



## Year Group Review

### Year 13 – December 2018

SLT/YL/AB/SL/GOVS version

#### Introduction

Following the lower than expected headline figure vis-à-vis %A\*-B grades in the summer, we are again focusing on the Year 13 experience, as we did last year. This review took place across the week beginning Monday 3<sup>rd</sup> December 2018, and continued into week beginning Monday 10<sup>th</sup> December 2018. The students in this year group are studying reformed A levels in all of their courses. This review was undertaken using a different approach to the usual year group review.

#### Summary

Learning walks – Student engagement is a real strength across the vast majority of subjects, as is the frequency and quality of questioning by teachers.

Tutor time walk – An established programme of activities exists to enable tutors to both care for their tutees and stimulate their thinking.

Student voice – Students feel challenged in their lessons and supported through well managed questioning phases and learning activities.

Subject Leader feedback – Refinements have been made to course plans and resources, with Subject Leaders making use of a range of opportunities, including examination board contacts and social media platforms, to address questions.

Attendance – Student attendance and study period engagement is better this year.

Monitoring – This is an effective means to provide feedback to the Year Leader, who can then work with colleagues to plan and implement interventions to best support vulnerable students.

#### Evidence base

Seven strands of evidence were collected for this review:

- schedule of unannounced learning walks
- tutor time walk conducted by Mrs Hiett (Year Leader)
- student voice meeting chaired by Mrs Chapman
- feedback from Subject Leaders
- data analysis regarding school and supervised study period attendance
- feedback from Year Leader regarding year group monitoring exercise
- TA1 data

#### Learning Walks

Members of SLT and the Y13 Year Leader undertook learning walks (10mins visits). Key points, noted by lesson visitors, are listed below.

#### English Faculty

*English* Subject specific vocabulary used. Questioning used to develop ideas. All students engaged. Timings provided to frame work.

*Psychology* Well-planned with lots of resources. Individual feedback following marking with effective use of mark schemes to support students.

### Maths Faculty

*Economics* Students were engaged with their work. Time used well to cover the content and undertake activities. Graphs on the wall referred to. Teacher checked progress of all students.

*Mathematics* Detailed and thought-provoking questioning. Students were both challenged and supported.

### Science Faculty

*Biology* Students' understanding was checked and activities helped build up students' knowledge. Individual students were spoken to in terms of questioning phase. *Biology* Clear demonstration of experiment, with reasons for method. Clear expectations, e.g. results table drawn before students started experiment. Good circulation and use of questioning.

*Chemistry* Positive teacher-student relationships evident. Students worked well together, with a focused and productive atmosphere. The teacher was a knowledgeable, confident and calm presence.

*Physics* Careful planning evident. Students were active, answering questions, either as volunteers or when asked directly. Students were challenged through the activities.

### Languages Faculty

*Latin* Marked work returned in a careful and controlled manner. Students were provided with clear guidance, which was related to the examination mark-scheme. Teacher provided students with a model answer.

*Spanish* Clear instructions provided and timings given, which created pace. Every student engaged with detailed questioning.

### Humanities Faculty

*Geography* Clear questioning techniques were used to ensure that all students were involved. Clear link to assessment expectations made vis-à-vis examination questions.

*History* Reference made to the exam and revision of facts. High quality of questioning to bring information out and to extend. Students very engaged.

### **Tutor time leaning walk**

Mrs Hiatt (Y13 Year Leader) visited a number of Y13 form groups across the review period.

13SWA (Tuesday) *One student was presenting a video produced by the Economist about war and the effects of spending on defence. SWA has a calendar showing that each Tuesday a different student shares an interesting video they have found. This then prompts discussion within the form. 13 students were present at 8.45, and 1 student arrived late at 8.50. 2 students were registered at a later point (present for period 1). 2 were absent. All students were paying attention and involved in the group activity. Uniform was generally very good.*

13VCA (Tuesday) *One student was showing a video of a TED Talk about how language shapes the way we think. A short discussion followed about how students have experienced this in their own families where they have parents who speak different languages. 13 students were present. 3 students were registered at a later point (present for period 1). 2 were absent. All students were paying attention and involved in the group activity. Uniform was generally very good.*

13JMO (Thursday) *The tutor had asked students to consider their contributions to the school community. They then moved on to discussing their weekly competition – this week the competition was ‘best biscuit’ – each student speaks for 1 minute in support of their chosen ‘best biscuit’. I was impressed with how engaged the students were and how almost all students were involved and willing to speak in front of the group for the full minute. 11 students were present. 3 students were registered at a later point (present for period 1). 4 were absent. Uniform was generally good.*

13JMI (Thursday) *The tutor was leading a discussion about Brexit - asking students to explain various developments and some of the language used in the media. All students were listening. 17 students were present. 1 student signed in during period 1 after a medical appointment. Uniform was generally good.*

### **Student voice meeting**

Mrs Chapman met with a group of Year 13 students, chosen by their Year Leader, to discuss teaching & learning and broader support/pastoral experiences. All students are very satisfied with the education they receive. They made a series of points:

- There has been noticeable acceleration of the pace of lessons in Year 13. It has taken some getting used to.
- Students appreciate short-term assessments, e.g. topic assessments, as they reinforce their learning.
- Students noted that they think it is important to have revision time set aside in lessons.
- Recap and links to previous learning are viewed as particularly useful. They like to understand the whole picture, i.e. how all the topics fit together.
- They spoke about building blocks, again establishing how the topics/lessons fit together. The impact of this approach helps to increase their confidence.
- Overviews of the courses, e.g. student-friendly schemes of work, are useful and they would like them across all subjects.
- Students find model answers really useful and, again, they would like them across all subjects.
- Students are motivated to achieve their best, with some willing to do extra work, write extra essays; but they are conscious of their teachers' workload and therefore do not feel they can approach and request extra marking.
- Students feel suitably challenged in lessons with Q&A work well managed, opportunities to speak out and present ideas and research.
- Students think that the strategy used by their Year Leader to monitor their use of study periods is really effective.

Mrs Chapman noted that from this student feedback, we have reason to be pleased with the way colleagues teach in the Sixth Form.

### **Subject Leader feedback**

Subject Leaders across the six Faculties provided feedback in relation to their A level specifications, staff development and marking practice. In terms of support from examination boards, OCR has certainly been most helpful (Art, Biology, Chemistry and Physics). Subject Leaders have experienced some issues with AQA, e.g. not answering questions quickly, providing ambiguous advice, etc. (English, Theatre Studies and Geography). Subject Leaders are working with their Department colleagues to refine schemes of work and learning resources in light of their experiences of delivering the new A levels. Sharing practice during Department (and Faculty) meetings is a key method to support professional development. A variety of approaches are taken to the monitoring of marking and assessment. The detail of Subject Leader feedback can be seen in Appendix 1 below (pages 7-12).

### **School attendance**

101 students (which represents 80% of the cohort) have above 90% attendance (from 4<sup>th</sup> September to 30<sup>th</sup> November 2018). For the same period last year, 69% of the then Y13 cohort had above 90% attendance. By way of context, a high number of Year 13 students attend university interviews during this term, some being absent for 3 or 4 days due to this.

- 96-100% attendance: 44 students (35% of cohort) (35 students, 32% of cohort last year)
- 90-95.9% attendance: 57 students (45% of cohort) (40 students, 37% of cohort last year)
- 80-89.9% attendance: 21 students (17% of cohort) (27 students, 25% of cohort last year)
- 70-79% attendance: 4 students (3% of cohort) (4 students, 4% of cohort last year)
- 60-69% attendance: 1 students (0.8% of cohort) (2 students, 2% of cohort last year)
- 50-59% attendance: 0 students (1 student, 0.9% of cohort last year)

### **Supervised Study Period attendance**

Some students may have missed Supervised Study Periods (SSPs) through absence from school or because of school-related events, e.g. Winter House Games, Chemistry revision sessions, etc. The data below relates to SSPs missed for unauthorised reasons.

- 1 SSP missed: 35 students
- 2 SSPs missed: 8 students
- 3 SSPs missed: 1 student
- 4 SSPs missed: 2 students
- 5 SSPs missed: 1 student
- 10 SSPs missed: 1 student

78 students out of 126 have no unauthorised absences from SSPs (62%).

113 students out of 126 have missed none or just one of their SSPs (90%).

Monitoring of attendance at study periods is effective, with restriction of privileges being the consequence of missing a supervised study period without authorisation. The Y13 Year Leader visited the various study spaces during the review week and found that students were mostly working in the Library, including some students making use of the new student quiet room (former careers room) for group study. Other students were working in Room 28, a few in Room 29 and some in the new Sixth Form Common Room. The Loft is now mainly used by Year 12 students, with Year 13

preferring to use computers in Room 28 and the Library. There were also small numbers of students working in the Art rooms and using the Music rooms. Some students also use their study periods to sit in Year 12 lessons in some subjects, with the agreement of the teachers, particularly Maths and Geography. Biology and Chemistry both hold subject support sessions for Year 13 to 'drop in' to.

The Y13 Year Leader notes that students make very good use of their study periods, working hard and taking advantage of the various additional study and support opportunities provided to them by their teachers.

### **Year 13 Monitoring**

Feedback was requested, by the Y13 Year Leader (in October), on x39 Y13 students, selected mainly for one or more of the following reasons:

- ongoing pastoral issues
- subject teachers had previously expressed concern / continuing with a subject in which they achieved an E/U grade in their Year 12 school examinations
- unrealistically aspirational university applications
- they are on the SEN register and/or had requested access arrangements for future exams

Feedback was most commonly 'no concerns' or at least 'no major concerns'. There were a great many positive comments, especially about progress since Year 12. A small minority of students had significant concerns or concerns across all of their subjects. Various discussions were also triggered between students and form tutors related to issues in individual subjects or less serious pastoral concerns, e.g. workload management. Generally, these concerns do not seem to still be an issue at TA1 (in grades or concern flags). The more serious concerns are still ongoing, and are not easily resolved. These relate to either mental health, attendance due to illness or academic ability/performance in particular subjects.

### **TA1 data**

The TA1 data for Y13, shown below and covering their data from last year as well, indicates a high adjusted %A\*-B target, in light of students who have dropped certain subjects in Y13 to concentrate on the three that they are strongest in and are most important to them vis-à-vis university study. The %A\*-B target for this cohort of students was 95.3 last year; it is now 96.2. The TA1 data itself is encouraging, at 90.1% A\*-B.

Subject	Y12 cohort	Y12 target %A*-B	Y12 TA3 %A*-B	Y13 cohort	Y13 adjusted target %A*-B	Y13 TA1 %A*-B
Biology	78	97	79	65	98	95
Chemistry	73	90	71	63	90	83
Physics	14	100	75	11	91	45
Maths	61	93	63	58	93	90
Economics	38	100	84	35	100	100
French	18	100	78	13	100	100
German	9	89	89	6	100	100
Latin	15	100	100	13	100	100
Mandarin	2	-	100	2	100	100
English Literature	25	92	92	23	96	91
Psychology	28	86	78	23	96	70
Geography	31	100	93	22	100	95
History	24	96	92	19	100	95
RS	11	100	73	8	100	100
Government & Politics	17	94	88	16	94	94
Fine Art	19	100	95	11	100	94
Theatre Studies	11	100	100	11	100	100
Music	5	80	40	3	67	33
Spanish	10	100	80	9	100	89
Italian	9	100	100	7	100	100
Russian	4	100	100	2	100	100
		<b>95.3</b>	<b>79.4</b>		<b>96.2</b>	<b>90.1</b>

### Development points

- *(From the learning walks strand)* Given the importance of effective questioning across all A level subjects, best practice must be modelled and shared in all fora, including Department and Faculty meetings, Professional Development Groups and TeachMeet sessions.
- *(From the tutor time walk strand)* It is important that all students are engaged in activities to ensure a positive and focused start of day for all.
- *(From the student voice strand)* Wider use of course outlines/student-friendly schemes of work to support students' content work, and model answers to develop students' understanding of assessment processes.
- *(From the Subject Leader feedback strand)* It is necessary to always share practice during formal meetings to ensure that teaching & learning is front and centre.
- *(From the data strand)* Continue with robust tracking and action on school attendance and supervised study period attendance for all students.
- *(From the monitoring strand)* Continue with this formal Year Leader led monitoring process to support vulnerable students.

## Appendix 1

Subject	<b><u>Specifications</u></b> - <i>Are you satisfied that your questions to your exam board have been/are being addressed in a timely and productive manner?</i>
English	To some extent.
Psychology	Yes.
Theatre Studies	We waiting a long time to see if the digital theatre option would continue, but usually they respond quite quickly.
Economics	Maybe. At the last meeting I attended I asked for reading time at the beginning of the paper for the students as there is a lot of data to consume. This was a very popular idea with the other teachers at this meeting. No response yet.
Maths	Yes, although we are still in disagreement over some aspects of the Statistics module.
Biology	Yes they do answer well when we ask. Sometimes we feel the feedback has been a bit of a fudge though.
Chemistry	Yes, for the limited number that I have had to ask.
Physics	Yes, the queries regarding the first year assessments were answered promptly. It seems OCR is also giving due consideration to some of the concerns raised regarding the first set of papers, including providing more gender neutral context to the questions set.
French	Yes.
German	Yes. All emails have had an immediate acknowledgment and then been dealt with by the subject expert.
Latin	The exam board has provided detailed feedback on the summer's exams and were prompt in an enquiry regarding further training courses; but these have yet to materialise. We still feel that this could be very useful in providing targeted support to those aspiring for the very highest grades.
Spanish	Fairly satisfied - most questions have been answered, but not all
Geography	During the first year of A Level teaching, the support from AQA was minimal, especially in relation to the NEA component (for which the guidance stated that we should complete a series of forms that they had yet to actually create.) Since this time, however, I have not really needed to consult with AQA directly so cannot comment further. I would say that AQA have provided very detailed marking guidance, especially for essay questions - not only are the descriptions for each level more fulsome than it would appear in other subjects, but their 'indicative content' notes are very detailed, providing support to both the department and our students.
History	Sometimes.
RS	They are addressed in a timely manner, but not always productively. There have been many teething problems with the new specification and the advice from the exam board has not always been clear and consistent.
Art	Yes.
Music	Edexcel have notoriously been slow in responding. We are members of a social media forum with other A level music teachers. Any queries raised here are always generic where we absolutely do not name school or students. Most queries are usually answered within a day. For more detailed responses we use Edexcel's 'Ask the expert' system. This always seems rather awkward and you cannot always guarantee a quick response, can take 3-5 days. Since the switch to Eduqas (Year 12 students only) we get extremely quick responses from the Chief Examiner, sometimes within the hour - we email her directly.

Subject	<b><u>Specifications</u> - How are you addressing, with your Department colleagues, development points identified from the first/second presentation of your A level specification?</b>
English	The 2-year course design has been altered to allow for more effective teaching and completion of the NEA. This has been very successful in terms of getting the work completed in a timely manner and subsequently freeing up more lesson time to teach course content. We have also redesigned the Year 13 mock exam.
Psychology	All schemes of work have been updated and continue to be reviewed. My year plans are updated annually and any changes made reflect the successes or difficulties from the previous year.
Theatre Studies	We have reviewed the long term plan to ensure more focussed time has been allocated to the Live Theatre aspect. Also tweaking the timing of extract 1 and extract 2 to avoid clashes and ensure equal timing. This will then be reviewed.
Economics	Material under constant. Changes made include additional essay questions for class and revision sessions. Additional content has put pressure on the lessons. Earlier exam times is another issue.
Maths	This summer will be our first examination session for the new A Level and we have already revised the scheme of work for the current Years 12 and 13. We have made some slight amends to the order in which the content is taught and have changed our assessed homework tasks and section tests to be more in line with our delivery.
Biology	All schemes of work or topic outlines were completely reformatted for the new specification. New content was added and old content removed. We are now on our third delivery and getting more confident with presentation and the examinations.
Chemistry	Any issues that have arisen have been discussed in dept. meeting and then the relevant action taken to address them, such as tweaking of teaching order, adjustments to schemes of work, etc. Adjustment to teaching order made, due to the necessity of fitting in the PAGs, so they do not all end up at the end of the course.
Physics	All department members attended an OCR examination review course (November 2017), which proved extremely beneficial. In addition, we used the departmental focus groups to study the exemplar materials and develop assessment materials.
French	Ongoing refinement of SoW and resources.
German	We have reviewed the scheme of work and are staying with what we have planned.
Latin	We are aware that the burden of content across a two-year course is a challenge in terms of final preparation and so have incorporated more opportunities to review Y12 literature material across Y13.
Spanish	I am redrafting schemes of work, to include more practice tasks/ more focus on some elements where needed
Geography	We have been able to incorporate more examination practice within our teaching and learning activities, and I have also further developed fieldwork opportunities. We have also started to incorporate more key terms tests (as starter activities) to help keep key vocabulary at the forefront of the students' minds.
History	Central R drive record of all assessed established, with common assessment tasks set to facilitate moderation.
RS	We are continuing to meet regularly to review schemes of work and develop teaching resources. A Level exam feedback course attended this ter. An A Level marking course will be attended in February, which will also help us to develop our knowledge and skills in marking A Level essays.
Art	We had addressed the improvements stated by the examiner. We maintain the breath taught across the department and always keep up-to-date with relevant artists.
Music	A particular focus has been linked to AOS1, Performing. Results in the summer were not as we were expecting. This year we are challenging students to ensure their recital programmes are not only appropriate, but also well-rehearsed ready for the March recording day.



Subject	<b><i>CPD - How are you ensuring that KS5 best practice ideas, strategies and resources are being shared with and used by your colleagues?</i></b>
English	Online training was carried out at the very end of last academic year and this relevant information has informed teaching, planning and assessment going forward this year.
Psychology	Ideas/strategies in Psychology are shared in PDG groups and with Faculty
Theatre Studies	Department meetings are used to discuss where we are with teaching KS5 and any strategies we have used. We also run the practical exam days and build up together so we are fully aware of where students can improve.
Economics	Use made of web feeds and twitter information plus a constant daily reference to BBC news. Tutor2U provides other authors and a mass of new teaching strategies which can be very useful.
Maths	We have completed a faculty wide learning walks with a focus on sixth form teaching and learning. In addition we have made this the focus for department and faculty meetings, sharing best practise and discussing new ideas for content delivery in our meetings.
Biology	We regularly discuss ideas in our department meeting. This has included discussion of questioning. Also looking at returned scripts and model answers from the exam boards. Disappointingly OCR cancelled a feedback session on the 2018 exams.
Chemistry	We have a regular best practice slot in dept. meetings. Resources, etc. are shared and added to the schemes of work as they are prepared and all staff are encouraged to contribute.
Physics	Department and Faculty meetings have been regularly used to discuss the best practice.
French	A level course recently attended and cascaded to dept. Time in dept. has been set aside for teachers to discuss and share materials. SoW constantly being updated and additional resources sourced are added to resources files and to Sow.
German	We have a shared area on the R drive where we keep more detailed lesson guidelines and resources. We also have a file of hard copies of essential handouts. We work collaboratively asking for and giving advice particularly if a colleague is teaching a new topic. We all took part in an Edexcel webinar recently on teaching literature and film.
Latin	We work very collaboratively, discussing the relative strengths of the students in our class, to ensure that they are best supported across the course. In addition, we are active in subject specific groups and fora, and any resources which are gleaned in this way are disseminated informally or in department meetings as appropriate.
Spanish	As I am the only teacher in the Spanish Department, I sometimes share ideas and resources with colleagues outside the department.
Geography	We work closely together to review and refine our teaching strategies. In addition, our work with the PTI - both as a CPD Subject Day organiser and as a Development Partner - has allowed us to explore different strategies for teaching and learning. A Dept. colleague is also a member of the RGS and as a department we have membership with the Geographical Association, providing regular ideas for developing the content and delivery of our curriculum.
History	Ideas, strategies and resources are discussed and shared in Faculty and Department meetings.
RS	Attending OCR courses. Regularly reading the email updates sent by the examination board. Reading and reviewing examiners reports and candidate exemplars provided on the OCR website. Regular department meetings, both formal and informal, to discuss the course and student progress.
Art	The department works together to compile resources to share. We share good practice during department meetings and have workshops on new skills required.
Music	We frequently, sometimes daily, share good practice and approaches to our lessons delivery. This is particularly useful in terms of sharing ideas about how best to work with our students.

<b>Subject</b>	<b><i>Marking - Please provide feedback on work scrutiny exercises (including moderation exercises) that you have undertaken in relation to Year 13 work so far this academic year.</i></b>
English	The NEA assessment process involves extensive marking, feedback and group moderation, ensuring that the relevant teachers constantly work closely together to ensure a close standardisation process. We received a glowing response from the AQA moderator on the standard of our assessment last year. As teaching groups are shared between staff for different course components, there is a much closer constant overview of work, assessment and planning, which corresponds throughout the natural process of teaching the course content.
Psychology	I have carried out a formal folder check/work scrutiny so far this year for Year 13 (November). All student folders were collected in, reviewed by myself and a formal feedback form was given to each student with comments and targets. All feedback and evidence is recorded on a central excel sheet.
Theatre Studies	In October our practical tech day and then exam day was conducted as a team to agree the standard and mark this internally marked unit.
Economics	Work surveyed, across all classes, in December.
Maths	A work scrutiny is scheduled after the Christmas holidays. Year 13 work has been reviewed as part of learning walks, sharing our practise and during observations.
Biology	Will take place next term.
Chemistry	A formal work scrutiny will be completed in the Spring Term. We have had the PAGs monitored by OCR earlier this half term.
Physics	All the folders were checked in October to monitor how students manage their work.
French	Work reviewed in November, across all classes.
German	SGI and TCA moderated literature essays in October. SGI marked and TCA moderated.
Latin	A work scrutiny was carried out in late November.
Spanish	Ongoing monitoring of students' work takes place.
Geography	Moderation exercises will take place during the marking of Year 13 mock exams and the marking of NEA coursework. A scrutiny of the students' folders will occur in 2019 following the Year 13 mock examinations.
History	This as on-going via the central record mark book on the R drive.
RS	A work scrutiny took place in December.
Art	Work is assessed every week and followed up with a 1-2-1 feedback.
Music	Compositional development has been reviewed, allowing us to better support the students and correlate their work with mark schemes (Composition is on-going). Examples of assessed written work is kept centrally in the music office allowing us to frequently review work being carried out.

Subject	<u>Marking - What are you most pleased with in terms of the quality of marking/feedback seen during work scrutiny exercises?</u>
English	The evidence from AQA demonstrates that our assessment is thorough and accurate, and this has only been bolstered by our recent training provision.
Psychology	Regularity of marking, which has clear links to the exam assessment objectives. Students always reflect on the marking and set themselves a target for the next assessment.
Theatre Studies	We are lucky in our department to have years of experience in teaching A level Drama and find that we fully agree on feedback and marks.
Economics	Survey conducted of students' views on marking. Positive about speed of return to allow for next day review of work. Clearer points, where necessary, could be made on responses in the marking.
Maths	In marking, there is evidence of excellent use of comments, hints and tips for students. Frequent marking of homework in place by all the Year 13 team (often weekly). Regular assessed homework tasks are set and marked. Half termly section tests in place to monitor progress. All data collated onto the central database to allow analysis and early identification for intervention.
Biology	Discussions during Department meetings provide opportunities to share ideas about assessment best practice, as well to discuss and address issues with student underperformance.
Chemistry	The PAG review was highly positive and took forward one of our approaches to share with other schools.
Physics	The students are finding the departmental resources, e.g. checklists, very beneficial and they are more prepared for lessons. Teacher feedback is mostly on tests/ past paper questions, which students have further annotated using the discussion based on the marking criteria.
French	Detailed marking and feedback.
German	Detailed annotating of the work, including comments on what went well and targets for improvement.
Latin	Feedback is regular and thorough. All marking is in line with exam board specifications, e.g. items constituting a 'minor'/'major' error. Marking codes and comments encourage students to identify areas for focus in honing their understanding and technique.
Spanish	Work is regularly marked and in detail.
Geography	We are always refining the use of marking codes (e.g. the explicit identification of AO1 and AO2) and the use of highlighter marking to make visually explicit to the students where they have made use of specifics and statistics. The students seem to be increasing in confidence in this respect and are better able to identify the components that make for an effective response.
History	Departmental policy requires the use of marking codes to allow students to identify key features in their work.
RS	Good use of student friendly marking criteria. Detailed feedback given in the form of WWW/EBI. Clear indication on essays where students have met either AO1 or AO2 criteria. Regular use of peer assessment.
Art	High quality feedback that is responded to by students.
Music	We give both written and/or aural feedback on, at least, a weekly basis. Written work is marked with clear suggestions for what is good and where students can develop their responses.

Subject	<b>Marking - Following your work scrutiny exercises, what did you identify as areas for development and how have/will you address these?</b>
English	90% of student's work in class will be written in the margins of their text, e.g. in their copy of 'Jane Eyre'. It is not possible to fully 'mark' this but of course we regularly visually assess that the quantity and quality of note making is appropriate. This student work then translates into regularly set essays, which receive an appropriate marking process. It would be an idea to try to ensure that more work is set at the beginning of a unit.
Psychology	Try to include a wider range of practice exam questions within lessons, and increase level of peer assessment.
Theatre Studies	An area of development is to begin a folder check with Y12 this year and carry that through at regular intervals to ensure the quality of notes.
Economics	Students are positive about dept. produced handbooks, which include content and assessment materials. This student feedback is being used to refine the handbooks, e.g. more essay title examples.
Maths	A review of folders in a Year 12 formal observation indicated infrequent marking due to a new homework strategy (homework handed in monthly/6 weekly). This was recognised and stopped immediately. Students are not always completing their corrections, or responding the feedback. This is important in securing their knowledge and closing any gaps.
Biology	Looking at passivity within some students and how all staff tackle this through active questioning. Continue to think about how content is delivered in terms of note taking versus provision of printed materials for annotation.
Chemistry	For the PAG review, we have a few adjustments to make by shifting to the flexible tracker, so that we can adjust which skills are covered more effectively.
Physics	Support sessions are regularly held on Wednesday lunchtime and one-to-one support is also provided within lessons.
French	Ongoing need for frequent feedback to students.
German	The students need regular essay writing practise and we are building this into lesson planning.
Latin	The students had not completed an assessment on the Y13 Literature component at this stage (though they have had assessments of a similar format in Y12), so this will be something to review again after Christmas. Similarly, the students have not yet covered enough material to attempt the holistic 20-mark question, and so this will be a focus after the mock examinations.
Spanish	Ongoing high expectations of students.
Geography	Targeted support sessions have started in advance of the Year 13 mock examinations and will recommence once the exams have been sat. In addition, we have made continued use of model examples to help students to see what makes for an effective response. Our main approach is to have open and honest conversations with our students to ensure their needs are being met as effectively as possible.
History	Ensuring consistent approach across the Department with common assessment tasks being set and marking codes being used.
RS	To schedule time for students to be able to complete full 2 hour mock examination papers. We plan to do this on two occasions in the Spring Term.
Art	A greater range of assessment is needed. For example, peer and self-assessment could be undertaken more often.
Music	Continue push in terms of student recitals. Sharing and discussing the mark scheme for performances with our peripatetic colleagues will support students.

SLA, December 2018