

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
BUILDING RESILIENCE THROUGH SELF-LED STUDY**

USP College

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The programme was delivered by -



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Contents

Final Report - Building Resilience Through Self-Led Study	2
Appendix 1 – Project team.....	10
Appendix 2 – Collated Resources	11
Appendix 3 – Testimonials	51
Appendix 4 – CPD	54
Case Studies.....	55
References.....	57

Final Report - Building Resilience Through Self-Led Study

USP College



This project focused on building resilience through self-led study for 16-18 year olds studying Functional Skills (FS), GCSE resits and A Levels in an FE college setting.

Summary

The team comprised five English teachers at the Palmers campus and ten at the Seevic campus. A senior manager, a middle manager and two administrators also contributed, and four case study students shared how the project activities they were involved in have positively impacted their resilience through self-led study.

The aims were to establish a reading culture, to set high expectations for homework completion, and to individualise learning for catch up, skills-building or stretch and challenge. These aims reflect the college's priorities of delivering high-quality teaching and learning activities that positively impact student progress and lead to strong exam results.

Additional activities were later designed, such as book boxes and wider reading for pleasure lists, as teachers gained interest in the project and observed the benefits of action research.

Rationale

The focus on building resilience through self-led study was chosen as a way of helping students in their college studies, higher education and careers. It was hoped that increasing students' participation in self-led study activities would gradually normalise and embed it into their weekly schedules and start to reduce the resistance to it that has been observed in previous student cohorts. For example, GCSE students who usually shy away from self-led study would generate resilience through a little but often approach with timely feedback, and A Level students would maintain an interest in their elected subject by participating in activities away from the set texts.

Other intentions of the project activities were to make an immediate impact on improved student progression in the following ways:

- increase motivation to tackle self-led study
- gain confidence
- become better prepared for exams
- complete coursework to a higher standard
- develop transferable skills for the future

Research by Meyer et al into the benefits of self-led study supports the view that students must take accountability for their own learning to build resilience by working autonomously:

... the key ingredient in independent learning was the shift of responsibility for the learning process from the teacher to the student. Students acquired an understanding of their learning, being motivated to learn and collaborating with teachers to structure their learning environment.

(Meyer et al, 2008, p2)

Since GCSE resit and A Level students are required to supplement their classroom contact time with additional study hours and exams are individual endeavours by nature, it is vital to equip these students with the resilience through self-led study that will enable them to encode learning content and recall it within an exam environment.

Approach

Initially, three activities were proposed, including flipped reading, interactive programs, such as Padlet and Educake, and extra English sessions. Teachers discussed which activities suited their student groups and levels, and each chose at least one activity to trial. They developed resources and their own delivery approaches, and discussed tips, successes and pitfalls over the course of the project.

Because of timetable and campus distance restrictions, and endeavouring to maintain project momentum, many of the shared experiences (e.g. discussing tips, successes and pitfalls) occurred organically over email or during break times.

Each teacher took a different approach to delivering the activities, including:

Activity #1: Flipped Reading

- GCSE: read text extracts from the Resource Booklet (Appendix 2.1.)
- A Level: read set texts (Appendix 2.2.)

How did these approaches build resilience through self-led study?

By asking students to read text extracts for homework, the responsibility was on them to prepare ahead of the next lesson. This meant that we could spend longer on textual analysis and essay writing in lessons. It also gave students the opportunity to research unknown vocabulary and contextual references.

Additionally, a TV or film clip of the text was shared (if available), such as 'Frankenstein', to help students further comprehend the writer's ideas and review a modern adaptation for analysis of modern audience reception.

What were the barriers and how were they overcome?

Students who did not read the extract were asked to read it at the start of the next lesson while peers started analysis, and were urged to do the homework next time to feel more prepared. If the analysis and paragraphs were not finished by the end of the lesson, those learners were given a chance to catch up as homework, and if still not completed, would have to attend the extra English session. This strategy produced homework from three students who did not want to attend the extra English session.

Activity #2: Interactive Programs

- GCSE: Educake trial (Figure 4a-1).
- GCSE: VLE/Moodle (Appendix 2.3.)
- A Level: Padlet (Appendix 2.4.)

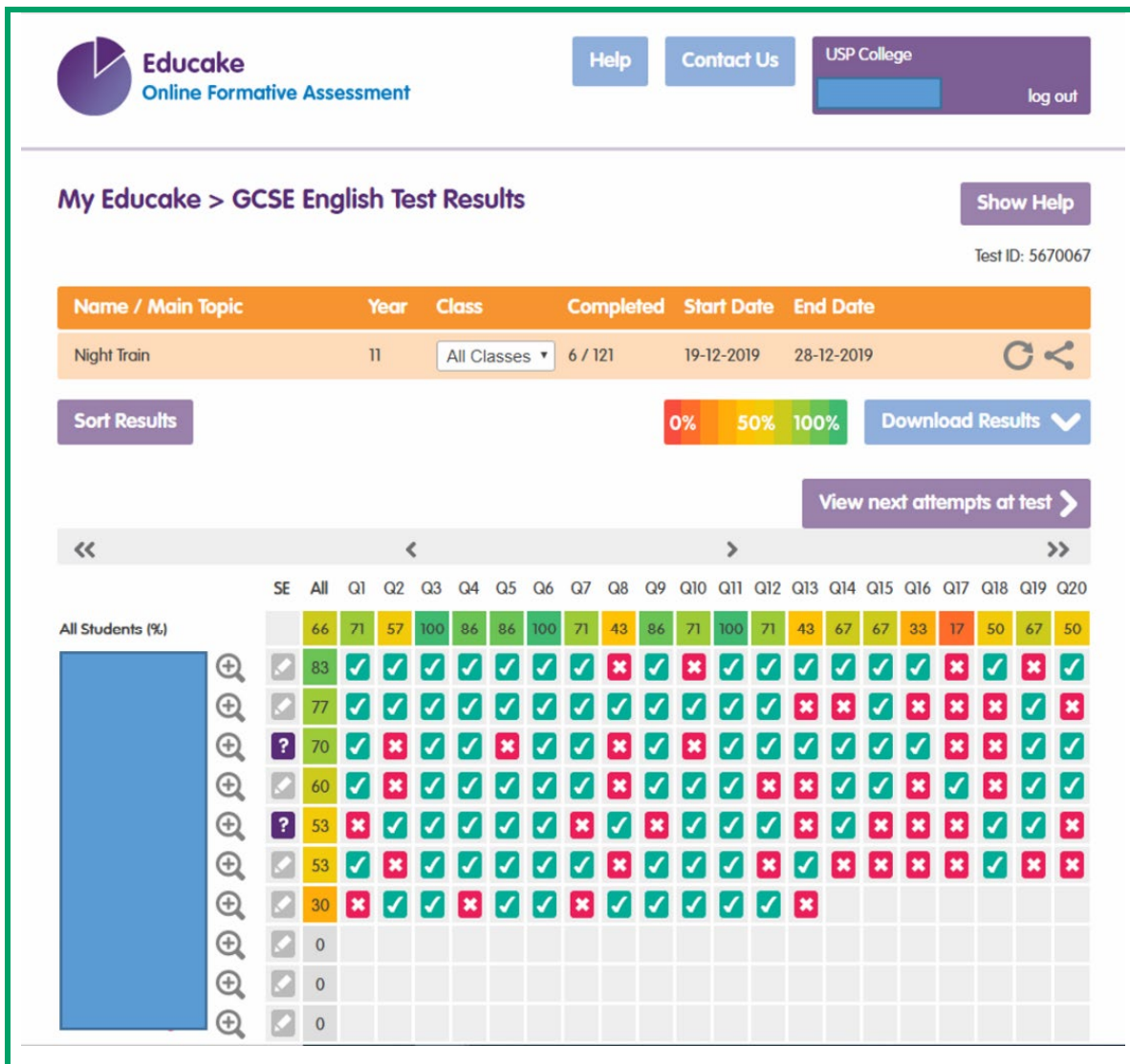


Figure 4a-1: Educake example - results from homework set during free trial

How did these approaches build resilience through self-led study?

The aim of the Educake trial was to discover whether setting homework tasks through an interactive program increases the amount of students' self-led study. The students involved in the trial found it to be user-friendly, mostly enjoyable, helpful for exam preparation, and a good investment (Appendix 2.5).

A Level students were encouraged to interact with the resources and links on the Padlet both in lessons and at home. This gave them: greater control over the pace they took through the lesson activities; easy to find key information; quick access to homework tasks and deadline reminders; a platform to share examples of their own work; and a forum to log course questions.

Although only one course question has been logged so far ("Can we go over the paper layouts?"), it resulted in the link to past papers being uploaded to the Padlet, and students are encouraged to regularly submit practice essays as part of their progress reports.

What were the barriers and how were they overcome?

Only seven students completed the 'Night Train' Educake homework. However, activities are simple to design, set and track in the program; the selection of

questions is relevant to the exam material; and the price is reasonable for unlimited student accounts. It was therefore decided to set up a subscription and roll out the program to all GCSE students. It is hoped that promotion and consistency in delivery will improve the uptake.

The VLE/Moodle has the capability to design interactive quizzes. However, despite running CPD training, teachers have not yet developed any interactive resources on the platform, preferring to use Educake instead.

Additional Activities Developed During the Project

- FS and GCSE: 15-minute reading starter (Appendix 2.6.)
- A Level: wider reading for pleasure list (Appendix 2.7.).
- A Level: book club (see Case Study 1)

How did these approaches build resilience through self-led study?

The reading starter fostered a reading culture that, it is hoped, permeates from the classroom into the students' homes; and offered the opportunity for students' engagement with different literary genres such as magical realism (Appendix 2.8.).

The wider reading task encouraged students to choose a text that either focused on a topic that interested them, contained challenging vocabulary, introduced them to a new literary genre or simply kept their passion for reading alive amidst the compulsory reading.

Two A Level students were inspired to start a book club, which is strong evidence of the original thinking and creativity that can arise from focused self-led study. The students were enthusiastic to promote their book club and developed a strategy to recruit new members.

What were the barriers and how were they overcome?

Students with poor punctuality did not receive the full benefit of the reading starter, as it was run only once per week. Students were asked to complete a brief questionnaire at the start and end of the project aimed at gaining attitudes to reading (Appendix 2.9.). A larger increase in students reading at home had been anticipated, but teachers will continue to promote consistency to improve numbers reading at home.

Whilst comments made in the wider reading questionnaire showed that reading for pleasure can positively impact self-led study, evidence of this is yet to be observed in at least one student who responded, as she consistently attends lessons without her notes. Reminding her of the motivation she felt during this activity could be used as a strategy for attention to self-led study in her set text analysis.

The book club is in its early stages, so the two students now need to promote it to their peers to capitalise on their initial inspiration.

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

For the reading starter, teachers were inspired to set up a book box. In the FS classes, the teacher reported that the activity had put reading on the radar, focused attention on gaining meaning from texts and that some students' reading skills had progressed. In the GCSE classes, the teachers reported mixed results in engagement. In one classroom, just 6/130 students completed the book review task.

For the A Level wider reading activity, teachers provided a list but also discussed other titles in classroom discussions. One teacher reported that more students were reflecting on individual study (e.g. discussing starting points and the impact of wider reading on their knowledge set). Discussions were not a prescriptive process, and arose spontaneously. Another teacher reported a learner who admitted enjoying the wider reading text more than the set text.

Teacher reflections on action research were recorded (Appendix 3.2.) and the Professional Standards were reflected upon.

The Professional Standards that we have worked on during the project include:	
Professional Standard	Evidence
Professional Values & Attributes #4: Be creative and innovative in selecting and adapting strategies to help learners to learn.	We proposed three activities to help our students to increase their self-led study, thus building resilience to current and future learning.
Professional Knowledge & Understanding #10: Evaluate your practice with others and assess its impact on learning.	We each developed different approaches to the proposed activities, and shared our reflections and outcomes with each other.
Professional Skills #13: Motivate and inspire learners to promote achievement and develop their skills to enable progression.	We motivated our students to participate in reading-related self-led study activities, such as flipped learning and interactive homework. We also inspired two A Level students to start a book club, via a wider reading for pleasure activity.

Figure 4a-2: Professional standards that we worked on

Evidence of improved collaboration and changes in organisational practices

There have been small shifts in organisational practices. Most teachers wanted their students to read more and were challenged to devise methods to effect this change. The project meant that teachers were given a forum to discuss their ideas, and were empowered to follow their own initiative or to try colleagues' successful approaches.

Teacher mindsets were challenged too. One had initially only wanted to deliver the reading starter, but later trialled the Educake program. Consequently, a 'no pressure' stance towards colleague involvement aided motivation to participate, and commitment to just one activity helped to build confidence.

Additionally, a staff Padlet for action research was established to embed it into our normal working practice (Appendix 2.4.).

Evidence of improvement in learners' achievements, retention and progression

The two case studies for the project both involve a primary and a secondary student. This is because we wanted to capture both GCSE and A Level students and thought the best way to record their experiences would be to interview them. Therefore, a secondary student became involved.

For the GCSE case study, Student A (primary) participated in Activity #1: Flipped Learning Reading Homework. In his interview, he discussed how he had read a fictional text extract as homework and completed a PEEL paragraph to apply the linguistic analysis learned in the classroom. He expressed how doing flipped reading homework tasks had helped him to prepare for his November resit exam, in which he achieved a grade 5; an increase of two grades (continued in Case Study 2).

For the A Level case study, Student C (primary) chose a text to read in addition to her course set texts to see if reading for pleasure positively impacts self-led study. Student D (secondary) joined Student C in reading the text and they were then inspired to start a book club. In their interview, they discussed how reading together had been enjoyable and they wanted to include other students in the experience. This evidences their improved resilience through self-led study because they have established not only a reason to study outside the classroom, but an accountability.

Learning from this project

Rather than concentrating on a growth mindset, this project focused teachers' attention on encouraging their students to participate in self-led study activities to build resilience.

Teachers have taken their own approaches to the proposed project activities, and therefore have devised their own methodologies.

A selection of knowledge claims include:

- "Students who apply their classroom learning to reading essay tasks outside of the classroom are better prepared for exams." (Student A, Activity #1: Flipped Reading)
- "Students who utilise the content on interactive programs, such as Padlet, Educake and Moodle, are better prepared for classroom work." (Activity #2: Interactive Programs)
- "Students who engage with reading inside the classroom are more likely to continue reading outside of the classroom." (Student B, Additional Activity: 15-minute reading starter)

- “Students who read self-chosen texts in addition to the course set texts are more likely to be inspired to establish self-led and collaborative learning activities.”
(Students C and D, Additional Activity: wider reading lists/setting up a book club)

Some approaches worked better than others, and teachers gave feedback that activities were **more** effective when:

- there was consistent delivery
- the activity level presented some challenge, but not over-challenge
- activity completion helped to build student confidence through either success or constructive feedback
- the activity was self-chosen.

Approaches were **less** effective when:

- there were larger groups with more behaviour management demands
- students were less organised or motivated (for a range of reasons).

Teachers need to choose which activities would best suit the needs of their groups: whether to engage, inspire attention to detail, or give purpose of action.

To sustain the initiative, teachers will continue to run the activities until the end of the academic year although this will mean not stopping the activities until after the project has formally ended. The data will then be reviewed for any positive links between success and participation in project activities.

Action research will also be championed by extending the initiative to include maths teachers.

Appendix 1 – Project team

First Name	Surname	OTLA Role/Job Title	Teacher, senior manager, middle manager or administrator	USP College campus
Leonie	Bostock	Partner Lead/Teacher of English	Teacher	Palmers
Jill	Thompson	Deputy Partner Lead/Teacher of English	Teacher	Seevic
Seval	Fadil	Director of Learning for Maths and English	Senior manager	Cross-campus
Janette	Lynam	Project Coordinator for Maths and English	Middle manager	Palmers
Siobhan	Last	Teacher of English	Teacher	Palmers
Claire	Ruff	Teacher of English	Teacher	Palmers
Wendy	Shorter	Teacher of English	Teacher	Palmers
Marcus	Brown	Teacher of English	Teacher	Palmers
Monica	Whitney	Teacher of English	Teacher	Seevic
Belinda	Slaughter	Teacher of English	Teacher	Seevic
Hayley	North	Teacher of English	Teacher	Seevic
Melanie	Melville	Teacher of English	Teacher	Seevic
Rachel	Clemenson	Teacher of English	Teacher	Seevic
Rick	Copeman	Teacher of English	Teacher	Seevic
Samantha	Grant	Teacher of English	Teacher	Seevic
Sarah	Turner	Teacher of English	Teacher	Seevic
Emmanuel	Eshun	Teacher of English	Teacher	Seevic
Sally	Knight	Curriculum Administrator for Maths and English	Administrator	Seevic
Hayley	Griffiths	Curriculum Administrator for Maths and English	Administrator	Palmers

Appendix 2 – Collated Resources

1. Resource Booklet examples and student response

Classroom Extract #1 from 'The Apple Tree' by Daphne du Maurier (lines 4 to 13):

It was a trick of light, perhaps, something to do with the sun coming up over the woods, that happened to catch the tree at this particular moment; but the likeness was unmistakable.

He put his razor down on the window-ledge and stared. The tree was scraggy and of a depressing thinness, possessing none of the gnarled solidity of its companions. Its few branches, growing high up on the trunk like narrow shoulders on a tall body, spread themselves in a martyred resignation, as though chilled by the fresh morning air. The roll of the wire circling the tree, and reaching to about halfway up the trunk from the base, looked like a grey tweed skirt covering lean limbs; while the topmost branch, sticking up into the air above the ones below, yet sagging slightly, could have been a drooping head poked forward in an attitude of weariness.

How often he had seen Midge stand like this, dejected.

Glossary

Gnarled – knotted

Martyred – showing pretend or exaggerated suffering to gain sympathy

Dejected – sad, depressed

Paper 1 Question 2 – Set for Classwork:

Question 2 will present you with a short extract taken from the source text you have read. Look at the example of question 2 and the opening of a sinister story 'The Apple Tree' by Daphne du Maurier, published in 1952. A widower begins to feel uncomfortable about one apple tree outside his window, which reminds him of his dead wife Midge.

Look in detail at the Source from lines 4 to 13.

How does the writer use language here to describe the apple tree?

You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms.

[8 marks]

You have 10 minutes to answer this question.

Tips on Answering Paper 1 Question 2:

Step 1 Read the question and identify the key focus the question is asking you to analyse.

Step 2 Now read the extract again and underline three phrases that show any of the following:

- Words and phrases chosen for effect
- Language features, for example, metaphors, alliteration, adjectives
- Sentence forms and patterns, for example, complex sentences.

Step 3 Identify any specific terminology you would use to comment on these phrases and pinpoint the effect they have on the reader.

Step 4 Write the answer to the question. Remember to include the details underlined in the extract.

Step 5 Check your answer.

Check Your Answer grid:

	Your response
Uses the phrase 'the reader'	
Uses the phrase 'the writer' or the author's name	
Answers the question by pinpointing what you learn about the apple tree	
Identifies the overall effect the writer is trying to achieve through language	
Makes a range of relevant points about how the writer uses language	
Uses subject-specific English terminology	
Selects relevant examples (linked to the apple tree) of language from the text	
Clearly explains how the chosen examples achieve the effect on the reader	

Classroom Extract #2 from 'The Apple Tree' by Daphne du Maurier (including colour-coded analysis):

The screenshot shows a PowerPoint slide titled "Week 7 v4 - explicit, implicit, language - DONE - PowerPoint". The slide content is as follows:

Now look at the following extract from the end of the short story 'The Apple Tree' by Daphne du Maurier.

The widower has cut down the tree and is pleased to be free of the reminder of his late wife. The story ends with an accident as he walks home alone, tripping over the hidden root of that apple tree.

How does the writer use language here to convey the situation of the widower?

The text extract is color-coded with the following annotations:

- Time connective - suggests difficulty, that he is trapped** (pink box) pointing to "Once more".
- Short simple sentence - he is doomed** (blue box) pointing to "It was no use."
- Sibilance - threat of the tree** (pink box) pointing to "swearing and sobbing".
- Cold, hostile setting- danger** (pink box) pointing to "snow" and "darkness".
- Night time setting - alone - threat** (yellow box) pointing to "darkness".

At the bottom of the slide, it says "Slide 32 of 39".

Example Answers for the question, 'How does the writer use language to convey the situation of the widower?':

Ahmed:

The writer shows through her choice of language that the man is in a dangerous situation and he is vulnerable. The writer describes the setting using the words 'snow' and 'darkness' which emphasizes his situation as cold and alone. The simple sentences such as 'It was no use.' suggests that he is trapped and he has given up. The time connective 'once more' that begins the extract makes the reader think that he has been trying to get away, but he cannot so he is losing hope. The sibilance in the extract with 'swearing and sobbing' suggests the man feels a sense of threat from this tree, which like his dead wife, wants to hold on to him, perhaps to keep or kill him.

Megan:

The writer conveys that the widower is in a bad situation. His actions show he is in a bad situation. For example: 'once more he struggled to release his foot, swearing and sobbing as he did so.' This shows he is trapped. The sentences 'It was no use. He could not move.' work well in showing his situation. It emphasizes that he is trapped in a place that threatens his life. It shows that the tree is threatening which is why he starts to cry.

Check Example Answers grid:

	Ahmed	Megan
Uses the phrase 'the reader'		
Uses the phrase 'the writer' or the author's name		
Answers the question by pinpointing 'what' the widower's situation is		
Identifies the overall effect the writer is trying to achieve through language		
Makes a range of relevant points about how the writer uses language		
Uses subject-specific English terminology		
Selects relevant examples (linked to the man's situation) of language from the text		
Clearly explains how the chosen examples achieve the effect on the reader		

Homework Extract from 'The Apple Tree' by Daphne du Maurier:

Up and down went the heavy axe, splitting and tearing at the tree. Off came the peeling bark, the great white strips of underwood, raw and stringy. Hack at it, blast at it, gouge at the tough tissue, throw the axe away, claw at the rubbery flesh with the bare hands. Not far enough yet, go on, go on.

There goes the saw, the wedge, released. Now up with the axe again. Down there, heavy, where the stringy threads cling so steadfast. Now she's groaning, now she's splitting, now she's rocking and swaying, hanging there upon one bleeding strip. Boot her, then. That's it, kick her, kick her again, one final blow, she's over, she's falling...she's down...damn her, blast her...she's down, splitting the air with sound, and all her branches spread about her on the ground.

Paper 1 Question 2 – Set for Homework:

How does the writer use language to convey the widower's thoughts and behaviour?

You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms

[8 marks]

Student example:

The writer uses language to convey the follower's thoughts and behaviour. The use of repetition in this clause, 'that's it, kick her, kick her again' is an effective use of language in this extract because it gives an indication to the reader that the follower's wife, the tree has been knocked over just by sudden movements with the follower's feet.

The complex sentence, 'Up and down went the heavy axe, splitting and tearing at the tree' helps us give a clear picture of the follower's actions to harm his wife, the tree. This is an effective use of language because it makes the reader feel that the follower has used the 'heavy axe' to show his hard feelings against the tree.

2. A Level set text reading deadlines

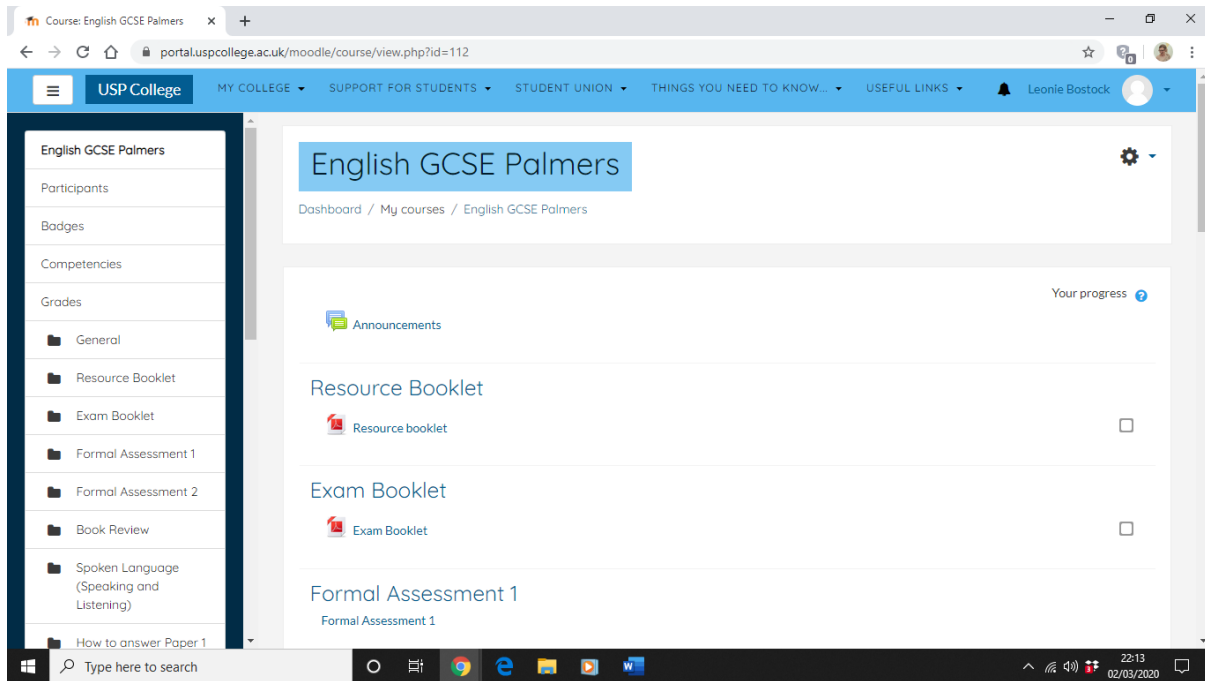
Literature

Term	Text	Deadline
Term 1 first half	A Streetcar Named Desire	24 th October 2019
Term 1 second half	Frankenstein	19 th December 2019
Term 2 first half	The Handmaid's Tale	14 th February 2020
Term 2 second half	Poems of the Decade	3 rd April 2020
Term 3 first half	The Road	22 nd May

Lang Lit

Term	Text/Skill	Deadline
Term 1 first half	Paris anthology	24 th October 2019
Term 1 second half	Language Levels	19 th December 2019
Term 2 first half	The Handmaid's Tale	14 th February 2020
Term 2 second half	Carol Ann Duffy anthology	3 rd April 2020
Term 3 first half	The Road	22 nd May

3. Moodle past paper examples



4. Padlet examples

Padlet for A Level Literature Students:

The screenshot displays a Padlet board titled "A Level Literature" with a background of smooth, rounded stones. The board is organized into columns and rows of content cards. The columns are labeled at the top: "Course Q&A", "ASND", "Tragedy", "Frankenstein", "The Handmaid's Tale", "NEA (coursework)", and "Decades poetry".

Key content cards include:

- Course Q&A:** "Student CPD Day 3", "Student CPD Day - Literature", "What's your learning style?", "Literature FA3 prep schedule".
- ASND:** "English Literature FA2 v2", "Streetcar Scene 4 v4", "Streetcar Scene 3 v2".
- Tragedy:** "A LEVEL LIT", "History of Tragedy", "RAGEDY", "Intro to tragedy context task v3".
- Frankenstein:** "OpenLearn" articles, "AN INTRODUCTION TO FRANKENSTEIN", "AS Lit Prose Theme Chart".
- The Handmaid's Tale:** "Neologisms and terminology in THT", "Neologisms and terminology in 'The Handmaid's Tale'", "AS Lit Prose Theme Chart".
- NEA (coursework):** "The Road by Cormac McCarthy", "cormac-mccarthy-the-road (pdf)", "Literature Coursework Comparative Text".
- Decades poetry:** "Poetry glossary and poetic forms", "Poem AOs analysis sheet", "Decades - list of 20 poems v2".

Each card typically includes a title, a brief description, and an "Add comment" button. The bottom of the image shows a Windows taskbar with the search bar and various application icons.

Padlet for A Level Combined Language and Literature Students:

The screenshot shows a Padlet board titled "A Level Lang Lit" with a grid of seven columns and multiple rows of content. The columns are labeled: "Course Q&A", "Paris Anthology", "Travel", "Gender perspective", "Language analysis", "The Handmaid's Tale", and "NEA (coursework)". Each cell contains a different resource, such as a "What's your learning style?" quiz, "Paris Anthology Lesson 4 v3", "Top 15 travel blogs", "AND THE REMARKABLE WOMEN AWARD GOES TO...", "Glossary of Linguistic Terms", "Neologisms and terminology in THT (QU...)", "The Road by Cormac McCarthy pdf of whole book", "Paris Practise Questions", "Paris Practise questions v2", "OTLA Reading for Pleasure Questionnaire", "A level English LangLit Paper 1 Section...", "Quizlet - A Level English Language Terminology", "ATWOOD ON RELIGION", and "List of LL comparative texts". The board is viewed in a web browser window, and the Windows taskbar is visible at the bottom.

Padlet for Action Research for Teaching Staff:

The screenshot shows a Padlet board titled "Action Research" with the subtitle "A hub to collate action research resources, tips and reflections #OTLA #English". The board is organized into several columns and rows of content cards:

- OTLA Strand 4: Developing Resilience USP College** (with a plus sign below it)
- New project proposals** (with a plus sign below it)
- Motivational Resources for Students** (with a plus sign below it)
- Can you think of a time when you struggled to help a learner to change their mindset?** (with a plus sign below it)
- Changing mindset reviews and strategies** (with a plus sign below it)
- Resources, tips and reflections** (with the text "Add your ideas here!")
- Suggestions wanted** (with the text "Do you have a suggestion for an action research project? Add it here for support.")
- Education Endowment Foundation** logo and a card titled "Teachers' engagement with research: what do we know? A research briefing" (with a PDF document link below it).
- Changing a learner's mindset (with time)!** (with the text "Recently, I asked a learner to accompany us to a library trip and the learner shared that she didn't see the point of visiting the library as she couldn't see what we'd be learning.")
- Blog by @mrs_Peggy_Lanning** (with a list of items: "Scheme of work/ year plan", "Lesson", "An overview", "Planned Learning 'How to' from the Teaching and Learning Models")

The bottom of the image shows a Windows taskbar with the search bar, task view icon, and several application icons (Chrome, Edge, File Explorer, etc.). The system tray shows the time as 22:16 on 02/03/2020.

5. Educake Questionnaire student responses

Educake questionnaire

Please answer **Yes** or **No** to each question. If you want to add any comments, you may do so on the back of the questionnaire.

1. Is Educake easy to use? *yes*
2. Are the tasks quite enjoyable? *yes*
3. Are the multiple choice questions helpful in preparing you for the exam? *yes*
4. Is it useful that it marks your responses for you? *yes*
5. Do you think it is a good investment for use as homework? *yes*

Educake questionnaire

Please answer **Yes** or **No** to each question. If you want to add any comments, you may do so on the back of the questionnaire.

1. Is Educake easy to use? *No*
2. Are the tasks quite enjoyable? *No*
3. Are the multiple choice questions helpful in preparing you for the exam? *yes*
4. Is it useful that it marks your responses for you? *yes*
5. Do you think it is a good investment for use as homework? *maybe*

Educake questionnaire

Please answer **Yes** or **No** to each question. If you want to add any comments, you may do so on the back of the questionnaire.

1. Is Educake easy to use? *Yes*
2. Are the tasks quite enjoyable? *50/50* 😞
3. Are the multiple choice questions helpful in preparing you for the exam? *Yes*
4. Is it useful that it marks your responses for you? *Yes*
5. Do you think it is a good investment for use as homework? *Yes*

Educake questionnaire

Please answer **Yes** or **No** to each question. If you want to add any comments, you may do so on the back of the questionnaire.

1. Is Educake easy to use?
yes
2. Are the tasks quite enjoyable?
yes
3. Are the multiple choice questions helpful in preparing you for the exam?
no yes
4. Is it useful that it marks your responses for you?
yes
5. Do you think it is a good investment for use as homework?
yes

Educake questionnaire

Please answer **Yes** or **No** to each question. If you want to add any comments, you may do so on the back of the questionnaire.

Not used it because i've been busy with course work. But i'll do it this week.

1. Is Educake easy to use?
2. Are the tasks quite enjoyable?
3. Are the multiple choice questions helpful in preparing you for the exam?
4. Is it useful that it marks your responses for you?
5. Do you think it is a good investment for use as homework?

Educake questionnaire

Please answer **Yes** or **No** to each question. If you want to add any comments, you may do so on the back of the questionnaire.

Never used it. Don't have time to use it.

1. Is Educake easy to use?
2. Are the tasks quite enjoyable?
3. Are the multiple choice questions helpful in preparing you for the exam?
4. Is it useful that it marks your responses for you?
5. Do you think it is a good investment for use as homework?

6. Reading Starter student responses



Reading Project Questionnaire

Q1 Have you found it difficult to read outside of the classroom?

If yes, please give the reason Finding time

Q2 Have you enjoyed reading the short stories and extracts?

Are there any in particular that are memorable? Titanic

Q3 Do you feel your reading speed has increased? NO I need to read more

Q4 Do you feel more confident about reading with understanding and speed?

Don't always understand what I read.

Q5 Do you feel that reading has increased your vocabulary? not at moment.

Q6 Do you think that having the short questions to answer has improved your analysis of exam questions? NO

Any further comments/improvements that you think would improve your reading and comprehension skills.

I need to organise myself better!

Thank you

Q1 Have you found it difficult to read outside of the classroom?

If yes, please give the reason Finding time-

Q2 Have you enjoyed reading the short stories and extracts?

Are there any in particular that are memorable? Titanic

Q3 Do you feel your reading speed has increased? No I need to read more

Q4 Do you feel more confident about reading with understanding and speed?

Don't always understand what I read.

Q5 Do you feel that reading has increased your vocabulary? Not at moment.

Q6 Do you think that having the short questions to answer has improved your analysis of exam questions? No

Any further comments/improvements that you think would improve your reading and comprehension skills.

I need to organise myself better!

Thank you

Q1 Have you found it difficult to read outside of the classroom?

If yes, please give the reason Sometimes - time to read is little.

Q2 Have you enjoyed reading the short stories and extracts?

Are there any in particular that are memorable? yes

Q3 Do you feel your reading speed has increased? No.

Q4 Do you feel more confident about reading with understanding and speed?

Occasionally.

Q5 Do you feel that reading has increased your vocabulary? yes.

Q6 Do you think that having the short questions to answer has improved your analysis of exam questions? I still struggle

Any further comments/improvements that you think would improve your reading and comprehension skills.

N/A.

Thank you

Q1 Have you found it difficult to read outside of the classroom? *NO*

If yes, please give the reason _____

Q2 Have you enjoyed reading the short stories and extracts? *yes.*

Are there any in particular that are memorable? _____

Q3 Do you feel your reading speed has increased?

I read a lot before. so its pretty much the same.

Q4 Do you feel more confident about reading with understanding and speed?

Q5 Do you feel that reading has increased your vocabulary?

yes.

Q6 Do you think that having the short questions to answer has improved your analysis of exam questions?

yes.

Any further comments/improvements that you think would improve your reading and comprehension skills.

Thank you

Q1 Have you found it difficult to read outside of the classroom? sometimes

If yes, please give the reason finding time

Q2 Have you enjoyed reading the short stories and extracts? yes

Are there any in particular that are memorable? _____

Q3 Do you feel your reading speed has increased? No

Q4 Do you feel more confident about reading with understanding and speed?

yes.

Q5 Do you feel that reading has increased your vocabulary? Yes I always

look up the meaning of words I don't know.

Q6 Do you think that having the short questions to answer has improved your analysis of exam questions? Yes.

Any further comments/improvements that you think would improve your reading and comprehension skills.

I just need to make time to read ~~out~~
at home.

Thank you

Q1 Have you found it difficult to read outside of the classroom?

If yes, please give the reason No

Q2 Have you enjoyed reading the short stories and extracts?

Are there any in particular that are memorable? I have enjoyed them but none are memorable.

Q3 Do you feel your reading speed has increased?

Not really

Q4 Do you feel more confident about reading with understanding and speed?

Yes

Q5 Do you feel that reading has increased your vocabulary?

No

Q6 Do you think that having the short questions to answer has improved your analysis of exam questions?

Yes Yes

Any further comments/improvements that you think would improve your reading and comprehension skills.

I think reading will improve my vocabulary because my vocabulary is refined and I try to use more words.

Thank you

Hollie 9/1/2020

Q1 Have you found it difficult to read outside of the classroom?

If yes, please give the reason Yes because I am not confident reading out loud to people.

Q2 Have you enjoyed reading the short stories and extracts?

Are there any in particular that are memorable? Yes

Q3 Do you feel your reading speed has increased?

Yes because I can read to LSA's and teachers.

Q4 Do you feel more confident about reading with understanding and speed?

I feel confident about reading and understanding, and I feel like my speed has remained the same.

Q5 Do you feel that reading has increased your vocabulary?

Yes it has because it helps me with my spelling.

Q6 Do you think that having the short questions to answer has improved your analysis of exam questions?

Yes

Any further comments/improvements that you think would improve your reading and comprehension skills.

For me I feel like reading books or magazines that I like or interesting.

Thank you

Q1 Have you found it difficult to read outside of the classroom?

If yes, please give the reason _____

NO.

Q2 Have you enjoyed reading the short stories and extracts?

Are there any in particular that are memorable? Lorely bones was interesting.

Q3 Do you feel your reading speed has increased?

Yes, I understand texts better.

Q4 Do you feel more confident about reading with understanding and speed?

yes, as we have been doing alot of extracts.

Q5 Do you feel that reading has increased your vocabulary?

yes. I'm understanding alot more words.

Q6 Do you think that having the short questions to answer has improved your analysis of exam questions?

yes, because there isnt so much to think about.

Any further comments/improvements that you think would improve your reading and comprehension skills.

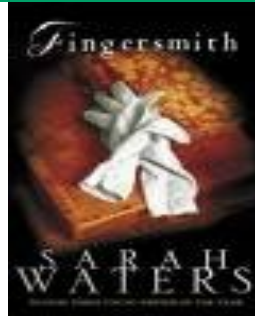
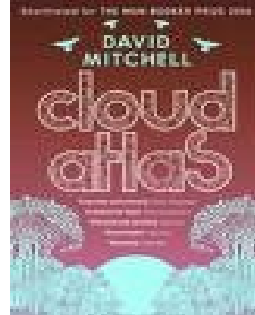
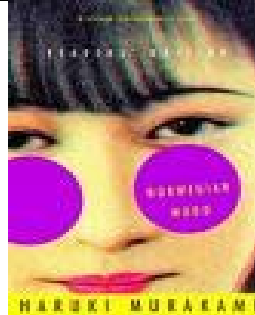
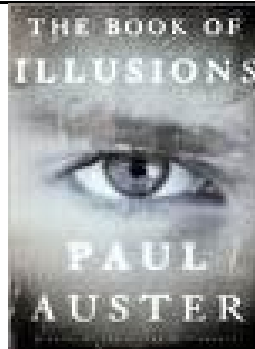
watching more videos to do with what we are doing.

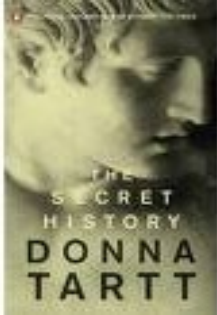
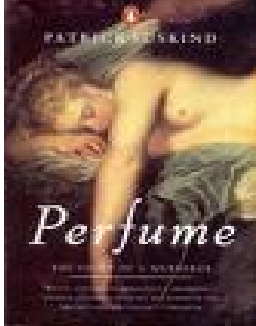
Thank you

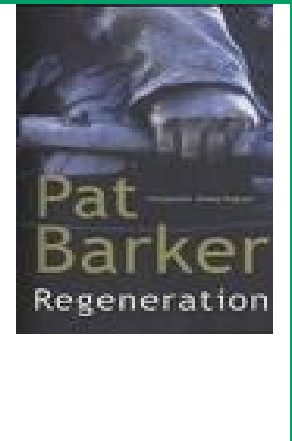
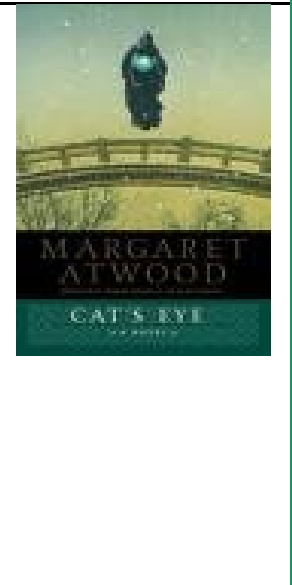


7. Wider Reading for Pleasure List for A Level

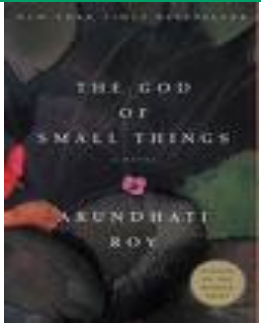


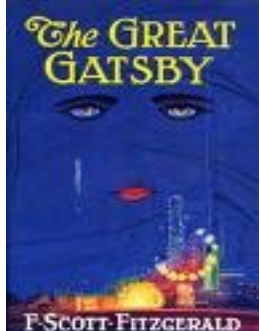
Wider Reading for Pleasure List for A Level Literature and LangLit

<p><i>Midnight's Children</i> Salman Rushdie</p>	<p>A swirling and evocative magical realist epic covering the emergence of Modern India. Saleem is born at the midnight of India's independence and joins 1000 children born at that time, each with an amazing talent.</p>	<p>Particularly good if you are interested in: international politics, stories, India.</p> <p><i>Like the first line? "I was born in the city of Bombay once upon a time"</i></p>	
<p><i>The Life of Pi</i> Yann Martel</p>	<p>A boy drifts across the ocean on a yacht, with only a tiger for company. From this unconventional beginning a novel exploring religion, philosophy and humanity is born. Spicy, vivacious, kinetic and very entertaining fiction.</p>	<p>Particularly good if you are interested in: philosophy, animals, reasoning.</p> <p><i>Like the first line? : "My suffering left me sad and gloomy".</i></p>	
<p><i>Middlesex</i> Jeffrey Eugenides</p>	<p>Calliope is a hermaphrodite, born to Greek-American parents in the 60s. Her story is epic, entertaining, broad, philosophical and gripping.</p>	<p>Particularly good if you are interested in: family sagas, epics, international fiction, twists and turns in plots.</p> <p><i>Like the first line? : "I was born twice: first, as a baby girl, on a remarkably smogless Detroit day in January of 1960; and then again, as a teenage boy, in an emergency room near Petoskey, Michigan, in August of 1974."</i></p>	

<p><i>Fingersmith</i> Sarah Waters</p>	<p>A Dickensian romp in Victorian London with enough plot twists to keep even the most cynical of readers gripped. Crime, sex, madness and more...definitely one for the sensationalists!</p>	<p>Particularly good if you are interested in: Detective stories, Victorian fiction</p> <p><i>Like the first line? : "My name, in those days, was Susan Trinder. "</i></p>	
<p><i>Cloud Atlas</i> David Mitchell</p>	<p>A dazzling interweaving of six very different stories and genres, amazingly crafted and brilliantly entertaining. The reader is catapulted through time and space – original and gripping.</p>	<p>Particularly good if you are interested in: Power politics, different genres.</p> <p><i>Like the first line? : "Beyond the Indian hamlet, upon a forlorn strand, I happened on a trail of recent footprints..."</i></p>	
<p><i>Norwegian Wood</i> Haruki Murakami</p>	<p>A whimsical yet deep look at young love – Toru Watanabe is looking back on the love and passions of his life and trying to make sense of it all.</p>	<p>Particularly good if you are interested in: Japan, the mind, memory.</p> <p><i>Like the first line? : "I was 37 then, strapped in my seat as the huge 747 plunged through dense cloud..."</i></p>	
<p><i>The Book of Illusions</i> Paul Auster</p>	<p>The book is about David Zimmer, who finds solace from the grief of losing his wife and two sons in a plane crash by immersing himself in the films of a silent comedy star. He writes a critical study of the star's work before reports arrive that he is still alive, despite not being seen for the last 60 years.</p>	<p>Particularly good if you are interested in: big cities, crime writing, America.</p> <p><i>Like the first line? : "Everyone thought he was dead."</i></p>	

<p><i>Fugitive Pieces</i> Anne Michaels</p>	<p>The stories of 2 men from different generations whose lives have been transformed by war. A young boy is rescued from the mud of a buried Polish city and rescued by an unlikely saviour.</p>	<p>Particularly good if you are interested in: WW2, repressed memories, philosophy.</p> <p><i>Like the first line? : "Time is a blind guide"</i></p>	
<p><i>The Secret History</i> By Donna Tartt</p>	<p>A boy leaves California to attend college in New England and falls in with a group of students of Ancient Greek. Four of their number work themselves into a trance-like situation one night and murder a local farmer.</p>	<p>Particularly good if you are interested in: Classics, psychology, murder, incest, school</p> <p><i>Like the first line? : "The night Vincent got shot, he saw it coming"</i></p>	
<p><i>White Teeth</i> Zadie Smith</p>	<p>A comic epic of multicultural Britain which tells the story of immigrants in England over a period of 40 years. Set in contemporary London, comic and richly entertaining.</p>	<p>Particularly good if you are interested in: Comic novels, modern Britain, multiculturalism</p> <p><i>Like the first line? : "Early in the morning, late in the 19th century, Cricklewood Broadway"</i></p>	
<p><i>Perfume: The Story of a Murderer</i> Patrick Suskind</p>	<p>Jean Baptiste Grenouille is born, astoundingly, without any personal smell. From this unusual premise grows a gripping tale of crime and murder that will have you spellbound until the bitter end.</p>	<p>Particularly good if you are interested in: Murder, crime, criminals, psychology.</p> <p><i>Like the first line? : "In 18th century France there lived a man who was one of the most gifted and abominable personages..."</i></p>	

<p><i>Regeneration</i> Pat Barker</p>	<p>The 1st novel in a trilogy focuses on the presumed meetings between the poets Owen and Sassoon in a mental hospital in Scotland during WW1. About the effects of war on a man's sanity.</p>	<p>Particularly good if you are interested in: war, madness, poetry.</p> <p><i>Like the first line? : "I am making this statement as an act of wilful defiance of military authority".</i></p>	
<p><i>Cat's Eye</i> Margaret Atwood</p>	<p>A story about childhood bullying and the effect on later life. Wonderfully written, using humour to remind readers of details of childhood they may have forgotten.</p>	<p>Particularly good if you are interested in: childhood, psychology, memory.</p> <p><i>Like the first line? : "Time is not a line but a dimension like the dimensions of space. If you knew enough and could love faster than light you could travel backwards in time..."</i></p>	
<p><i>One Hundred Years of Solitude</i> Gabriel Garcia Marquez</p>	<p>A journey through the story of the Buendias family, living in the heart of the South American jungle. A magic realist novel wherein metaphor often becomes reality.</p>	<p>Particularly good if you are interested in: fairy tales, family epics, tragedy.</p> <p><i>Like the first line?: "Many years later as he faced the firing squad, General Aureliana Buendia was to remember that distant afternoon.."</i></p>	
<p><i>Enduring Love</i> Ian McEwan</p>	<p>The novel begins with a balloon accident that quickly spirals into an obsessive relationship. Recently adapted for the cinema.</p>	<p>Particularly good if you are interested in: psychology, thrillers, London.</p> <p><i>Like the first line? : "The beginning is simple to mark."</i></p>	

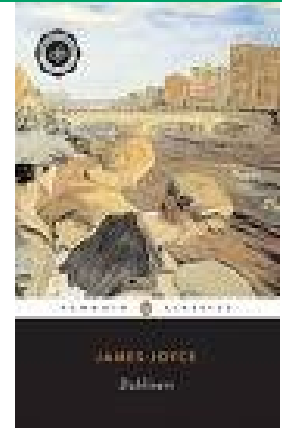
<p><i>The God of Small Things</i></p> <p>Arundhati Roy</p>	<p>About the events surrounding a Christian family in an obviously Indian setting. While the story itself is gripping, the inventive and original style of Roy's writing stands out.</p>	<p>Particularly good if you are interested in: Indian politics and society, family sags and tragedies.</p> <p><i>Like the first line? : "May in Ayemenem is a hot, brooding month"</i></p>	
<p><i>Remains of the Day</i></p> <p>Kazuo Ishiguro</p>	<p>Told in the first person and set in the 1930s, this is the story of Stevens, a straight laced and coldly inhuman butler who nevertheless convinces us that he has a human side through his relationship with Miss Kenton, a housemaid.</p>	<p>Particularly good if you are interested in: English history, compelling stories, human and emotional pressures.</p> <p><i>Like the first line? : "Tonight I find myself here in a guest house in the city of Salisbury..."</i></p>	
<p><i>The Curious Incident of the Dog in the Nighttime</i></p> <p>Mark Haddon</p>	<p>Christopher Boone discovers his next door neighbour's dead dog and sets out to solve the mystery of who killed it, but uncovers secrets about his own family in the process. The interesting narrative perspective of a boy suffering from Asperger's syndrome.</p>	<p>Particularly good if you are interested in: mystery novels, humour, Asperger's syndrome</p> <p><i>Like the first line? : "It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn".</i></p>	
<p><i>The Great Gatsby</i></p> <p>F. Scott Fitzgerald</p>	<p>Everybody who is anybody is seen at Gatsby's glittering parties. None of the socialites understand Gatsby. He seems to always be watching and waiting, though no one knows what for. But as the tragic story unfolds, Gatsby's destructive dreams and passions are revealed.</p>	<p>Particularly good if you are interested in: The "jazz age", the American dream</p> <p><i>Like the first line? : "In my younger and more vulnerable years my father gave me some advice I've been turning over in my mind ever since"</i></p>	

Dubliners
James Joyce

With these 15 stories, Joyce reinvented the art of fiction, using a scrupulous, deadpan realism to convey truths that were at once blasphemous and sacramental. Whether writing about the death of a fallen priest, the petty sexual machinations of men or of the Christmas party at which a man discovers just how little he really knows about his wife, Joyce takes narrative places it had never been before.

Particularly good if you are interested in: Ireland, religion, short stories

Like the first line? :
"There was no hope for him this time; it was the third stroke"

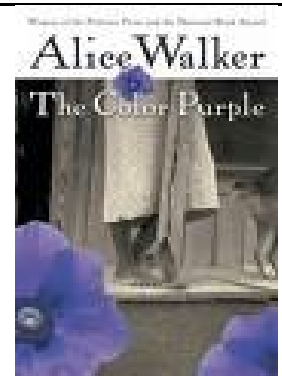


The Color Purple
Alice Walker

Set in the deep American south. The tale of Celie, a young poor black girl. Raped repeatedly by her father, she loses two children and then is married off to a man who treats her no better than a slave. Gradually Celie discovers the support of women that enables her to leave the past behind and begin a new life.

Particularly good if you are interested in: America, feminism, overcoming difficulties.

Like the first line? : "You better not never tell nobody but God. It'd kill your mammy"

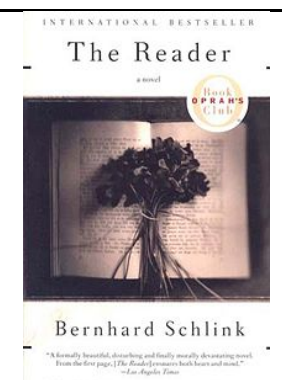


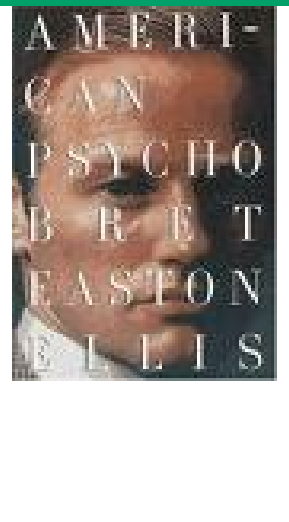

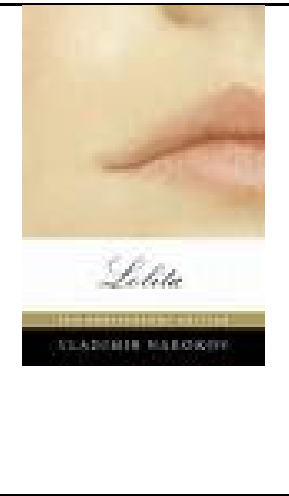

The Reader
Bernard Schlink

For 15-year-old Michael Berg, a chance meeting with an older woman leads to far more than he ever imagined. The woman in question is Hanna, and before long they embark on a passionate, clandestine love affair which leaves Michael both euphoric and confused. For Hanna is not all she seems.

Particularly good if you are interested in: Holocaust, WW2, romance

Like the first line? :
"When I was 15 I got hepatitis. It started in the fall and lasted until Spring"



<p><i>American Psycho</i></p> <p>Brett Easton Ellis</p>	<p>Patrick Bateman is twenty-six and works on Wall Street; he is handsome, sophisticated, charming and intelligent. He is also a psychopath. A bleak, bitter, black comedy about a world we all recognize but do not wish to confront.</p>	<p>Particularly good if you are interested in: satire, shocking literature, stream of consciousness narrative</p> <p><i>Like the first line? :</i> <i>"ABANDON ALL HOPE YE WHO ENTER HERE is scrawled in blood red lettering on the side of the Chemical Bank"</i></p>	
<p><i>On the Road</i></p> <p>Jack Kerouac</p>	<p>Cult novel for all aspiring hitch-hikers and bohemians. Swinging to the rhythms of 1950s underground America, jazz, sex, generosity, chill dawns and drugs, with Sal Paradise and his hero Dean Moriarty, traveller and mystic, the living epitome of beat.</p>	<p>Particularly good if you are interested in: America, travel, beat culture</p> <p><i>Like the first line? :</i> <i>"First met Dean not so long ago after my wife and I split up. I had just gotten over a serious illness that I won't bother to talk about"</i></p>	
<p><i>Lolita</i></p> <p>Vladimir Nabokov</p>	<p>The story of 40 year old Humbert Humbert, and his obsession with 12-year-old Dolores Haze. Determined to possess his "Lolita" both carnally and artistically, Humbert embarks on a disastrous courtship that can only end in tragedy. Stirred up lots of controversy!</p>	<p>Particularly good if you are interested in: Tragicomedy, American culture, controversial subjects</p> <p><i>Like the first line? :</i> <i>"Lolita, light of my life, fire of my loins, my sin, my soul"</i></p>	
<p><i>Slaughterhouse 5</i></p> <p>Kurt Vonnegut</p>	<p>Prisoner of war, optometrist, time-traveller - these are the life roles of Billy Pilgrim, hero of this miraculously moving, bitter and funny story of innocence faced with apocalypse. "Slaughterhouse 5" is one of the world's great anti-war books.</p>	<p>Particularly good if you are interested in: Philosophy, science fiction, war, dark comedy.</p> <p><i>Like the first line? : "All this happened, more or less"</i></p>	

CRITICAL APPROACHES TO READING LITERATURE

Hans Bertens Literary Theory: The basics

J A Cuddon The Penguin Dictionary of literary terms and literary theory

J Culler Literary Theory: A very short introduction

R Eagleton Doing English: A guide for literature students

T Eagleton Literary Theory: An introduction

1. What did you read in the first term of college?

- I read one hundred years of solitude by Gabriel Garcia Marquez.

2. Why did you choose this text?

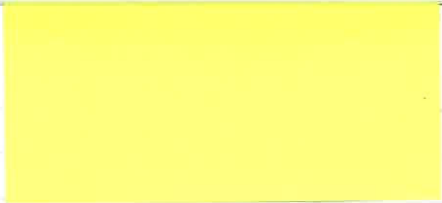
- The book is set in my favourite country in the world (Columbia) and contains magical realism.

3. What did you enjoy about this text?

- The book contains magical realism, elements of mystery and very interesting characters.

4. How do you think this text might have an impact on your A level English literature.

- I think it will improve my vocabulary.

- 
- ① The great gatsby
 - ② I have already been intrigued by the time frame + lifestyle
 - ③ language + storyline
 - ④ helps me read deeper into text
 - ⑤ Constantly Practising skills
 - ⑥ I do not know

The pleasure of reading and the impact of wider reading on your studies

1. What did you read in the first term of college?

100 years of Solitude

2. Why did you choose this text?

Recommended by teacher and student

3. What did you enjoy about this text?

I liked the magical realism in the book

IAN MCEWAN

The **TIMES** featured him on "The **50** greatest British Writers since 1945."

The **Guardian** ranked him **19** out of **100** best writers

His original genre was **Gothic** short stories; but now it is more **Family friendly**

Target audience was more **Adult readers** but he then wrote "The **Child** in time" and became more **family friendly**

Genre → **Gothic** short stories

First **Novel** → **Cement Garden**

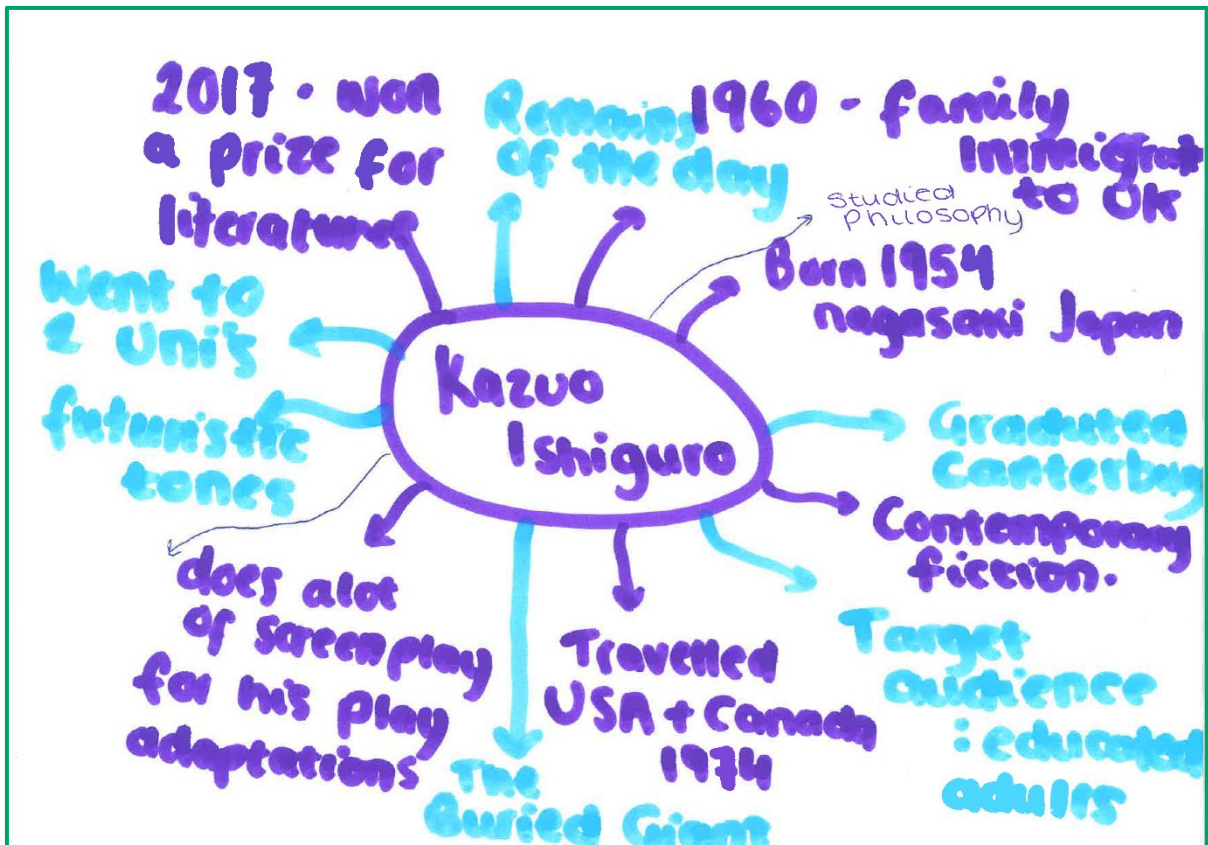
Draws inspiration for characters from her own background - typically writes about cultural identity - based in London.

Ahead of her time, over sympathetic contraversial

ZADIE SMITH

She is conflicted with political viewpoints and has a distant opinion.

Focuses on one subject



His work popularised magical realism as a genre.
 - Magical realism is using magic to explain scientific events.

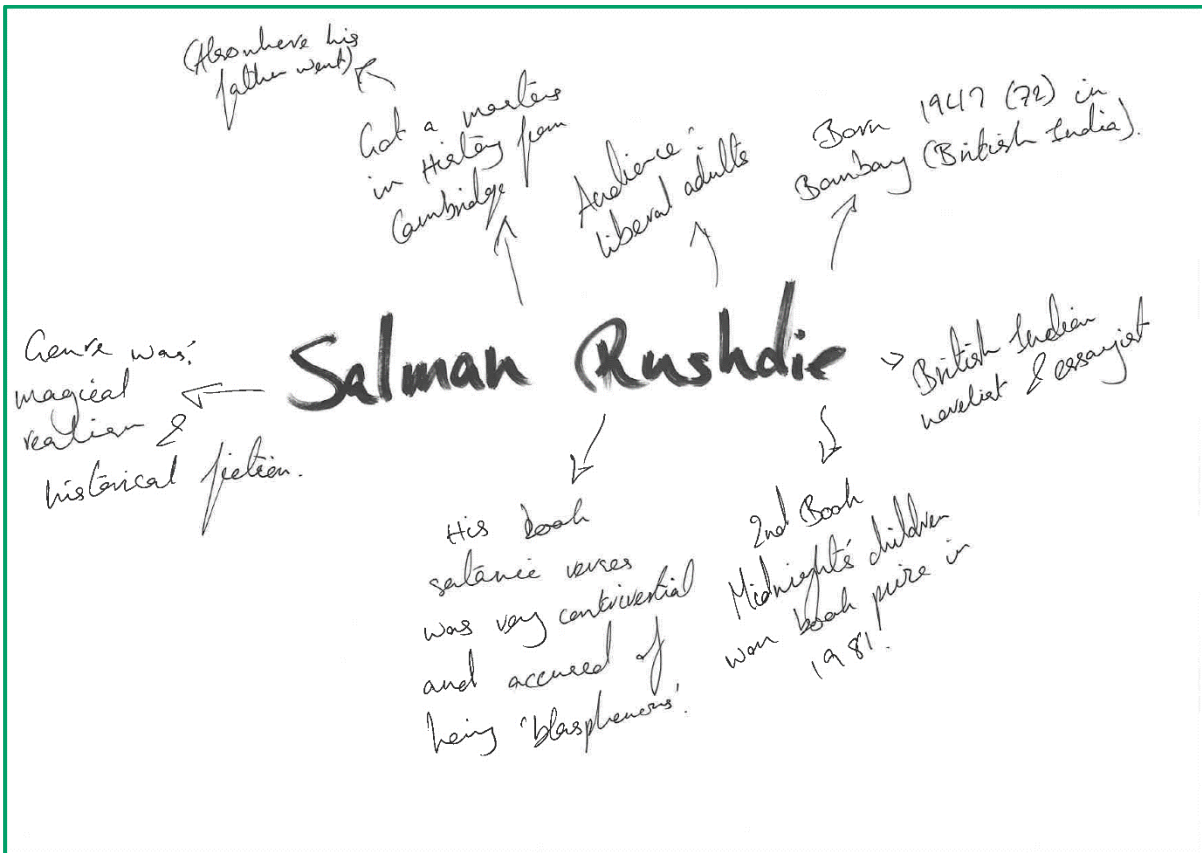
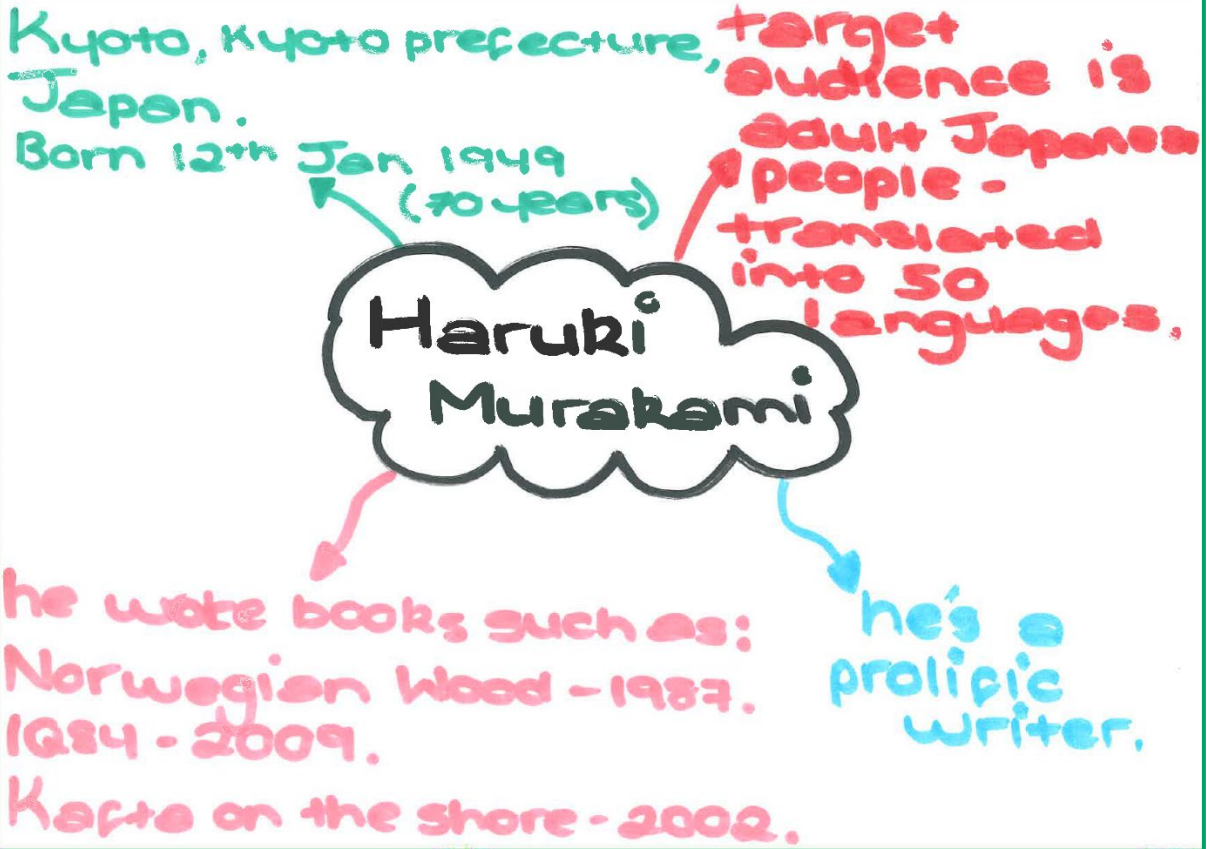
He mostly write short stories that addressed political events.

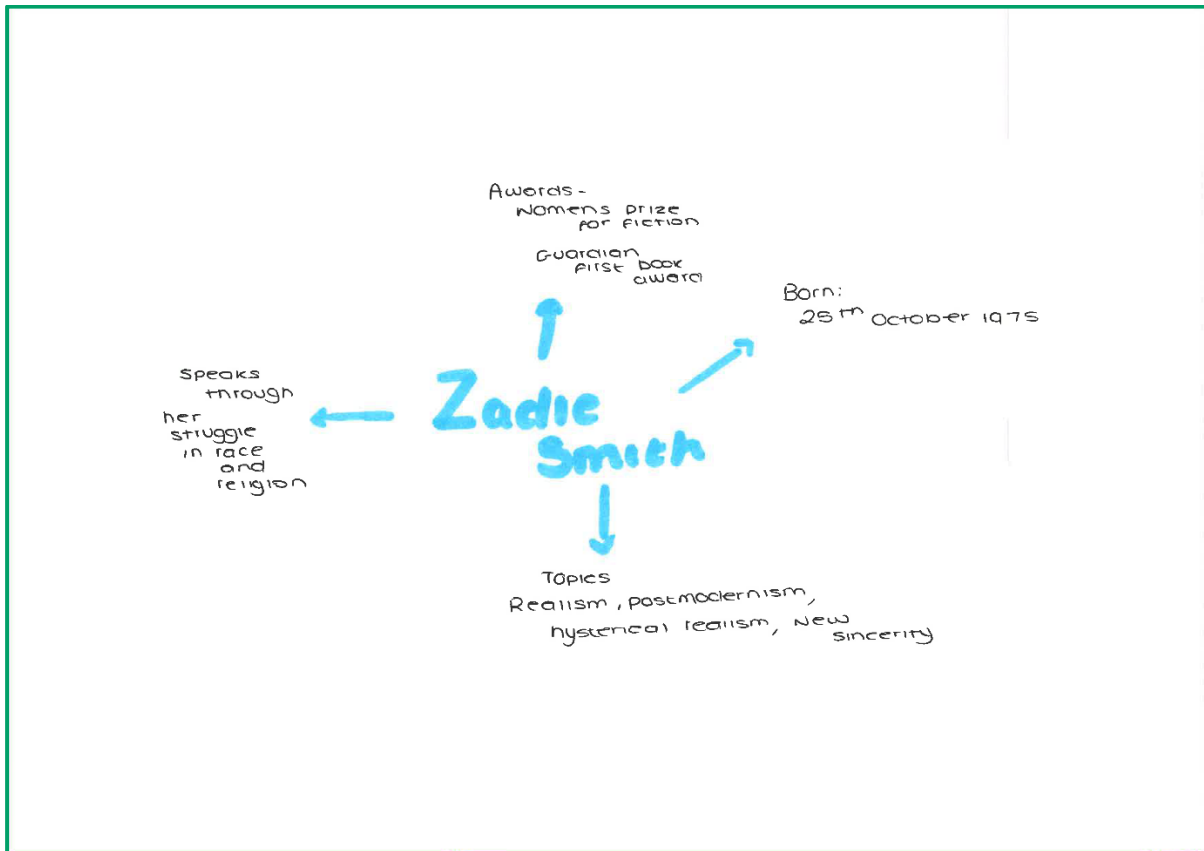
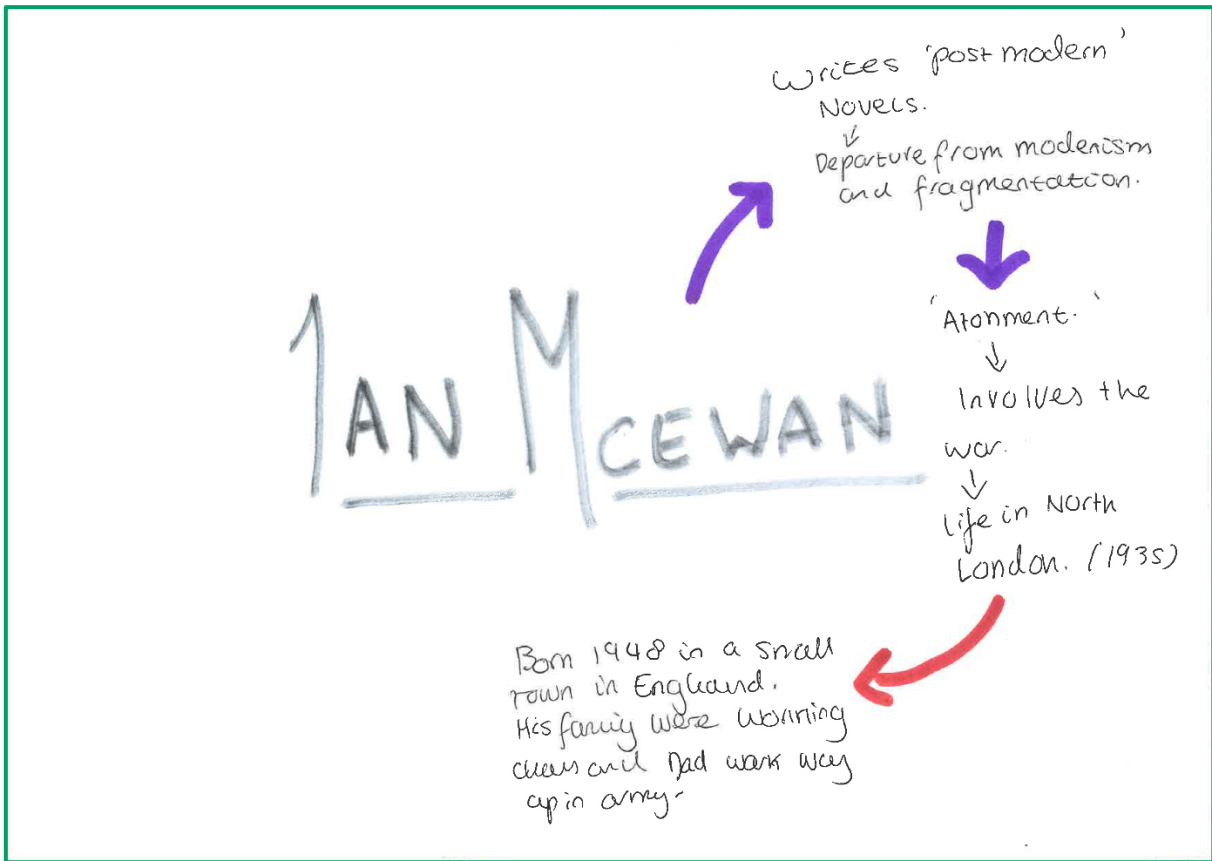
Died 2014

Gabriel Garcia Marquez.
 born 1927

He had a number of notable works - his most popular being 'one hundred years of solitude'.

He won the nobel prize in literature (1982)





Kazuo Ishiguro

- Won a Nobel prize in 2017
- Has published 7 novels and 1 collection of short stories.
- Writes drama, fiction and science fiction.
- His most well known book is called "The Remains of Day"

- > He didn't have any specific genre he stuck to but a clear theme throughout his books was realism / Magical realism.
- > He was a left wing writer who didn't fear politics and ultimately changed the face of ~~prose~~ Spanish literature. This led to him winning a Nobel prize in literature.

Gabriel Garcia Márquez

born in 1927 Columbia
died in 2014

9. Mentimeter Reading Questionnaire

Question 1

Home / Reading Questionnaire

Go to www.menti.com and use the code 76 48 5

Do you like reading?

None of the options are correct!

Yes Sometimes No

Type **Content** Customize

Audience size limit for Quiz Competition
For presentations with an audience of more than 500 people, please contact us at sales@mentimeter.com!

Your question ?
Do you like reading?

Options ?

I	Yes	<input type="checkbox"/>
I	Sometimes	<input type="checkbox"/>
I	No	<input type="checkbox"/>

+Add

Click the box next to an option to mark it as correct.

Question 2

Home / Reading Questionnaire

Go to www.menti.com and use the code 76 48 5

Do you read at home?

None of the options are correct!

Yes Sometimes Never

Type **Content** Customize

Do you want to use the presentation again?
If you want to use this slide for a new session or make major adjustments, you can reset it. The results will be stored as historical data but not included in the PDF download.

Download results Reset results

Your question ?
Do you read at home?

Options ?

I	Yes	<input type="checkbox"/>
I	Sometimes	<input type="checkbox"/>
I	Never	<input checked="" type="checkbox"/>

Question 3

Home / Reading Questionnaire ✓ Saved ? Mentimeter BETA 🔗 Share ▶ Present

+ Add slide 📄 Import 🔍 Examples 🎨 Themes ⚙️ Configure

1 Do you like reading?
✓
✗
✗

2 Do you read at hom...
✓
✗
✗

3 How often do you re...
✓
✗
✗

Go to www.menti.com and use the code 76 48 5

How often do you read at home?

None of the options are correct!

Option	Count
Three times per week or more	1
One or two times per week	3
Never	1

Pro tip! While presenting, use the settings menu to the left to find more features

Type **Content** Customize

Do you want to use the presentation again?
If you want to use this slide for a new session or make major adjustments, you can reset it. The results will be stored as historical data but not included in the PDF download.

Download results Reset results

Your question ?
How often do you read at home?

Options ?

- I Three times per week or more
- I One or two times per week
- I Never

Appendix 3 – Testimonials

1. Students

I am reading a book called the talent code and I am enjoying very much. I read this book every night for 20-30 minutes before I go to bed.

Monday 3rd February 2020

- The reading starter went very quickly. I definitely enjoyed reading the climax of the book.

2. Teachers

Teacher reflections on action research

Teachers were asked:

'Was being part of this action research project useful to you in any way?'

Feedback included:

- *"I had the opportunity to try different things"*
- *"It was good meeting peers from the other colleges involved in the project"*
- *"It focusses the mind on specific parts of the curriculum that are perhaps otherwise overlooked... it makes them more explicit"*
- *"You notice you are measuring subtle progress"*
- *"I can use the activities as part of my Shared Experiment*"*

(*An annual USP College supportive CPD activity.)

Appendix 4 – CPD

OTLA CPD and meetings v2 - Excel

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	A	B	C	D	E
1	Event description	Event type	Date	Location	Attendees
2	OTLA Inception meeting	CPD	12.06.2019	USP College - Palmers campus	LB, SL, JT, SF
3	Investigating TLA	CPD	04.07.2019	St Pancras Meeting Rooms, St Chad's Street, King's Cross, London WC1H 8AG	LB, JT
4	Chat with Kayte (strand mentor)	Meeting	17.07.2019	Home via telephone	LB
5	Chat with Kayte (strand mentor)	Meeting	30.08.2019	Work via telephone	LB
6	Kick off meeting with Palmers English staff	Meeting	30.08.2019	USP College - Palmers campus	LB, SL, WS, CR
7	Interim Dissemination Event	CPD	05.09.2019	ETC Venues, 150 Corporation Street, Birmingham B4 6TB	LB
8	Zoom call with Kayte and stand leads	Meeting	18.09.2019	Online via Zoom	LB
9	Moodle training	CPD	24.09.2019	USP College - Palmers campus	LB, WS, SL, CR
10	Kick off meeting with Seevic English staff	Meeting	26.09.2019	USP College - Seevic campus	LB, JT, MM, MW, RC, EE
11	Various informal meetings and email exchanges	Meetings/Reflections	Oct 2019 - Jan 2020	USP College - both campuses	All English teaching staff
12	OTLA English Writing Workshop	CPD	19.12.2019	St Pancras Meeting Rooms, St Chad's Street, King's Cross, London WC1H 8AG	LB
13	Chat with Kayte (strand mentor)	Meeting	13.01.2020	Work via telephone	LB
14	Preparation for Final Dissemination Event	CPD	13.02.2020	The Parcel Yard, King's Cross Station	LB
15	Educake demonstration	CPD	13.02.2020	Educake online portal	LB
16	Round up meeting with Seevic staff	Meeting	14.02.2020	USP College - Seevic campus	LB, RC, MW, MM, JT
17	Educake training	CPD	14.02.2020	USP College - Seevic campus	LB, RC, MW, MM, JT
18	Final Dissemination Event	CPD	26.02.2020	ETC Venues, 150 Corporation Street, Birmingham B4 6TB	LB
19	Round up meeting with Palmers staff	Meeting	27.02.2020	USP College - Palmers campus	LB, WS, CR, MB
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Case Studies

1. Student quotes from interview recordings (GCSE and A Level students)

Student quotes from interview recordings – GCSE flipped reading and 15-minute reading starter

Teacher: “Please could you two describe what... activities you have been doing to be part of our [OTLA] project?”

Student A: “As I was doing the project I felt... that... what I was doing... had a very very strong lead... the initial analysis of my extract... when I did the homework... it established the analysis of language, the explanations were succinct and expressive, I had strong linguistic areas and points... in reference to the extract as a whole.”

Student B: “With these 15 minutes per week it has helped me in many ways, such as improving my knowledge of English with... new vocab and the syntax of my writing as well as... increasing my normal ability to read and I understand better words.”

Teacher: “Do you think there’s been any positive impact from being part of this project?”

Student A: “As I have completed my November resit for the English Language course... I have achieved a grade 5... an increase of... two grades from my initial grade 3.”

Student B: “Whereas I have not got any data at the moment I am hoping to keep it up and be able... to get a positive comparison to the results in June.

Student quotes from interview recordings #2 – A Level wider reading for pleasure project and book club

Teacher: “I’m interested in how you have been part of the action research project for developing resilience through self-led study, so can you explain some of the things that you have been working on, please?”

Student D: “We’ve been working on a wider reading project... we studied some poems.”

Student C: “By Carol [Ann] Duffy, she’s really good, we like her poems and it helps to develop our resilience because now we’re... opening our skills so that we’re learning more... we’re not giving up on work that we find challenging, we’re taking a different approach so that we can learn more.”

Student D: "I feel like that also helps with the... work that we have on the course... it's the same poet so it's... a wider understanding of her voice in general."

Teacher: "I know that you took that wider reading challenge a bit further. Could you explain to me what you two did?"

Student C: "We've come up with a book club, so we normally... meet on a Thursday and we read different books."

Student D: "In the library."

Student C: "At the moment we're going over *The Handmaid's Tale* but now 'cause... we're picking up different ideas we're going to read *The Testaments*."

Student D: "Which is the sequel... to *The Handmaid's Tale*."

Student C: "This helps with our literacy skills because then now we get to pick up different ideas and because we're... two different people we have different opinions."

Student D: "Our ideas really bounce off each other... develops it."

Teacher: "So you're... expanding your ideas through working together"

Student C: "Yeah."

Student D: "Yeah, it's really effective."

(**Note:** these quotes have been extracted from wider interview content.)

2. Continued paragraph (GCSE student B)

Student B (secondary) participated in the 15-minute reading starter (#1). He discussed how it had made him read more at home, and improved his English skills, such as learning new vocabulary. He has already finished his first book, and intends to continue reading regularly to see if it helps improve his exam results.

References

Meyer, W., Haywood, N., Sachdev, D. and Faraday, S. (2008) *What Is Independent Learning and What Are the Benefits for Students?* Research Report 051. London: Department for Children, Schools and Families. Retrieved 1 March 2020 (<http://www.curee.co.uk/publication/independent-learning-and-benefits-pupils>).