

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
ASSESSMENT FOR LEARNING AND ASSESSMENT AS
LEARNING**

DevelopEBP

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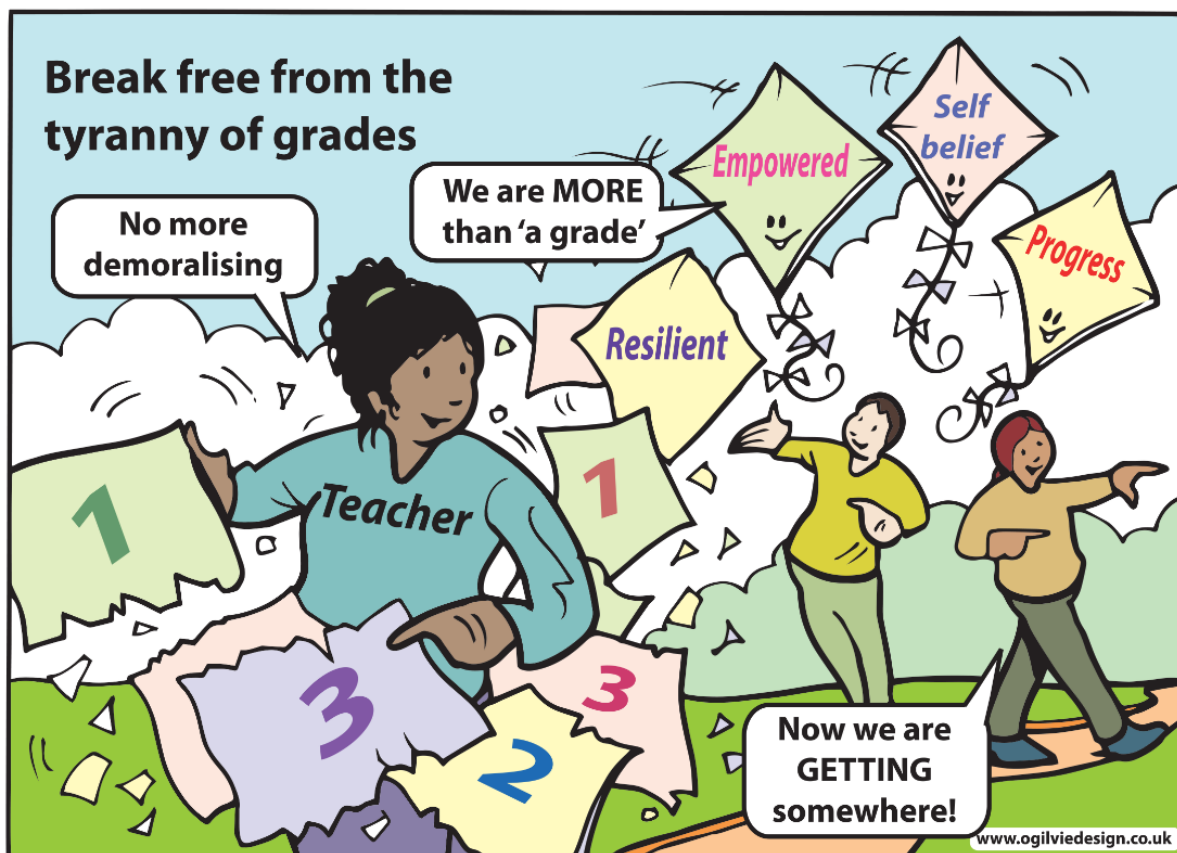


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Final Report - Assessment for Learning and Assessment as Learning

DevelopEBP



This project aimed to empower students by rewriting the familiar system of failure. Students were encouraged to take a more active role in their learning, specifically through developing an understanding of what is being assessed and how.

Summary

To achieve this, teachers removed the traditional grading system and focused on explicit and targeted feedback that students were encouraged to reflect and focus on, shifting the focus from attainment to skills development.

Through such refocusing, students were expected to take greater responsibility for their own learning and develop an improved relationship between students and teachers, as well as improved attendance.

Rationale

As the name suggests, DevelopEBP focuses on helping students grow, with a particular focus on high needs students aged 14-19 who have struggled in mainstream schooling.

As a result of students having had a negative experience in mainstream schooling, many students come to resit GCSE English with a preconceived idea that their skills

and ability should be seen simply as a number with little value beyond whether or not they passed or failed.

Students are repeatedly told they need to achieve a 'grade 4', with little understanding of the skills and knowledge involved. Having failed previously, they come to DevelopEBP convinced they are unable to achieve success in their GCSE English.

When students are assessed, they look to the teacher to tell them how well they have achieved, fixating only on the number, with no sense of how evaluation happens or the relationship between skills and assessment. With a grade-based system, they often struggle to see any significant improvement in their work and become increasingly despondent. This can create a strained relationship between teachers and students, as well as poor attendance.

To counter this, the project set out to explore the benefits of supporting learners to take a more active role in the process of assessment through removing the grading system and replacing it with specific, targeted feedback for the students to use later to reflect on and set targets.

Approach

The project leader used her role as the college-wide English leader to select tutors teaching one GCSE resit group in each of the three centres participating in the project. An initial presentation outlining the project was received positively by staff, and subsequently also by the learners.

Each of the three centres focused on a different aspect of the project outcomes: Bedford looked at changing attitudes towards English learning and attendance, Dunstable looked at student/teacher rapport and progress made in skill objectives, and Norwich looked at student engagement and teaching and learning approaches.

Across the course of the project the students completed 2 assessments focusing on AQA Paper 1 and the skills required to succeed on questions (AO1, AO2 and AO4). After the initial assessment, each student was encouraged to select a specific skill to focus on and develop. This was tracked on an assessment feedback form and also through their ongoing reflective blogs.

Each week the tutor focused on a specific skill and the related question, after which the students sat another paper. The results from this assessment were used to illustrate to students the change in their responses, which enabled them to identify where they had improved and which skills they had developed.

The tutor participants communicated regularly through email, sharing data, student feedback and different approaches used. Tutors also met face-to-face towards the end of the project to discuss how things had gone, reflect on the process and select students for the case studies, to show who had fully engaged and experienced success as well as those who had not.

Professional learning: Evidence of changes in teaching, learning and assessment practices

The focus of this action research was on assessment in terms of measurement and development, using one to inform the other. Moving away from a fixation on grading allowed students to break the cycle of failure and the subsequent associated despondency. This was the starting point for all three Develop centres: Bedford, Dunstable and Norwich; although all three looked at a specific knock-on effect from this system of failure.

The tutor leading this programme in Bedford, in line with the focus on changing attitudes towards English learning and attendance, observed the following changes in her students as well as in her own practice:

"I gave them 100% certificates for termly attendance and most of them really appreciated these to take home and show them off. I do show the register on the board for them all to see. I do think that spending some time to focus and reward good attendance has had a positive impact. Also, along the way, I have reflected on my lessons including: starting with a game, a riddle and discussing the news and other topics e.g. anxiety etc. I have sat myself amongst them for some of these activities and discussions, so there are no barriers. This has brought them together as a team and perhaps heightened their enjoyment of the lesson. We have had a trip to London, role plays, samosas and songs!!

Because of this they have a very focused attitude to work and rarely waste time ..."

The tutor leading the research programme in Dunstable, in line with a focus on student/teacher rapport and progress made in skill objectives, noticed that students were struggling with how hard they found English. She adapted her practice to allow students time to reflect on how they felt, often starting with activities around unstructured writing, after which she noticed an increased engagement from the students, as well as their becoming more open about their struggles.

The tutor leading the programme in Norwich, in line with the focus on student engagement and teaching and learning approaches, observed that reflecting on student assessment was particularly useful in informing teaching and subsequently student learning.

Through developing self-reflection within the students, as well as reflecting on the lessons, it was felt that students responded well to repeating areas of success and continued to break down the areas of struggle they had identified. This enabled the students to receive tangible positive reinforcement and support.

Evidence of improved collaboration and changes in organisational practices

Across all three centres, it was initially noted that there seemed to be a disconnect in communication and the tutors often felt unsure about what was expected. This was largely because of a significant upheaval in staffing. Once staffing was stabilised

and the three tutors involved were able to start sharing information, the situation improved significantly. Although every effort was made to meet face-to-face, this was not always possible because of geographical location. However, email trails and Google chats have enabled participants to remain in contact and share their thoughts.

Since the beginning of the project, the project lead in Dunstable has taken over the co-ordination of English across all of Develop. She has already scheduled standardisation meetings for all English tutors to attend and has planned an end-of-year debrief for all involved, to reflect on what is working in each centre and what is not. Moving forward, English across all centres will be addressed more collaboratively.

Evidence of improvement in learners' achievements, retention and progression

Most students across all three centres saw an increase in attainment from their first assessment to their second approximately 6 weeks later. This is largely shown in the overall results (Appendix 2).

Some students struggled to engage. Four students across all three centres missed the initial assessment: three were late starters and one has a history of poor attendance because of health issues. Two students saw a decrease in attainment. One had patchy attendance; the other, as illustrated in the case study, lacked engagement. The remaining 13 students saw a significant improvement in results, improving by between 3 marks and 26 marks, which is simply astounding.

Bedford centre reported significant improvement in attendance and in the relationships between peers, as well as with the tutor. It was noted that students were developing a sense of pride and taking their certificates of attendance home to 'show them off': this showed a significant investment from the students. To address the focus on 'getting along with each other' the tutor incorporated games, activities and team building, including herself, noting that her class is 'more of a team now'. Attendance at this centre, specific to English, has been excellent with 5 students achieving 100% attendance across all terms to date; 1 learner receiving 100% attendance to date for the 2nd term, and 2 learners with significantly increased attendance since September (Appendix 1).

The Norwich centre, with a focus on student engagement and approaches to teaching and learning, observed that students initially seemed to be of the mindset of 'just get it done' rather than 'take the time to do it right'. The greatest obstacle seems to be the fact that students feel they are 'bad' at English, label themselves as 'stupid', and frequently express how 'impossible' everything feels. Withholding grades and focusing on skills has mitigated this to some extent but the habit is deeply ingrained.

Another pertinent observation is that although students are now able to complete tasks and have improved their skills, timing remains a concern.

“Students struggle to complete tasks to time, and the longer they have to concentrate the more they struggle. This poses a problem for written exams as they need to focus for at least 2 hours. Focusing on exam strategy and how to use time will be invaluable for them.”

Learning from this project

Withholding grades was effective across all three centres as students had no choice but to begin to develop an understanding of the skills they are learning and how to achieve them; this is the only way they have of measuring progress. Students were receptive to this approach and there was a degree of relief at not receiving the same ‘not good enough’ grade over and over again. It allowed them to shift focus and begin to see improvements. However, it was also established that the system of failure has left a deep scar on most students’ sense of themselves and their own abilities. Most students still respond with surprise at evidence of improvement, and remain fearful of more failure. It was established that although focusing on skills instead of grades is a step in the right direction, in and of itself it is not enough.

Attendance was another key area of this research project. The Bedford centre in particular reported increased attendance across the course of the programme. It was established, however, that this would have been easier to monitor and assess with centralised access to records of attendance instead of relying on feedback from different people. While specific people at different centres have access to the individual breakdown, this is not generally known by staff. The centralised attendance looks at the students’ attendance across all courses – not just English. It was noted also that it is difficult to ascertain reasons for poor attendance, or to draw direct links between their improved relationships with regards to English with taking ownership of their own learning. Norwich in particular recorded that most absences were connected to sickness or external factors influencing students.

As most students have failed English GCSE in the mainstream school system, most students have reflected a more positive experience in the English classroom across the course of the project. This is primarily seen in terms of their daily engagement in class and activities in spite of their feeling ‘tired’ or of things being ‘harder than they expect’.

One student reported:

“I didn’t want to come to college today but I decided to because it is important”.

Such comments may be seen as evidence that DevelopEBP really does achieve its aim of empowering students by rewriting the familiar system of failure, now as a system of success.

Appendix 1 – Attendance

Bedford

2018/2019

Overall attendance for all classes

Name	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
MR	85	100	75	90	94.4	92.8	93.7	100	100	100
HS	99.8	100	100	88.9	85.7	83.3	87.5	87.5	89.4	88.9
MK	100	100	100	92	82	93.3	100	100	100	100

2019/2020 September to December (Length of the project)

Overall attendance for all classes

Name	Sept	Oct	Nov	Dec
KJ	100	100	100	66
MR	88.9	100	95	91
MC	100	100	100	93
PK	58.3	91.67	85	75
CW	75	66.67	76	53
FA	100	93	96	93
DA	75	66.7	75	75
HS	83	91.6	96	86
MK	100	100	95	91

2019/2020 English Attendance:

Name	Sept	Oct	Nov	Dec
KJ	100	100	100	100
MR	100	100	100	100
MC	100	100	100	100
PK	57	100	100	100

CW	42	71	85	0
FA	N/A	100	100	100
DA	57	71	85	100
HS	85	100	100	100
MK	100	100	100	100

Observations

- Tutor generally pleased with attendance
- Reiterated attendance is closely monitored
- Outlined that students only have 1 year for 2 papers as opposed to the traditional 3 school years in combination with literature: "We are refining what we know"
- Students with 100% attendance receive a certificate of attendance
- Emphasis given to getting along with one another
- Students arrive on time and work hard all day
- Tutor noticed students seem to be a better team now
- Attendance specific to English has been excellent with 5 students having 100% attendance across all terms to date; 1 learner having 100% attendance to date for the 2nd term, and 2 learners with a significantly increased attendance since September with fewer absences.

Dunstable

2018/2019

Overall attendance for all classes

Name	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
HF	N/A student not registered										
LR	88.9	100	86.6	100	100	Miss ing data	Miss ing data	Miss ing data	Miss ing data	100	100
JPR	91.6	100	87	100	100	78	95	100	94	100	75

2019/2020 September to December (Length of the project)

Overall attendance for all classes

Name	Sept	Oct	Nov	Dec
HF	100	100	100	100
LR	100	88	86	100
JPR	100	80	79	66

Norwich

2018/2019

Overall attendance for all classes

Name	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
AB	100	90	100	100	100	92	93	77	80	90	66
AN	85	58	35	75	26	W	W	W	W	W	W

W = withdrawn

2019/2020 September to December (Length of the project)

Overall attendance for all classes

Name	Sept	Oct	Nov	Dec
OK	66	81	84	85
AB	90	91	84	90
AN	91	81	47	45
EH	87	100	100	85
CS	100	91	100	100
EP	80	92	94	85
HR	72	42	72	66

2019/2020 English attendance

Name	Sept	Oct	Nov	Dec
OK	67	50	100	67
AB	100	100	100	100
AN	100	50	25	67
EH	20	100	100	100
CS	0	100	100	100
EP	100	67	100	100
HR	100	67	75	67

Observations

- OK was a late starter and has difficulties that occasionally affect her ability to attend
- AN has a history of poor attendance and was withdrawn from all studies in academic year 2018/2019. His attendance in academic year 2019/2020 has remained patchy, but he always calls in when he is unable to attend and his reasons have seemed valid. In spite of poor attendance, he is feeling more confident in his English skills
- HR was a late starter and was withdrawn from his ICT courses early in the academic year. He continues with GCSE English and Maths. His attendance is patchy at times, but usually calls in to notify the centre. Serious personal difficulties make it difficult for him to attend.
- AB, EP, EH and CS consistently have good attendance. Only absences are due to illness and confirmed with parents.

General Observations on attendance:

- Reward system implemented in Bedford had a positive impact on student engagement and relationships with each other. The relationship between tutor and students was fostered through an understanding of expectations and time available.
- It was noted that it is difficult to analyse attendance as any number of factors may affect poor attendance other than valuing and investing in their learning. Students who have reported feeling surprised by improvement still occasionally have poor attendance due to illness, personal difficulties, etc.
- It was noted that students with the best attendance seemed to have gained the most from a skills-based approach to learning.
- In some cases, students had excellent attendance but still failed to improve. This was often attributed to other factors such as distraction in the learning environment; an unwillingness to engage and take responsibility in learning; or mental health, learning and personal difficulties.

Appendix 2 – Assessment results

GCSE Grade Boundaries

Total	9	8	7	6	5	4	3	2	1
160	128	118	108	97	86	76	56	36	16
%	80	73.7	67.5	60.6	53.7	47.5	35	22.5	10
40	32	29	27	24	21.5	19	14	9	4

Develop Bedford

Name	Test 1 (40 marks)	Level test 1	Test 2 (40 marks)	Level test 2	Change
KJ	11	2	28	7	+17
MR	26	6	32	9	+6
MC	12	2	21	4	+9
PK	17	3	20	4	+6
CW	16	3	13	2	-3
FA	N/A	N/A	25	4	N/A
DA	17	3	20	4	+3
HS	18	3	21	4	+3
MK	8	1	34	9	+26

Observations:

- All marks increased except FA who started after the course and CW who decreased by 3 marks
- Average mark increase = 8
- This data implies most students engaged and benefitted from a skills-based focus across the 6 weeks between assessments.

Develop Dunstable

Name	Test 1 (40 marks)	Level test 1	Test 2 (40 marks)	Level test 2	Change
HF	16	3	20	4	+4
LR	12	2	15	3	+3
JPR	15	3	11	2	-4

Observations:

- All marks increased except JPR who did not attempt Q4 in test 2 - he decreased by 4. This implies that there was an increase across Q1-3.
- Average mark increase = 1

Develop Norwich

Name	Test 1 (40 marks)	Level test 1	Test 2 (40 marks)	Level test 2	Change
OK	N/A	N/A	14	3	N/A
AB	15	3	13	2	-2
AN	N/A	N/A	21	4	N/A
EH	14	3	23	5	+9
CS	16	3	22	5	+6
EP	9	2	25	6	+16
HR	N/A	N/A	11	2	N/A

Observations:

- OK was a late starter so only sat the second paper
- AN was absent for Test 1, he has a history of poor attendance, however feels he is making good progress in English and feels more able to complete the papers
- AB and HR have struggled to engage in the process for different reasons. AB struggled to concentrate and focus and was distracted by a peer who has subsequently been withdrawn. HR has significant difficulties in his personal life and is not attending college by choice.
- EH, CS and EP have fully engaged and made tremendous progress.

Appendix 3 - Understanding Assessment Objectives

Paper 1: Section A

A01:

- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts

A02: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

A04: Evaluate texts critically and support this with appropriate textual references

Key:

Skill

How to

The activity involved the students identifying the skill represented in the assessment objective as well as the 'how to' show the skill. They were required to define what the command terms actually meant and what this looked like in terms of the paper and real life.

Case Study 1 – Learners AB and EH (Norwich)

Context

This project aimed to empower students by rewriting the familiar system of failure. Students were encouraged to take a more active role in their learning, specifically through developing an understanding of what is being assessed and how. Teachers removed the traditional grading system and focused on explicit and targeted feedback that students were encouraged to reflect and focus on, shifting the focus from attainment to skills development. With this refocus, students were expected to take greater responsibility for their own learning and develop an improved relationship between students and teachers as well as improved attendance. Develop Norwich specifically looked at student engagement and teaching and learning approaches.

Students AB and EH were selected as case studies, as both students had excellent attendance, however AB initially struggled to engage with process, often due to feelings of frustration; however EH engaged fully in spite of constantly feeling tired and struggling with self-belief.

Evidence of Learners' learning journey as below:

1. A brief description of learners
2. Examples of student work
3. Student Reflections after assessment
4. Comments made from learners (retrieved from teacher notes and student blogs)
5. Tutor's notes on assessment and restructured activities
6. Student termly reports from the tutor

1. A brief description of Learners

Student AB

Student AB has had 100% recorded attendance for English from September. He is taking his GCSE for the third time, the second time at Develop. AB works well when his close friend BW is not attending. When they are both present, both struggle to focus and complete work. Since BW was withdrawn from the programme AB has been working much better.

When AB feels he is able to do something he produces work to an impressive standard. However, when he feels something is difficult, he loses focus rapidly and disengages from the task. He definitely seems to struggle with belief in his ability and struggles to identify his strengths.

Student EH

Student EH has had excellent attendance for English since September. His only absence was due to illness. He is taking his GCSE for the second time, first time at Develop. EH works well and quickly, he is clearly more able than he believes.

Although EH is one of the more able students in the class, he regularly references how bad his work must be. Occasionally he has moments of belief when he gets into a task and gets excited. He is almost always tired and is terrified of failing again in spite of evidence showing how far he has come. Regularly needs pushing to acknowledge his strengths.

2. Examples of student work

AB Record of assessment

Type of Assessment	Date Completed	Breakdown of Assessment	Date Returned	Current Level	Target Level	Feedback Given
BKSB Initial Assessment	Enrolment	L1	Enrolment			Initial Assessment Report
Diagnostic Assessment Reading (Reading Section Paper 1 Mock Exam)	Week 5	Q1: 4 Q2: 2 Q3: 3 Q4: 6 Total: 15	Week 2 Band 1 level 2			Scan and Link here
BKSB Diagnostic Assessment Writing	Week 3 *		Week 3			BKSB Diagnostic Report
Paper 1 Reading Mock Exam	Week 6	Q1: 3 Q2: 3 Q3: 3 Q4: 4 Total: 13	Week 7 Band 1 level 2			Scan and Link here decrease → attention?

AB Test 1 sample:

0 2

Look in detail at this extract from **lines 6 to 12** of the Source:

He would have bullied the children if he had thought they were frightened of him. But although Carrie was a little frightened, she didn't show it, and Nick wasn't frightened at all. He was frightened of Ogres and spiders and crabs and cold water and the dentist and dark nights, but he wasn't often frightened of people. Perhaps this was only because he had never had reason to be until he met Mr Evans, but he wasn't afraid of him, even after that first, dreadful night, because Mr Evans had false teeth that clicked when he talked. 'You can't really be scared of someone whose teeth might fall out,' he told Carrie.

How does the writer use language here to show us what Nick felt about being frightened?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

~~The writer uses language to show what Nick ^{felt about being} frightened, the author says.~~

What emotion did he feel?

The writer uses language to show to what Nick felt about being frightened, the writer says, "You can't really be scared of someone whose false teeth might fall out." This is a good example - why?

weak or less threatening

This shows that Nick isn't really phased by Mr Evans at all. Usually people that have false teeth, they're quite old, implying that old people are weak, Nick doesn't really believe that Mr. Evans is going to hurt

them. Also in the text it says
about how Nick never really
had a reason to be frightened.

This shows that Nick has never
really been scared of anything.

↳ what about his list
of things he was
afraid of?

AB's response to question 2 with feedback focusing on the 'how to' (see Appendix 3)
of the skill associated with A02.

0 2

Look in detail at this extract, from lines 5 to 11 of the source:

It's her first time in the Pyrenees, although she feels very much at home. She's been told that in the winter the jagged peaks of the mountains are covered with snow. In the spring, delicate flowers of pink and mauve and white peep out from their hiding places in the great expanses of rock. In early summer, the pastures are green and speckled with yellow buttercups. But now, the sun has flattened the land into submission, turning the greens to brown. It is a beautiful place, she thinks, yet somehow an inhospitable one. It's a place of secrets, one that has seen too much and concealed too much to be at peace with itself.

How does the writer use language here to describe the mountain area?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

The writer uses language to describe the mountain as bright and beautiful. She says that "in the spring, delicate flowers of pink and mauve and white peep out..."

This tells the reader that the area is very colourful* in the spring time. This shows that the Pyrenees are quite welcoming in the spring time.

There is juxtaposition in this section of text where it says "It is a beautiful place, she thinks, yet somehow an inhospitable one."

* and contrasting

This makes the reader think about what is wrong with this nicely ~~clear~~ described place that makes it seem inhospitable.

A good start. Don't forget to define words and go into effect.

ABs response to question 2 from test 2 with more generic feedback in line with whole class feedback activities for students to place their own work against their previous response and other ranked samples.

EH Record of assessment

Type of Assessment	Date Completed	Breakdown of Assessment	Date Returned	Current Level	Target Level	Feedback Given
BKSB Initial Assessment	Enrolment	L2	Enrolment			Initial Assessment Report
Diagnostic Assessment Reading (Reading Section Paper 1 Mock Exam)	Week 1	Q1: 2 Q2: 3 Q3: 3 Q4: 5 Total: 16	Week 2 Band 2 level 3			Scan and Link here
BKSB Diagnostic Assessment Writing	Week 3 *		Week 3			BKSB Diagnostic Report
Paper 1 Reading Mock Exam	Week 6	Q1: 4 Q2: 3 Q3: 5 Q4: 11 Total: 23 + 21	Week 7 upper band 2 level 5			Scan and Link here

EH Test 1 sample

- 4) I agree that the writer makes you feel more involved from lines 13 to the end. As the writer uses multiple techniques to make the reader feel more involved with what's going on

Firstly the writer shows all the conversations (word for word) in a narrator's perspective this is shown by the writer putting "You've got a few manners, I see. That's something! That's a bit of sugar on the pill!" making it seem like Mr Evans was talking to you. This makes the reader feel more engaged and involved in the story.

Another way the writer made people feel more involved is using different descriptions to set the surroundings/scene; ""

EH sample for question 4 (A04) without teacher feedback. The whole class struggled with Q4 so designed feedback around planning and development as a separate activity focusing on how to evidence their evaluations.

EH Test sample 2

0 4

Focus this part of your answer on the second part of the source, from **line 21 to the end**.

A reader said, 'This part of the story, where Alice decides to continue digging for the object, is very mysterious, and suggests her discovery may be life-changing.'

To what extent do you agree?

In your response, you could:

- consider the reasons why Alice decides to continue digging
- evaluate how the writer creates a sense of mystery
- support your response with references to the text.

[20 marks]

I agree that the
discovery may be
life-changing due
to the ~~way~~ writer
presenting "Alice
will look back on
this moment"
This implies that
Alice has found
something so
incredible that
it will stick ⁱⁿ ~~with~~
her for the rest of
her life and it
would be a memory
that she would cherish
for the rest of her
life.

Alice ~~and~~ continued
digging ~~off~~ since
she thought her
~~to~~ "luck ~~is~~ about
to change" this
builds a slight
~~but~~ amount of
sus pens ~~o~~ ~~the~~ making
the reader want to
know if her luck
has changed and the
reader may end up
~~be~~ hoping that Alice's
luck ~~has~~ has changed

I agree that the
writer also ~~but~~
builds a sense
of mystery ~~by~~
talking about
a "large boulder
propped against
the ~~side~~ of the
mountain" and following
up to say that it
"almost as if it had

been placed there
by a giant hand -
this ~~shows~~ builds a lot
of mystery and lead
to the reader to
start asking questions
of ^{is anything} ~~how a boulder~~ ^{was}
behind the boulder.

EH response to Q4 from test 2 without feedback in line with whole class feedback activities for students to place their own work against their previous response and other ranked samples.

3. Student Reflections after assessment

AB Assessment Reflection:

Name: AB

Assessment completed: Reading Paper 1 Section A

Things I felt I did well:

I felt like I did well on questions 2-3, I gave good information and a fair amount of detail. For question 2 I felt like I had a good idea which meant good development on that idea, and for question 3 I had a good understanding of the structure.

Things I feel I could improve upon:

Q2 - defining the words and go into effect

Q3 - Come up with clear ideas to help with development.

Strategy for improvement:

Spend less time on completing 2 and 3 because they're not worth a great deal of marks. Possibly skip question 1 and go straight to 5 or 4. Spend less time on other questions and focus on question 5 which I didn't do.

Finish off question 4, I didn't do much for it.

I need to manage my time better during the exam.

Spending time with the extract and understand the storyline.

For Q3 and Q4, structure around answering the bullet points.

EH Assessment Reflection

Name: EH

Assessment completed: Reading Paper 1 Section A

Things I felt I did well:

Coming up with an idea for the Q5 story

Also doing the Q1 as I got full marks

Things I feel I could improve upon:

Punctuation within my stories and things to put for Q4 as i'm not good at writing a lot and analysing things well

Also remembering structural techniques for Q3

Completing the story in the pages im allowed in the test

Strategy for improvement:

Go back and check through my stories to check if I missed places where punctuation should be in

Try to memorise/revise the structural techniques

4. Comments from learners

Notes:

Students changed tutors at the beginning of October. The new tutor combined learning reading skills with writing to bring the class up to speed with skills and bring them in line with other centres for the OTLA research project.

AB Student Reflective blogs

Student AB easily loses faith in himself but comes in in spite of this. He stated 'I wasn't going to come in today but I knew it was important'.

27/1/20

TIL: Today I learned how to layout an article answer for Q5 P2.

Strengths: I feel like I did really well on my question 4 today.

Weaknesses: I didn't really know how to present the article at first and I wrote the wrong thing for it.

Reflection: We did question 4 and 5 for paper 2 today with example sources.

20/1/2020

TIL: Today I learned how to answer questions 2-3 using specific topics to answer them.

Strengths: I knew what the source was because I read it before so I had insight on what to write for it.

Weaknesses: I was really unfocused today and not really concentrated on much.

Reflection: We went over Q2-3 for paper 2. I was feeling really fed up.

13/1/20

TIL: Today I learned how to compare two different sources and outline the differences between the two.

Strengths: I feel like I made decent contributions in class today.

Weaknesses: I didn't really have the concentration to do much work today but it's just because I'm tired from working on the weekend.

Reflection: We did an example question 4 for paper 2 today, and we started our presentations for speaking.

16/12/19

TIL: Today I learned what you have to do for the questions in paper 2.

Strengths: I felt like I was focused today and ready to learn.

Weaknesses: I struggled to come up for something with the mock answer for the comparison.

Reflection: We learned about paper 2 and what we had to do for the questions in it.

9/12/19

TIL: Today I learned how to write my own test paper.

Strengths: I did well in my answer for question 3, I got within the 7-8 mark band.

Weaknesses: I was distracted today for a while.

Reflection: We created our own paper and marked our answers to it, we also looked at mark schemes for previous papers we did.

2/12/19

TIL: Today I didn't learn much.

Strengths: I feel like I did well on questions 2 and 3 on my paper today.

Weaknesses: Very unfocused and tired today.

Reflection: We did a mock exam

25/11/19

TIL: Today I learned what all the questions on paper 1 are and what to do for the questions.

Strengths: I feel like I did really well with the Q1-5 exercise, I got it done fairly quick and it will be useful in my revision.

Weaknesses: I struggled to focus today on doing the test because I was tired, I knew what to do just that I couldn't concentrate.

Reflection: We made a map for questions 1-5 on an a3 sheet and we also went through a mock test.

18/11/19

TIL: Today I didn't learn anything new today.

Strengths: I felt like I did really well on my creative writing task about the tropical beach at the end of the day. I manage to plan it really quickly.

Weaknesses: I was REALLY tired this morning and struggled to focus at all. but once I had a break or two, I was fine.

Reflection: We went through question 4 and then we did some creative writing later on.

11/11/19

TIL: Today I learned that I am fairly good at describing an image.

Strengths: I felt like I was engaged a lot in the lesson and I contributed a lot.

Weaknesses: Struggled to think of synonyms for words, reminder to look up if need be.

Reflection: We went over question 3 and then we did some more creative writing on images.

4/11/19

TIL: Today I didn't learn anything but we did more creative writing today.

Strengths: I did good with the grammar and the reading section of today.

Weaknesses: Just getting started with a story without an image.

Reflection: We did some more creative writing and we did a sheet about punctuation and grammar.

28/10/19

TIL: Today I learned how to organise my information into parts to make up a story.

Strengths: I feel the creative writing task 2 went really well, and I started writing it quickly and I knew what to say, I based what I wrote off of a true story. Although it wasn't a mansion that I came across.

Weaknesses: I know I struggle with finding ideas when I don't have anything to go off e.g. a picture. It's just difficult to come up with the ideas, I can picture them when I have them but it's getting them that's the issue.

Reflection: We did a lot of creative writing today, the methods used helped me to work through it today.

14/10/19

TIL: Today I learned how to creatively write a lot better than I used to be able to.

Strengths: I feel like I did really well on the Halloween rewrite, it was very descriptive and very enticing.

Weaknesses: I got a bit distracted during the earlier reading tasks.

Reflection: We looked at example answers for the writing section and we re-wrote sentences and stories

7/10/19

TIL: Today I learned how timing should work in an actual exam, although I didn't really follow it great.

Strengths: I feel like I did question 1- 3 well, I had good points and got through them quickly.

Weaknesses: I got really distracted and my hand was tired at the end of question 4 so I didn't quite finish it.

Reflection: Today we did a mock exam and I think it went okay, it would have been a lot better if I finished my question 4.

EH Student Reflective blogs

Although student has made significant progress, he still struggles with believing in himself and is terrified of failing.

20/1/20

TIL: DAFORREST again I keep forgetting parts of it but I guess i'm learning it slowly

Strengths: Q1 got all of the marks for the question. I am getting better at answering question 2 and 3 (making comparisons and analysing language)

Weaknesses: Believing in myself.

Reflection: I'm tired and apparently I need to believe in myself

30/1/20

TIL: That I can answer Q4 in a okay way

Strengths: I could focus okay kinda today

Weaknesses: Answering Q5

Reflection: I'm tired and scared of GCSE's

13/1/20

TIL: Not to put chickens in a speech as I couldn't stop laughing and how to answer Q4 on paper 2 well

Strengths: Explaining quotes on Q4 from both sources

Weaknesses: The presentation as I struggled to get through it without laughing

Reflection: I'm very tired and i'm ready to go to sleep when I get home

6/1/20

TIL: How to answer Q3 on paper 2

Strengths: Knowing the marks for paper 1 and most of 2

Weaknesses: Finding language techniques for the Q3 Dickens extract

Reflection: I'm tired

16/12/19

TIL: How to form a letter

Strengths: Answering Q1 True or False identifying information providing examples and inferences for Q2

Weaknesses: Writing a letter as I don't understand how to write a letter properly and I'm tired

Reflection: I'm exhausted and the hot chocolate I had did not wake me up so I'm most likely going to sleep when I get home

9/12/19

TIL: How to create a paper 1 questions from Q1 - Q4

Strengths: Getting enough marks for a grade 5 on paper 1

Weaknesses: Explaining Dolls like Soldiers for Q2 as I didn't know how to explain it properly

Reflection: I'm tired but not as tired as I normally am although I did barely wake up for today and I'm sad that I didn't complete the Q2 as I should've been able to but my brain thinks its on holiday or something

12/2/16

TIL: That I'm not great at picking out metaphors and things like that from the task at the beginning

Strengths: Answering Q1 I think

Weaknesses: My illness im coming up with as its physically draining me right now and also answering Q3 and starting Q4

Reflection: I'm sad I couldn't bring myself around to focusing through a headache and stuffs for doing the test the drink helped a bit but throat hurts a lot still :(Also I couldn't close my eyes for longer than 6 hours last night. Very epic!

25/11/19

TIL: That I can complete the test in the enough time for the lesson to end and what a metaphor does again as im not great at remembering that one

Strengths: The story although I couldnt finish it properly and also that I completed the test.

Weaknesses: Q4 on paper 1 as I didnt know what to put and how to explain the evidence in a effective way

Reflection: I did good at finishing the test even tho im half awake

18/11/19

TIL: Q4 and Q5

Strengths: The creative writing story

Reflection: I'm tired

11/11/19

TIL: How to effectively use senses on a zombie

Strengths: Typing the Golem thing paragraph for the task at the end. I can identify **structural** features effectively and language features

Weaknesses: Coming up with the ideas for the **quadrants** of the photo (With a bit of practice I maybe able to do it better)

Reflection: I'm still tired. Ive noticed the creative writing and understanding how to put it together is helping with the reading component of english

4/11/19

TIL: To show if I missed placed a paragraph and move it by using //

Strengths: Coming up with metaphors for the story

Weaknesses: Doing the SPAG game as I didn't know quite a lot of the answers

Reflection: I'm tired

28/10/19

TIL: I learned about the tones in a story

Strength: Making notes on what I want the story to be about

Weakness: Writing a story without a picture to build a mood for more story

Reflection: I'm tired cant focus as well

Deadline: Complete the apostrophe sheets

7/10/19

TIL: That I can make a quiz on kahoot

Strengths: Describing the sentences for the first activity (not instantly but i got there) and coming up with questions for my revision kahoot for the future

Weaknesses: Not being able to answer question 2 in any real detail

Reflection: I'm tired and i'm sad i couldn't answer the question 2 as my mind was blank

5. Tutor comments on assessment and restructured activities

General observations:

- Students struggled to complete the full paper
- None were willing to use their extra time
- Students are not using reading time effectively
- They seem to be of the mindset of 'just get it done' as opposed to 'take the time to do it right'
- Their English Assessment reflections are largely vague, one is incomplete and one did not do it at all
- In their mock they received comments and no grades
- In review we went through the assessment objectives. We highlighted command words and connected them to the skills then highlighted the 'how to' part of the assessment objectives. Students are now able to understand WHAT they need to do and HOW to do it. They have a good grasp of which assessment objectives connect to each question and how the skills progress across the questions. In feedback, we looked at sections of example answers and ranked them from Level 1 - 4 in line with the mark scheme. As a class we discussed why each one fell in each category. Then students had to reread their own responses and slot it into a level and justify why. Most students showed good recognition of what makes a good answer and perhaps what they need to do to get there. Finally each student had to add to their question 4 response in order to practise what they now knew (this was mixed in its success)
- English assessment reflection forms: students tend to identify what went well in terms of question number rather than skill, same with improvements. Largely students struggled to articulate a strategy for improvement favouring expressions like 'be quicker' and 'more practise papers'.

Teacher comments on restructuring activities:

In terms of reflections and connecting to skills and understanding the 'how to' of the skills, I incorporated this more clearly into their blogs (as the same trend was noticed in their blogs as in their reflection forms). This helped the students to articulate what they are doing, why and understanding the skills and their connections to developing

as learners aside from passing an English exam. They used a model on how to complete their blogs in more detail.

Today I learnt (TIL) -

Standard response - Today I learnt how to answer question 4

Scaffolding: Today I learnt how to answer _____. (Include details of what they did and key information). This teaches me the skill of _____. To achieve this skill, I need to _____.

Your strengths - My strengths were having a definite opinion (skill/command word from AO) and finding specific examples from the text to support my ideas (how to show).

Your weaknesses - My weaknesses were not being able to fully explain why these examples were good and what how they supported my opinion (Developing on the 'how to' of a skill) . I think I need to practise explaining what words mean and what effect they have on the reader (clear strategy for improvement connected to skill and 'how to')

Students struggled to complete this format in detail, and struggled to identify what they were doing well.

In terms of timing and using reading time correctly, we had one short reading activity every week and a scaffold (guide the class) on exactly what they should be doing at each step, then this was reinforced with the exact same type of task done independently and judged against sample work of different levels. This helped to develop student confidence and strategy for exams.

Other relevant observations:

- Students perceive themselves as being 'bad' at English, as a result they don't like it and they disengage very quickly
- Students are often quick to label themselves as 'stupid'
- Students often comment on how impossible it feels
- Students respond well and quickly to positive reinforcement
- Students are beginning to realise confidence and ability are not the same
- Students struggle to complete tasks to time, and the longer they have to concentrate the more they struggle. This poses a problem for written exams as they need to focus for at least 2 hours. Focusing on exam strategy and how to use time will be invaluable for them.

6. Student termly reports created by tutor

AB

Autumn (Oct)

AB is generally doing quite well. At present he struggles with longer questions and when he gets stuck he stops. He needs to look at strategies for getting unstuck. We have discussed this briefly and will see how it continues. He can be fairly easily distracted but not disruptive. At present finds writing easier than reading tasks. Good attendance.

Winter (Dec)

AB has come a long way in recent weeks. He is working hard and producing good quality work for writing and reviewing the reading skills. His recall of language and structural techniques is impressive. In terms of improvement, AB needs to look at developing his response by asking (and answering) how and why for what he is stating with his analysis. His essay style questions need a specific introduction to help guide his paragraphs. AB's creative writing has come on in leaps and bounds. Good attendance.

EH

Autumn (Oct)

EH is more able than he believes. He can get frustrated when he is asked to add more detail or write more, often saying 'I don't know'. However, when prodded he DOES know and seems very surprised by this. Occasionally he struggles to concentrate. Good attendance.

Winter (Dec)

EH has progressed in leaps and bounds. I am thoroughly impressed with how much he has accomplished in recent weeks. Although he still doesn't believe he is as good as he is, he has a firm grasp of what is expected of him with the reading skills and has been writing brilliantly. In terms of developing further, EH needs to consider focusing on an idea and then evidencing it through the text, developing his analysis through asking himself how and why his evidence supports his idea. In the essay style questions he would do well to have a clear introduction in response to the bullet points provided. Excellent attendance. Well done, EH!

Case Study 2 - Learners LR and HF (Dunstable)

Context

This project aimed to empower students by rewriting the familiar system of failure. Students were encouraged to take a more active role in their learning, specifically through developing an understanding of what is being assessed and how. Teachers removed the traditional grading system and focused on explicit and targeted feedback that students were encouraged to reflect and focus on, shifting the focus from attainment to skills development. With this refocus, students were expected to take greater responsibility for their own learning and develop an improved relationship between students and teachers as well as improved attendance. Develop Dunstable specifically looked at student/teacher report and the progress made in skills and objectives.

Students LR and HF were selected as case studies as both students had excellent attendance, however LR had lower attendance than HF. Both students were able to increase their grades, although HF was more engaged in the process than LR.

Evidence of Learner A and Bs learning journey as below:

1. A brief description of learners
2. Tutor's notes on students including student reflections

1. A brief description of learners

Student LR

LR has not had 100% attendance. He completed the work he is set, when JPR is in the session he is easily distracted by him. When it is just him and other learners, he is more focussed. He is on his third attempt having achieved a grade three and passed his spoken language assessment last year. He takes on board the feedback he is given and tries to work on this, but he struggles with writing in enough detail.

Student HF

HF has had 100% attendance since the beginning of the year. He is taking his GCSE English for the first time. When he started the sessions, he expressed that he was not confident about the subject and didn't think he had the ability, despite this he has applied himself to every lesson, takes on feedback and completes all of the work that he is set.

2. Tutor notes on students including student reflections

Observations from report writer

HF - Tutor notes and observations

1. HF came into the session and undertook the first task which involved sharing how he felt on a piece of paper. Engaged well in tasks set, in spite of feeling tired. He worked well with his peers bouncing off of ideas offered.

Good rapport with peers and teacher.

2. HF felt that English was hard and he wasn't going to achieve. He lacked confidence and struggled with his understanding of paper 1 question 4.

Teacher noticing student's struggles and responding accordingly.

3. HF worked well although found the mock paper hard and struggled with adapting answers based on my feedback because the paper was trickier for him (Carrie's War) He will finish question 3 on Thursday (extra writing time).

HF sharing how he feels well with teacher. Struggling with developing skills associated with individual questions.

4. HF again arrived on time ready to learn. He engaged in class discussions and was not afraid to share his opinions. He undertook his spoken language assessment, despite having previously practiced and written notes he expressed 'this is a lot harder than I thought it would be.' He made two attempts and I have now assessed him as passing on the second attempt.

Teacher managed to keep student positive in spite of struggles. Subsequent Pass evident of skills development.

5. HF was in the session. he engaged well with the tasks set. Worked well with his peer (only one other learner was present), he arrived on time to session, ready to work. He produced the homework he carried out in his additional study session.

Student beginning to invest in his own learning and produce work outside of class.

6. HF arrived to the session on time ready to learn, he was less keen to recap what he was taught in the previous session, but when asked he gave input. He engaged in the discussions and gave solid and extended input. He was keen to make improvements to the work once feedback was given. He completed the homework. Arrived back on time from break, ready to learn.

Although experiencing a degree of frustration, student engaged in the process.

LR - Tutor notes and observations

1. LR came into the session and expressed he felt 'depressed' but after the first task he 'felt a bit better' He engaged in the tasks set, but wasn't always clear on why he had made specific selections. He was encouraged to think before offering responses. It was clear from the recap task that he is either not retaining information or he is not revising. LR - struggled with paper 1 q4 and made only a limited attempt to answering the question.

LR appeared to be demotivated, but became more engaged with support from the tutor.

2. LR was the only learner in the class for a short period of time so it was decided we spent the session deconstructing a mock paper and going through that as a class - which then ended up 2 other learners. LR worked well on responses 1 and 2 but struggled with 4.

LR seems to have a mental block with regards to Q4 (appendix 4)

3. LR - Arrived a little late to session and became distracted by others. He took part in the discussions and was not afraid to share a different opinion to the rest of the class. Luke did not need to undertake his spoken language assessment this time, but did participate by asking questions.

LR seems to struggle to engage fully and take ownership for his learning.

4. LR - absent
5. LR - missed previous session, but arrived on time ready to learn. He took an active role in the session and was able to reflect on the work he had carried out. He was keen to undertake the tasks set. He didn't complete any homework as he was ill the previous week. He was late back from break, although was able to settle back into the work set.

LR seems to be becoming increasingly engaged in his learning.