

Outstanding Teaching, Learning and Assessment (OTLA) Action Research Project

Target setting to improve learning

Capel Manor College – June 2022

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For further information regarding the Shaping Success Action Research programme and this project go to <https://ccpathways.co.uk/practitioner-research/otla-8/>.

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NATECLA



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Capel Manor College

SUMMARY

This project highlighted the importance of keeping a focus on the student. Engagement and independent learning are increased through the personalisation of work and an interest in each learner as an individual. A constant focus on target setting can show students where they need to improve and allow them to stretch and challenge themselves but it is not the only effective method of increasing either engagement or achievement.

RATIONALE

As is the case with many further education (FE) colleges and GCSE retake students, our students frequently have negative attitudes towards English and maths, are demotivated when studying these subjects again and often make little progress (Belgutay, 2019; Higton et al, 2017). Students' attendance at English sessions is generally poor with them reluctant to take responsibility for their work and achievements. They frequently rely on teachers or support assistant to complete tasks and are generally passive. By working with students to set meaningful learning targets, our project aimed to increase independent learning, supporting and encouraging students to grow in confidence, recognise their strengths and areas for development, and work towards success.

Other Contextual Information

Our action research was part of the Education and Training Foundation's OTLA 8 programme taking place within the English department of our FE, land-based college. We initially worked with three GCSE groups to explore the effectiveness of student-led target setting activities in promoting engagement and active learning. Additionally, spreading ideas and approaches out into all the English GCSE classes. Our GCSE classes take place both face-to-face and online via Microsoft Teams and using other online tools such as Nearpod. We mainly worked with two mixed level groups online and one Level 1 group which was face-to-face with occasional online sessions.

APPROACH

We followed an action research approach (McNiff, 2017). After initial project team meetings, we used 'getting to know you' activities with students so we could link their interests to the lessons to help improve engagement. We built up to target setting slowly, gradually introducing more independent learning tasks.

- Every English lesson of the year began with a 'getting to know you' activity (Appendix 3.1), which encouraged students to provide teachers with information they may need to know and show the group things they were interested in. This was done on a class notebook page for online classes so the teacher could always look back access information.

- The team attended a training event with Jo Miles which specifically addressed the aims of the project. This brought the whole team together to focus on ideas for improving the project and putting them into place. There was a major focus on growth mindset (Dweck, 2016) and ways of motivating and engaging students.
- The team visited another college to share teaching ideas and discuss project aims.
- A Nearpod introduction was used to give students an idea of what the project was about and gauge their initial levels of confidence and views on independent learning. This was done with groups from three different teachers in GCSE English classes.
- With support, students were encouraged to review the GCSE mark scheme and identify areas they could improve (Appendix 3.2) and further set their own targets using a list of common targets (Appendix 3.3). These targets were regularly reviewed after Mark book assessments, with the team and students analysing whether targets had been met and agreeing on the next steps.
- We then decided to focus on students who gained a high grade 3 in the November retakes and prepare personalised learning plans for them highlighting the areas where they could pick up extra marks.

OUTCOMES AND IMPACT

Teaching, Learning and Assessment

The project enabled the team to gain useful insights into learning processes and strategies for engaging and motivating students. Through meeting regularly and reflecting on activities undertaken, one of the main things we have learned is the best way to increase engagement and independent learning is through individualised work and creating lessons and materials that reflect the interests of the student and are relevant to their lives. Although time-consuming, this pays dividends in the long run as students begin to engage more fully and take pleasure in their learning. Involving students in the learning process, encouraging and supporting them in setting meaningful targets, enables them to progress in both English and their main subject specialism. Regularly agreeing and reviewing learning targets enabled the development of a more positive 'growth mindset' (Dweck, 2016). Furthermore, whilst getting constant feedback from the students allows them to feel appreciated and involved, they are more likely to attend and participate when they see their feedback is being taken on board and actioned, as evidenced in the Case Studies (Appendix 2)

Project team members gained new insights into their practice and strengthened their relationship with students by involving them as partners in the learning process. Rather than seeing students as passive receivers of information, they began to see them as individuals who, with support and encouragement, could become more active and purposeful. As one learner commented:

Having regular 1:1 tutorials meant he felt appreciated, and he was improving because he knew the teacher 'cared about him passing' (Case Study 2)

Through attending CPD sessions we were introduced to and then were able to integrate new approaches into our teaching practice.

Professional Development

Professional Standard	How our project outcomes demonstrate this standard
1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.	The project encouraged team members to constantly reflect on teaching practices and how they work for different students. Some activities worked well with some students but not so successfully with others. We learned a lot about adapting teaching practices to meet different individual and group needs. We extended the range of approaches used, gaining the confidence to use them to support students.
6. Build positive and collaborative relationships with colleagues and learners.	Involving the students in the research allowed them to feel valued and appreciated and confirmed that their teachers were interested in them and cared about their progress. This built very positive relationships meaning the students felt comfortable in giving honest feedback. Colleagues working closely together on the project also improved relationships and resource sharing (See Case Studies, Appendix 2).
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.	This was the main focus of our project enabling us to come together and work on strategies to gradually increase the amount of responsibility taken by students for their learning. We gained insight into key reasons for students not wanting to stretch and challenge themselves or even engage in the lessons at all, and to work out ways to reduce these barriers. For example, students often stated that previous teachers didn't seem to know who they were and were, therefore demotivated, but through 1:1 tutorials they built effective links with their current teachers and began to take more responsibility for their own learning. (See Appendix 2).

Organisational Development

One of the main organisational changes to take place is the shift from teaching Functional Skills English and GCSE English to only focusing on GCSE. The college visit and listening to feedback from students highlighted the need for us to focus on progress rather than achievement. Next academic year, all students will do GCSE courses apart from a small group of Foundation Learning students who will take an entry level course in English which is linked to the GCSE course. This change will allow multiple GCSE classes to take place at once so that each group can be focussed on one grade level, studying a scheme of work which aims to progress students to the next grade. Students consider GCSE to be a valid qualification which they need to achieve compared to Functional Skills which was often considered unimportant. Looking at students' targets with them and highlighting the progress they had made, whether this was in terms of grades or understanding, motivated them and allowed them to see their strengths and areas for development. For example:

A student explained he knew exactly what he needed to do to get the extra marks and he completed extra practice questions at home to make the improvements necessary (Case Study 2).

We will also be focussing on the students' progress by implementing a 'Maths and English star of the week' award which will be given to one student every week who has done particularly well. They

will receive an award indicating exactly why they have won and whoever has the most at the end of the term will receive a gift card. This allows all students to be rewarded, shows their progress and motivates them to progress in their maths and English lessons. Petty (2016) concluded that competitions or challenges often produce strong motivation in classes of students. So far, the majority of students have responded very positively to this idea and it has led to an increase in productivity and engagement. However, one student commented that the idea is 'childish' and didn't think it was a good idea.

LEARNING FROM THIS PROJECT

What went well

Getting to know more about the students and their interests was very successful in increasing engagement. Teachers were able to link lessons to things that the students enjoyed as well as vocationally linking them. Students reported back they felt appreciated and more likely to attend when they knew their teacher was interested in them as a person. Constantly asking for student feedback on topics, activities and new ideas was very beneficial in finding out how they feel and what motivates them, especially from students who are often quiet and do not participate.

We were able to do a whole team training event with Jo Miles which specifically addressed the aims of the project. This was an excellent way to bring the whole team together, focusing on ideas for improving the project and putting them in place. Additionally, visiting a highly successful college was also extremely productive in improving practice, providing the opportunity to share ideas, discuss what we had done and identify where further improvements could be made.

The independent learning plans created from the November GCSE resit exams were extremely helpful in showing the students where they had done particularly well and where they could pick up additional marks to achieve a grade 4. Students were able to set their targets and create individualised revision plans. (See Appendix 4)

Even better if

Unfortunately, some problems with the admin of the classes at the start of term meant that the project was delayed in getting fully started and some students missed out on the 'getting to know you' activity or did it with one teacher and then moved to another group. It would have been more effective if students were in the correct place from the start so that they could form a positive relationship with their teacher and the rest of their class.

Furthermore, if more staff members had been involved, the project would have been even better. At the start, we used multiple groups but this had to be cut down. Often teachers deliver the same things in different ways and we can always learn from each other so having all the English teachers involved would have been more beneficial.

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APPENDICES

Appendix 1: The Project Team

Project Role	Name	Job Role	Contact
Project Lead	Marianne Petty	English and maths lecturer	Marianne.petty@capel.ac.uk
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Appendix 2: Learner Case Studies

Case Study 1 - T.

T. is a 17-year-old student who joined the college this year after having a mixed experience at school. He explained his teacher didn't seem to know who he was, so he didn't put any effort into his English GCSE and ended up leaving with a grade 3.

He joined a face-to-face GCSE class, and it was evident from the beginning that he had the ability to pass and achieve a good grade. However, he was extremely reluctant to participate and kept saying that he was 'rubbish' at English and that there was no point in him trying.

We started the first class with a 'getting to know you' activity and T. simply said that he did not like anything and the only thing he did was sleep. He did say that he supported Watford Football Club, and this was the only thing that he added to his work in this lesson.

We then worked on creative writing which T. was also reluctant to do. He would either write a short paragraph and give up or spend the whole class with his head on the table refusing to participate. He was encouraged to write about something that interested him and was given some sentence starters related to his interest of football. Finally, in one lesson he produced an entire story and said that he had 'just got into it'.

This was good progress, but he then did the November GCSE retake and got a grade 1 after leaving early in both exams. His attendance dropped completely and he was not in class for several weeks. He then had 1:1 tutorials to find out what could be improved and to offer extra help. This was a turning point for him and he started to attend every lesson and complete work. He received a lot of praise and his progress was highlighted clearly to him.

He achieved a grade 4 in his mock exams and commented, 'wow, I know you said I could pass but I never thought I would'.

Case Study 2 – J.

J. is a 16-year-old autistic student who also struggles with a range of medical issues. He joined the face-to-face GCSE class at the start of the year with a grade 3 in English despite his schoolteachers telling him that he would achieve a grade 4 in his Teacher Assessed grades. This meant that he was demotivated and found it difficult to trust teachers when receiving praise.

Despite these issues, J. showed signs of having the ability to do well in English and achieve a Grade 4. He always completed work in class and started to listen more to feedback. However, this was still focused on the areas for improvement, and it was a challenge to get him to recognise his strengths.

The GCSE November retake was a turning point for him as, although he got a grade 3 again, but was only 3 marks off a grade 4. We were able to see where he had got his marks and identify specific areas in which he could improve. Having regular 1:1 tutorials with J. meant that he felt appreciated, and he commented that he was improving because he knew that the teacher 'cared about him passing'. He explained that he knew exactly what he needed to do to get the extra marks and he completed extra practice questions at home to make the improvements necessary. He also took home a revision book and worked through it in his spare time, using the 1:1 tutorials to receive feedback on his work.

In the April mock exams, he achieved a grade 4 and was close to a grade 5 which he was extremely happy about and allowed him to recognise his own progress. He is now aiming to achieve a grade 5 in his final exams and recently said that he couldn't have done it without the interest and praise from his teacher.

Case Study 3 - K.

K. is an 18-year-old Russian speaker who was doing GCSE English for the third year at college after constantly achieving a grade 3 in her exams. She is also autistic and found it hard to work with people she didn't know.

This year she started GCSE English in a very large group of 35 students online. During the 'getting to know you' activity (Appendix 2), she realised that she had many common interests with a few students in the group and the teacher created a breakout room on Teams so that those students could have private conversations. This immediately helped her to become more comfortable and she started participating in the group. The class was then split but fortunately, K. was able to stay in contact with her new friends and did not lose any of her confidence in the class.

Texts were often linked to the interests of the group and K. explained that this really helped her to stay engaged. She was always excited to find a link to one of her interests such as texts about wolves or anime: 'I didn't know we could do such interesting things in English lessons'.

K. had always been very keen on creative writing but was reluctant to share her work as English was her third language and she wasn't confident with her spelling, punctuation and grammar. However, she was encouraged to join the online creative writing club and she absolutely flourished, making new friends and dramatically improving her writing skills. At the start of the course, she was unable to write a whole story in the required time and would always leave them unfinished. This was one of her targets and she managed to achieve this.

She would also get carried away or distracted and be unable to focus on one clear idea. After working in the creative writing club and attending 1:1 support sessions, she was able to make huge improvements and write a shorter story with a beginning, middle and end.

My SMART target for GCSE English: **Write at least 250 words in 45 minutes.**

I have done this and I now know that I need a beginning, middle and end and that it is better to write a shorter story that is finished than trying to write loads.

New target: **Include sensory language in creative writing.**

We used her November results to highlight all the areas where she could achieve higher marks to get a pass and she used this along with her 1:1 tutorials to help her achieve a grade 4 in the mocks in April. K. said 'I am so happy! This is the first time I have passed an English exam'. English is now K.'s favourite subject and she is always the first to arrive for both her lesson and her creative writing club and completes extra reading and writing in her free time. She even asked if she could still attend GCSE classes next year even if she achieves a grade 4.

Pansexual



She/Her

What I like:

WOLVES

animals

Drawing

Hanging out with friends

Calling friends

Food

Music

Books

Canines and Equines

Sculpting

Writing

Outdoors/nature

Video games/gaming

Mortal Kombat(game)

My favourite movies:

Legend Of The Guardians/ Guardians of Ga'hoole (it's also a book)

How To Train Your Dragons

Maleficent

Teen wolf (tv show/series) (werewolves)

Wakfu(an animated series)

My hero academia (Anime)

Homeward Bound(dogs and a cat)

White god (about a dog and a girl)

Eight Below(huskies)

Thank you!

MY FAVOURITE MOVIES/SERIES



AI

AI

AI

AI

AI

Describe a time you were really happy

Include sensory language and language features like similes, metaphors, exaggeration etc.

It was the fluffiest thing I had ever seen!

It is a rabbit soft fluffy toy that made me very happy because my friend gave me it in college and I named it Jynx, it has golden strings on its paws and a keychain that is on it's head, I can click it onto my bag or put it onto my hoodie, it acts as my companion and I take it everywhere with me

It is purple with white specks,
It's soft as a cloud and it is very cute,



It looks like this but purple

AI

AI

Initial writing attempts

Narrative / descriptive

A lonely rose swayed back and forth from the heavy wind of the western city.
The rose was lonely and the only rose in the field that day because all the other roses were taken..
There was a group of young men riding on their horses through the field, desperate to find this special rose to brew a type of medicine for the Queens daughter, the princess.
The barks of hunting dogs could be heard from miles away as they followed the scent of the rose from the wild wind.
The young men reached their destination, one of them swiftly picked up the rose that was covered in needle-like spikes.
The young man whistled to the other men and they all headed to the

AI

Full stop at the end here
*in the field

AI

Say: the barks of hunting dogs

AI

Good alliteration 'wild wind'

AI

'needle-like spikes' is lovely

Try and finish this, it's a great start.

Example of lack of focus

One day I felt very creative and my motivation sparked up, I made a potato salad mansion!
I bought some potatoes from the local supermarket, bought some apples to make the structure of the mansion, hard boiled eggs as the guards,
Wait no I am switching the story.

Completed story

I sat at a lonely café in a suburban town in the middle of London, waiters and waitresses were chattering and closing the café for the night, I stood up from the chair and walked out of the café signalling to the waitresses that I have finished my bitterly black coffee.

Coming out of the café I spotted a shire horse strapped to a carriage,

"How much for a ride to Gatenhaven?"

"£18" shouted the man that sat on the carriage ready to travel, I hopped into the carriage and the man yelled "Gallop" and the shire has started to take us to Gatenhaven.

Half hour later we arrived to the city of Gatenhaven, jumping out of the carriage I handed the man the cash and proceeded to walk into a nearby mansion.

Ringling the doorbell twice, a young child **has** opened the door and stared at me in shock "Dad!" The little girl squealed and jumped into my arms "you are back so soon"

Holding my daughter in my arms always brought me happiness and comfort that I could never forget.

"The nanny told me you would make me something out of wood for a present for Christmas?"

The little girl asked with curiosity dancing in her eyes, "Oh did she?"

"Yes, yes!", I sat my daughter on the couch and said "**w**ell Dakota, I will think of something to make for you",

"Thank you dad!" Dakota said her last words and made her way into the kitchen to get a cup of apple juice and a blueberry muffin.

Couple of hours later I sat in my office and filled my papers with ideas, "I could make something out of wood" a lightbulb of **a** idea struck me, "**m**aybe some sort of animal?", walking around my office I looked around and **looked** out **of** the window, seeing a horse I grinned and wrote on the sheet of paper in big letters "H O R S E".

My idea has been struck and I went to get my supplies to start working on a wooden horse for my daughter Dakota; Opening the door of my shed I spotted few working tools and a wooden chair, I took my tools and started on the gift.

Hours went by, fingers getting splinters, sweaty forehead and a bruised hand, I have finished my wooden galloping

horse "hurray!" I whispered to myself cheerfully and wiped my sweaty forehead with a handkerchief.

The Christmas day has come, the Christmas tree was up, guests happily talking and gossiping, Dakota sat on the couch staring at the snowflakes that were falling on the street benches, "Hey Pumpkin, look what I got you!", She turned around and her eyes were beaming with stars and she took a wooden galloping horse out of my hands that were covered in plasters and bruises.

"It was worth it, isn't it?"

"Yes Dad I am very proud of you!, thank you so much!, it will keep a memory of our old horse.."

THE END!

Great!

AI

DT

AI

DT

AI

DT

AI

Appendix 3: Learners' work

3.1 Example Getting to Know you activity

Students completed the getting to know you work sheet.

All about you!

Books I love:
Dracula
Harry Potter
All the Light We
Cannot See
The Beekeeper of
Aleppo
The Tattooist of
Auschwitz

TV shows I love:
Lucifer
Once Upon a
Time
Orange is the
New Black



MARIANNE

Places I
want to
visit:
Peru
Bolivia
New
Zealand



Things I don't like:
Snakes
Manchester United
Running

















Book I'm reading now: 'The
Executioner's Song'



Exercise I enjoy:
Zumba
Yoga
Kettlebells
Box HIIT
Swimming



3.2 Example GCSE Mark Scheme with student review sheet

JC			3	U	1	2	3	4	5	6	7	8	9
Q01	1/1		Q01	2/2									
Q02	2/2		Q02	2/2									
Q03	2/6		Q03	7/15									
Q04	9/15		Q04	0/1									
Q05A05	11/24		Q05	1/1									
Q05A06	6/16		Q06	8/15									
			Q07a	2/6									
			Q07b	6/14									
			Q08A05	7/24									
			Q08A06	5/16									

Paper 1 Questions	What you need to do
Question 1 (1 mark)	Locate a specific piece of information such as a word or a phrase from the text.
Question 2 (2 marks)	Find two pieces of information from the text which may be explicit (surface meaning) or implicit (suggestion or hint).
Question 3 (6 marks)	Explain how the writer uses language and structure. You need to give quotes from the text and explain why the writer has used particular vocabulary, features or structure. You cannot get more than 2 marks if you don't mention both language and structure.
Question 4 (15 marks)	Evaluate how a writer achieves a specific effect. This includes how they use language and structure but also, how they create an effect over the whole text.
Question 5/6	Writing a piece which is at least 250 words and is written in the correct form and register to an appropriate audience. This piece should be creative and include sensory language and language features.
Question 5/6	SPAG- you should use correctly spelt and interesting vocabulary with correct and varied punctuation.

Paper 2 Questions	What you need to do
Question 1 (2 marks)	Find two pieces of information from the text which may be explicit (surface meaning) or implicit (suggestion or hint). There could be more than two pieces of information available. You can use quotes or your own words.
Question 2 (2 marks)	Find two pieces of information from the text which may be explicit (surface meaning) or implicit (suggestion or hint). There could be more than two pieces of information available. You can use quotes or your own words.

Question 3 (15 marks)	Analyse how the writer uses language and structure to engage the reader in the whole text. You should use quotes and explain why the writer has used them. Mention both language and structure.
Question 4 (1 mark)	Locate a simple fact.
Question 5 (1 mark)	Locate one piece of information in the text.
Question 6 (15 marks)	Evaluate how a writer achieves a specific effect. This includes how they use language and structure but also, how they create an effect over the whole text.
Question 7a (6 marks)	Find similarities or differences between the information in both texts. You need to use quotes but you do not need to analyse language and structure here.
Question 7b (14 marks)	Compare how the writers of both texts create a particular effect or address a particular issue. You will need to discuss the language and structure of both texts and compare them using quotes and explanations.
Question 8/9	Write a non-fiction text with the appropriate audience, register and purpose for the genre. Use non-fiction language features for effect.
Question 8/9	SPAG- you should use correctly spelt and interesting vocabulary with correct and varied punctuation.

What can I do well? (Tick these!) and **What could I do better?** (Highlight these!)

Timing		Developing my answer		Analysing words or phrases		Cross-referencing points	
Being concise		Paragraph structures		Using a range of vocabulary		Accuracy	
Using evidence		Organising the answer		Staying focused on the question			

Revise with a friend		Go to revision classes		Revise in 20-minute blocks		Read fiction and non-fiction texts	
Revision booklets		Make a revision timetable		Read and highlight mark schemes		Do practice papers in exam conditions	
Email my teacher		Read examiners' feedback		Re-read and make notes		Annotate a model answer	
Go to a support session							

Appendix 3.3 Smart targets

Help sheet to support students in target setting activities.

Specific	<ul style="list-style-type: none">• State exactly what will need to be done
Measureable	<ul style="list-style-type: none">• How will you show that you've achieved it.
Attainable	<ul style="list-style-type: none">• Aim for something that you will realistically be able to achieve
Relevant	<ul style="list-style-type: none">• Make sure that it is linked to what you need to achieve to pass your GCSE
Time-based	<ul style="list-style-type: none">• Give yourself a time limit

Examples of SMART targets for GCSE English:

- Use commas correctly in a list.
- Use paragraphs in every piece of writing.
- Write PEE paragraphs for long reading questions.
- Use capital letters and full stops.
- Complete all class and homework tasks

- Focus on the "explanation" in PEE, using suggest, imply, indicate etc.
- Write at least 250 words for writing tasks.
- Read one 19th century novel.
- Write a review of a book I've read.
- Increase attendance to at least 80%.
- Use language devices in creative writing e.g. similes, metaphors, personification etc.
- Use quotation marks to show language taken directly from the text.
- Proofread written work to edit and correct any SPAG errors.
- Learn 5 new spellings every week.
- Use a range of punctuation in my writing including semi-colons, colons, brackets or dashes.

Appendix 4: Examples of students' work and targets

Q5. AO6:

Target: Use a wider range of punctuation in creative writing.

My primary school 'accident'

It was Year 2, I was as small and as innocent as a wild wood mouse - selectively mute, too shy to say a word. It was a Monday morning, Spring time, I had gone to my class as normal, not aware of what was about to come... To my surprise, it was spelling test day - the worst day of the week as I'd fear of getting 'Extra Time' (meaning they'd snatch a section of my breaktime away and force me to re-write all of the spellings I got wrong).

It was time. My fears had come true, my seating placement was at the front of the class where everyone could see me - a socially awkward kid's nightmare. Half way through the test I was sweating as if I was in a sauna. I hated my shirt being tucked in, it was an itch I couldn't scratch or I'd get screamed at if untucked. It was pressing on my full bladder... Clenching my legs together, too timid to ask for the bathroom, focusing on the word 'because'. "Because, because, because... BECAUSE" I screamed loudly in my head. The anxiety had stopped, I was relaxed, care free, it was as if a weight had been lifted from my shoulders. I then feel a warm, wet sensation dribbling down my leg... I had wet myself. I shamefully lift my hand up and stutter to the teacher, hinting to the problem. She kindly reassured me that it happens to everyone and asks Emily to go the reception with me. I didn't speak to this person before at all, making my embarrassment worse.

Great story full of interesting vocabulary and language features! You have also used varying sentence lengths for effect. Wonderful work!

Great use of punctuation!

Q5. AO5: 12/24

Target: Include sensory language in creative writing.

Hearing- I can hear the sound of rain going "pitter patter, pitter patter"

Touch- I can feel the leaves and branches as I walk through the woods

Smell- I can smell an earthy smell coming from the ground

Seeing- although all I can see is the ghost like fog, there seems to be a light in the distance, which with every step it becomes brighter

Tasting- I can taste the dense fog around me as I haven't had anything to eat in a while

"pitter patter, pitter patter" goes the rain as I make my way through the woods. I have been separated from my friends for quite a while now, I can't believe they would leave me all alone. Where could they be? I bet this is some kind of sick joke.

I make my way through the woods holding onto the branches as I can't see very well, there's nothing but a ghost like fog around me. The darker it gets the more my heart skips a beat, I've never been a fan of the dark. I feel my throat clogging up, there seems to be someone following me.

I can hear footsteps coming from behind me, "hello" I yell, no answer. This overwhelming anxiety came over me and every part of my body was telling me to run but I couldn't, I was a statue. "CAW! CAW!" My heart drops, it was just a stupid crow. I decide to keep on walking if I'm going to make it out alive tonight.

Q3 mark 2/6. Target: Write 3 PEE paragraphs (2 structure and 1 language)

One way the writer uses structure to build tension is the question and exclamation mark, the protagonist asks himself multiple questions, thinking of ways to hide or escape. But he denies these ideas saying they are "No good!" In addition, this phrase is repeated three times in the text. The repetition adds more tension to the story, making the reader feel more desperate and grey.

To make the story more stressful, the writer uses a very long complex sentence to overwhelm the reader with grim, important information about how the police are deducting where he is. The lack of a full stop from the beginning of the paragraph to line 22, makes the reader feel that the odds are heavily stacked against the protagonist.

In line 19 – 20 the writer uses time, such as "No more than a minute" and "Moments Before" to create a sense of anxiety, to make reader feel that there is not time until the protagonist is found out.

BMS

6/6

New target: Include sensory language in creative writing.

Target for paper 1: Write 3 PEE paragraphs for Q3 and 6 for Q4.

Target for paper 2: Follow time plan to answer all questions.

Make 3 points for 7A.

Appendix 5: Students' Writing

WORK EXPERIENCE FORM- ENGLISH

What were the main things I did?

Jess - The main task which got carried out while I was on the farm was feeding chickens and giving them fresh water, spot clean cows, donkeys, ponies, goats. spot cleaning gets done three times morning, evening, afternoon this helps us keep on top of their muck and also makes it presentable for the public. The other main task I did was muck out all the animal's paddock house which means I give them a full clean at least once a week.

Jon- the main things were day to day activities feeding, watering and the collecting eggs of all poultry on the children farm, sport cleaning and full clean of the polytunnel which houses ponies, donkeys, goats and cows. On one of the days on work experience the alpaca's needed walking from Saint Vincent stables two one of the paddocks with sheep in it and I was leading the alpaca career which is an alpaca baby called Bailey and had to keep his eye on his mother called Stella And the alpaca's were well behaved. Another job was for cleaning Patrick houses taking up all the muck and replacing it with fresh straw bedding. another job was two picking the paddock fields on the children's farm especially the out Packers where they poo in piles and can burn the grass.

What was the best thing that happened?

Jess -The best thing that happened to me is being able to move some sheep and walk alpacas to another paddock even though they can be a little dangerous when they kick you as they can make paralyzed with how dangerous their kick is. The other best thing that happened was to be able to help with an educational tour to speak to the children about the animals and make them feel confident around them and I also enjoyed handling all the animals for the children to touch them.

Jon-the best thing that happened was on one of the days a scare 6 school trip came to the farm. farm first activity they it was too walk around the farm and have a small tour. second activity was a track to ride around the farm on a tractor and trailer. the third was too have an educational pat and session in the big tent where they got to come up to the main table and pet a range of animals including rabbits, chickens, ducks and Turkey I hope they are having an educational talk with the main home manager. whilst this was going on the rest of the children were filling in questions about the animals on a piece of paper. the best thing about this was that children seemed quietly interested in livestock and all the different animals.

Was there anything that could have been better?

Jess- It could have been better with some more activities with working the cattle more and sheep.

Jon-the experience could have been better if I completed some work on the externals such as the outer paddocks with the sheep and other animals such as the rare.

What can I teach my peers?

Jess-Cows have no upper front teeth therefore when they're eating food, they press their sharp botT. teeth against the top hard palate of their mouth to cut blades of grass.

Jon-Alpaca's have the ability to paralyse a human being if strike by one of their kicks with their back feet just like horses have.

Appendix 6: Participants and Stakeholders

No of learners?	22	No of staff?	6
No of organisations?	1	No of employers/ stakeholders?	0

Appendix 7: Research/ Evaluation Approach

Participant/observer (e.g. practitioner reflective accounts, logs)		Interview/survey (e.g. polls, questionnaires, learner interviews)	X
Observation of practice (in person, video, observation notes)		Document analysis (e.g. learner work, session plans, annotated resources, policies)	X
Custom test/assessment (of knowledge, skill, attitude, participation) for your 'intervention'	X	High-stakes learner assessment (e.g. A Level results, End Point Assessment, BTECs)	
Before/after assessment (e.g. measures of progress or change in attainment, participation)	X	Comparative trial (e.g. comparing participants' outcomes against a 'control' group)	
Other (specify):	Action Research		

Thankyou

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