



Year Group Review

Year 11 – January 2019

SLT YL AB SL GOVS version

Summary

🟢 The findings of this review demonstrate that eight of the ten areas for development from the previous review have been strengthened, in terms of evidenced teaching & learning practice, marking & assessment practice and student voice feedback.

🔴 Work will continue to strengthen assessment practice, to ensure that all students are provided with regular and detailed feedback to support their understanding of examination requirements and their own academic development needs.

Introduction

This review took place across the week beginning Monday 14th January 2019. The students in this year group are studying reformed (9-1) GCSE courses.

Evidence base

Four strands of data were collected for this review:

- schedule of unannounced lesson observations conducted by SLT, the Year Leader (Miss Harrison) and Faculty Leaders
- work scrutiny of exercise books and files, conducted by Subject Leaders
- 'student voice' meeting chaired by Mrs Chapman
- tutor time 'pastoral walk' conducted by the Year Leader

Review Team

14 lessons were observed. SLT, the Year Leader and all Faculty Leaders were involved in the lesson observations. The work of ten Year 10 students, selected by their Year Leader, was reviewed by Subject Leaders.

Context

This review was informed by the findings, specifically the development points, of the previous Year 11 review, which took place in September 2015:

Overall development points from lesson observations

1. Quieter students need to be targeted during discussion activities to ensure that they are encouraged to contribute their ideas to the class effort and to provide the teacher with feedback on the understanding of these individuals, e.g. blending a straightforward randomised no-hands up approach and a planned sequence of questions directed at certain students.
2. During group work tasks, ensure that all students are contributing to the collective effort and concentrating on their work at all times, e.g. assigning responsibilities/jobs to individuals.
3. Use whole class checks to monitor students' understanding during different phases of lessons, e.g. asking for explanations/reviews from key students.
4. Ensure key words and concepts are clearly recorded so students can note them in their books/files, in the service of both individual understanding and whole-school literacy, e.g. 'word of the day' protocol.
5. Make greater use of examination materials, provided to students, to frame feedback on both written work and verbal contributions.





Overall Development Points from work scrutiny

6. Develop the formative assessment dialogue, i.e. students responding to the marking comments of teachers to evidence that the guidance or additional challenge has been followed through.
7. If assessment tools/sheets have been provided to students vis-à-vis tests of topics, these must be used consistently by all members of the department. Linked to this, there is evidence of progress tracker sheets being used by some Departments. Such devices should be more commonly used across departments, with teachers instructing students to use them to have a clear record of assessed work, dates, targets and when these targets have been met/addressed.
8. If there is repeated reference for the need of a student to develop a certain aspect of her work, additional interventions are required if there is little/no evidence of this happening.
9. Praise comments must be unpacked for students so they can understand why their work is praiseworthy, i.e. note the features which explain the praise.
10. Subject Leaders must monitor the regularity of marking to ensure that there is a greater degree of consistency within subject areas, in the service of providing all students with the benefit of this assessment entitlement.

Quantitative data

Lesson Observations

Teachers' Standards	%Exceeding standard	%Meeting Standard	%Further development required
1. Set high expectations which inspire, motivate and challenge students.	57	43	0
2. Promote good progress and outcomes by students.	50	50	0
3. Demonstrate good subject and curriculum knowledge.	71	29	0
4. Plan and teach well-structured lessons.	50	50	0
5. Adapt teaching to respond to the strengths and needs of all pupils.	36	57	7
6. Make accurate and productive use of assessment.	50	43	7
7. Manage behaviour effectively to ensure a good and safe learning environment.	64	36	0

-  Area of excellent practice: standard 3.
-  Areas of very good practice: standards 1 and 7.
-  Areas of good practice: standards 2 and 4.
-  Areas for development: standards 5 and 6.

Overall

% of features judged to be exceeding standards	54	98
% of features judged to be meeting standards	44	
% of features judged to require further development	2	2

English Faculty

% of features judged to be exceeding standards	86	100
% of features judged to be meeting standards	14	
% of features judged to require further development	0	0

Mathematics Faculty

% of features judged to be exceeding standards	0	100
% of features judged to be meeting standards	100	
% of features judged to require further development	0	0

Science Faculty

% of features judged to be exceeding standards	48	91
% of features judged to be meeting standards	43	
% of features judged to require further development	9	9

Languages Faculty

% of features judged to be exceeding standards	82	100
% of features judged to be meeting standards	18	
% of features judged to require further development	0	0

Humanities Faculty

% of features judged to be exceeding standards	43	100
% of features judged to be meeting standards	57	
% of features judged to require further development	0	0

Creative Faculty





% of features judged to be exceeding standards	14	100
% of features judged to be meeting standards	86	
% of features judged to require further development	0	0

- Areas of excellent practice: English Faculty and Languages Faculty.
- Areas of very good practice: Science Faculty and Humanities Faculty.
- Areas of good practice: Mathematics Faculty and Creative Faculty.

Work Scrutiny

Teachers' Standards	%Exceeding standard	%Meeting Standard	%Further development required
1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	55	45	0
2c. Guide pupils to reflect on the progress they have made and their emerging need.	51	47	2
2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.	38	59	3
3b. Demonstrate an understanding of and take responsibility for promoting high standards of literacy.	40	55	5

4c. Set homework to consolidate and extend the knowledge and understanding pupils have acquired.	31	68	1
6b. Make use of formative and summative assessment to secure pupils' progress.	35	62	3
6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	37	56	7

-  Areas of excellent practice: standards 1b and 2c.
-  Area of very good practice: standard 3b.
-  Areas of good practice: standards 2e and 4c.
-  Areas for development: standards 6b and 6d.

Overall

% of features judged to be exceeding standards	41	97
% of features judged to be meeting standards	56	
% of features judged to require further development	3	3

English Faculty

% of features judged to be exceeding standards	83	100
% of features judged to be meeting standards	17	
% of features judged to require further development	0	0

Mathematics Faculty

% of features judged to be exceeding standards	45	94
% of features judged to be meeting standards	49	
% of features judged to require further development	6	6

Science Faculty

% of features judged to be exceeding standards	13	93
% of features judged to be meeting standards	80	
% of features judged to require further development	7	7

Languages Faculty




% of features judged to be exceeding standards	49	100
% of features judged to be meeting standards	51	
% of features judged to require further development	0	0

Humanities Faculty

% of features judged to be exceeding standards	50	100
% of features judged to be meeting standards	50	
% of features judged to require further development	0	0

Creative Faculty

% of features judged to be exceeding standards	29	100
% of features judged to be meeting standards	71	
% of features judged to require further development	0	0

-  Area of excellent practice: English Faculty.
-  Areas of very good practice: Mathematics Faculty, Languages Faculty and Humanities and Faculty.
-  Areas of good practice: Science Faculty and Creative Faculty.

Qualitative data

‘Student Voice’ meeting

Eight Year 11 students, chosen by their Year Leader, met with Mrs Chapman to discuss their teaching & learning experiences.

What is going very well?

- Students received good and therefore useful feedback after the mocks; they mentioned Chemistry as particularly useful.
- They praised Maths for the resources produced and provided.
- Geography make very good use of the VLE in lessons, with homework and resources.
- Padlet, used in Science, is very helpful.
- At this stage in their GCSE studies they find it particularly helpful for lessons to start with an exam question. History was mentioned for being good in this regard.
- Students appreciate the English literature resources they have been given for revision.
- Overall, students are very positive about their experience of Year 11.

What could be even better?

- The “voice of confidence” is a term the students used to note their concern that some teachers express openly negative opinions about the courses they are teaching. This unsettles students and undermines a positive and optimistic approach.
- Students appreciate receiving emails from their teachers about work and resources, but they would prefer teachers to upload information to the VLE.
- Students like it when teachers go beyond GCSE materials; however, this can cause confusion with what is required for the GCSE examinations they are preparing for. They would prefer absolute clarity about what is required for the GCSE examinations.
- Overall, students welcome confident and consistent approaches across their subjects.

Tutor time ‘pastoral walk’

Miss Harrison, Year Leader, visited each form group across the review week. Her comments provide a snapshot in the life of her year group.

I am in and out of the Year 11 form rooms frequently – having them all on the same corridor really helps me feel connected with what they are doing in form time and at break time/lunchtime. The normal routine is on Monday’s the tutors check logbooks and pass on any information from our briefing. Tuesday/Thursday/Friday are assembly days. Wednesday is the day we have been talking about current affairs. As the examinations loom, we will be doing ‘Wind down Wednesday’, when there will be various activities running to help the students be mindful.

11C *The tutor always has his students looking at topical issues. I went in on the morning following the no deal Brexit decision. He was discussing our local MP and her impact. It led on to a discussion about the height of letterboxes as this was something Vicky Ford had been exploring. All students were engaged – the tutor has a lovely way of using humour to capture the room. There is always a lovely atmosphere in the room and lots of mutual respect.*




11G *Students were all engaged in a class discussion. The tutor had the board on talking about the 'egg' social media debate. All students were engaged and it led on to a discussion about social media and the impact of it. The discussion was topical (it had been in the news that week) and relevant as social media has such an impact on the students. There was a good feeling in the room and the tutor obviously has a strong bond with the form.*

11H *I visited the form on Monday, which is the day we use to sign logbooks and give out messages. The tutor relayed all messages from our briefings. He was then up moving around the form room signing logbooks and talking to the students. One of the student's had her birthday on this day and it was lovely to witness the tutor chatting to the student and taking an interest. Good relationships were evident, with a supportive atmosphere in the room.*




11S *I visited this form group the day after the 'plastic free' assembly. The form were discussing the assembly and what changes could be made. It was clear that they really wanted their voice to be heard on this matter, so the tutor took notes. It was great to see the students reflecting on an assembly and thinking about what they can do to help. They were also looking into their futures at the school, which was very positive and showed they care. A lovely and positive atmosphere in the room.*

Findings


Areas of Strength (excellent - good practice)

- Teaching practice
 -  Lesson observations – Standard 1. Set high expectations which inspire, motivate and challenge students; Standard 3. Demonstrate good subject and curriculum knowledge; Standard 4. Plan and teach well-structured lessons.
 -  Work scrutiny – Standard 1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; Standard 3b. Demonstrate an understanding of and take responsibility for promoting high standards of literacy; Standard 4c. Set homework to consolidate and extend the knowledge and understanding pupils have acquired.
 -  Student voice – post-mock feedback and guidance to enable students to understand what they need to do to improve and how to do this.




Progress since previous Year 11 Review – the points of strength above demonstrate practice development in relation to findings 1 (standards 1 & 1b), 4 (standards 3b & 4) and 7 (standard 3).

- Learning practice
 -  Lesson observations – Standard 2. Promote good progress and outcomes by students; Standard 7. Manage behaviour effectively to ensure a good and safe learning environment.
 -  Work scrutiny – Standard 2c. Guide pupils to reflect on the progress they have made and their emerging need; Standard 2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.
 -  Student voice – high-quality resources provided to support students' knowledge and understanding.

Progress since previous Year 11 Review – the points of strength above demonstrate practice development in relation to findings 2 (standard 7), 3 (standard 2c), 5 (standard 2c), 8 (standard 2) and 9 (standard 2e).

- Tutor time
 -  Dedicated and caring tutors, who work as a team, with their Year Leader, paying attention to the particular experiences and needs that distinguish the Year 11 part of the GCSE phase.

Areas for Development

-  Lesson observations – Standard 5. Adapt teaching to respond to the strengths and needs of all pupils; Standard 6. Make accurate and productive use of assessment.
-  Work scrutiny – Standard 6b. Make use of formative and summative assessment to secure pupils' progress; Standard 6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
-  Student voice – a more consistently positive approach from all teachers to build students' confidence.

Progress since previous Year 11 Review – the points of development above demonstrate the need for further practice refinement in relation to findings 6 and 10 (standards 6, 6b and 6d).

Conclusion

Certain subject areas will be asked to share aspects of their practice via the Teaching & Learning Newsletter and presentations to colleagues during our 'teach meet' sessions at staff meetings. SLT line managers will work with Faculty Leaders to address Department level development needs, which will be supported and monitored through the line management system.

SLA, February 2019