; EBI)
Continue to provide support sessions during lunchtime for underperforming students.	In addition to the Wednesday drop in sessions, PKU has run targeted support sessions for Year 12 students who underperformed in their basic skills test. The list of names were emailed to HEL (one student failed to attend during last half term).	Mostly drop in sessions, though attendance was low, very few year 12s are making use of it. This term (spring) will be targeted session for year 12.			
Liaise with pastoral team and organise supervised study period for those students who are significantly below their target grades.	Students who underperformed in their first set of assessments have been highlighted through October monitoring.	For Year 13 This has been organised and PKU and RCO will be running these on Monday period 5. 2 groups one for C/B And another for Ds or below in mocks			
Continue to encourage students to read beyond the curriculum to	Checklists now include reference to articles	PKU is doing folder checks with year 12 (much to their chagrin)			

develop skills to apply knowledge to novel situations.	from Physics review magazines, factsheets as well as open ended research questions.	and some are not keeping on top of their notes. Suggest focusing on those who are not meeting criteria.			
Continue to use Isaac Physics to develop problem solving skills and set more challenging boards to stretch the most able students	Positive feedback from A2 students who are working at A/A* about the challenge of questions. Look into producing help sheets to access the most challenging questions.	Yes continues and can be monitored online.			



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Department: Art Department

ACTION	October half-term review	End of Autumn Term review	February half-term review	End of Spring Term review	Final comments (WWW; EBI)
GCSE Plan and investigate into the amount of work given to students to do outside of the classroom. Develop giving students 1 homework per fortnight in year 10 into Year 11. However this will have a negative effect on the amount of work produced therefor give the option for some students to do more. Hopefully with the extra lesson a fortnight this will counteract this.	Homework has been revised with the year 10s. Students have been provided with a document which shows them how to work and will continue to do one homework per week. As the students now have an extra lesson per fortnight this will be used to catch up on coursework.	Year 10 have been dealing with the level of homework fine and still doing 1 homework a week especially as they are going through into their exams. We have spread the lessons out and extended projects to make sure students are not stressed. This has included catch up lessons.			

GCSE More time spent on drawing at the beginning of Year 10 would help improve the quality of work in Year 11. -Develop schemes of work to do this at the beginning.	Year 10 had a back to basics lessons for the first 2 lessons back where they were retaught the basic skills of drawing. They then put this into action with an observational drawing over 3 hours, followed by an observational painting in 9 hours. They seem to be progressing well and all 3 groups are improving.	This has really helped student's progress and they are currently finishing another 3 hour drawing.			
GCSE/ A Level Now that the department has a better understanding of the grade boundaries we can improve our own in house assessment to reflect this.	JST has been developing a new assessment system for GCSE which will be rolled over into Year 12/13. Now that grade boundaries are clear we have used this guidance in cross moderation of GCSE and A Level groups for accurate grades.	I would like JST to attend an A Level reform course in the new year as she will be teaching year 12 and 13 in my absence.			

A Level Continue to host a range of skills in Year 12 – develop new project to focus on students strengths.	Year 12 students revisited 5 key areas over 5 weeks (line, shade/tone, colour, texture and shape). They are currently exploring abstract painting followed by a micro graphics project.	The foundation phase continues to be successful. MBR to write again next year. JHA has written the year 13 Exam ready for February.			
A Level Arrange for Year 13 students to discuss with the Year 12s their experience and what they wish they had done different – support students throughout their learning.	This hasn't happened yet due to Year 13 mock exams – however the plan is to do this for January when the mock exam is complete.	This has taken place through various lessons now. Year 13 to continue to feedback.			



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Department: Psychology

ACTION	October half-term review	End of Autumn Term review	February half-term review	End of Spring Term review	Final comments (WWW; EBI)
Improve A*-B %. Continue to ensure A grade students are aware of A* criteria and are being appropriately challenged at all times (attending the PDG group on Differentiation). Immediate intervention if grades start to decrease throughout the year.	Students have been encouraged to use the new resources and links on the VLE for additional support and challenge I attended the first PDG meeting- project has started. Any student who scores below a C grade in their end of topic test has been asked to re-sit the assessment. If the grade does not improve, I will contact HOY and potentially send email home (tbc). All recorded through sixth form monitoring paperwork.	Ongoing. Revision sessions, mentoring, updating revision resources and VLE are all being carried out regularly. Re-sit rule is being followed through, all students are aware of this expectation in Psychology- the re-sits are marked quickly and results recorded so as to track student progress. For Year 13 re-sits, I select times where students have Sixth form study so as to ensure that they are going to the library to carry out the re-sit- I have been in regular with AMA to check			

		attendance and this seems to be working well, students taking it seriously.			
Focus on support strategies to move the C/D grade students into the B grade boundary and B grade students into the A grade boundary	Ongoing. Weekly revision sessions have begun for Year 13 students. Students of concerns are being encouraged to attend. Attendance record being kept.	Ongoing. Weekly revision sessions for Year 13. After the Year 13 mock examinations, I will be targeting specific students to attend these sessions and will inform HOY of names.			
Assess the effectiveness of last year's intervention programmes and adapt as appropriate.	I have selected the students of concern to mentor: Holly Stevens, Saskia Mastin and Rachel Fakunle. Meetings have begun with Holly and Saskia. Rachel tba. Lunchtime sessions seem to be working well at the moment, no plans to offer additional sessions in free lessons this year as attendance poor last year.	Ongoing. Mentoring this term has been disrupted by student absence, I specifically hope to see Saskia Mastin more regularly in the new Year. I have marked several additional essays for students as part of their ongoing revision.			

Continue to offer the lunchtime support sessions, 1-1 meetings, and student action plans (including revision support, practice question timetable etc.)	See above	See above. I will offer Year 12 revision sessions after Easter in preparation for their summer mock examinations.			
Continue to ensure effective communication with Year Team staff and parents	I am in regular contact with all staff. All monitoring forms completed to deadline.	Ongoing. All deadlines met.			
Retention of A* grade students from Year 12 into Year 13 has been maintained - aim to continue this trend.	Will review after Year 12 summer mock examinations.	Will review after Year 12 summer mock examinations.			
Review all schemes of work and ensure differentiation tasks embedded throughout all topics.	Ongoing. Lessons being consistently updated. Purchase of new digital textbook has provided additional teaching resources which I am embedding into Year 12 lessons.	Ongoing. I continue to update my lesson plans and resources.			

Increase use of self/peer assessments. Consistent focus (and revision) of exam technique skills, including regular timed assessment practice.	Embedded within lessons.	Ongoing. Regular end of topic assessments being set and marked. I have increased the use of self-assessment within the Research Methods topic. Also, Year 12 are making good use of the textbook Activity sheets where mark schemes are provided for questions.			
Continue to increase student interest in the subject, particularly through the Psychology Society and set up Twitter.	Psychology Society has made a positive start, good uptake and interest. Will continue to encourage and monitor. Waiting for confirmation from Clinical Psychologist on visit, I will then seek approval once potential dates are known. Gain time task will be to set up Psychology Twitter account.	I was pleased with the 7 applications for the Psychology prefect roles. I look forward to re-launching the Psychology Society next term.			