Standards and Quality Report 2016

Dept Name: English   **Date: 16/09/16**

Improvement Planning
Review (Headlines of developments since last year and comment on impact) BGE. Metacognition mind-maps (IW project) - trying to help students become more aware of strengths and development needs against curriculum criteria. Progression Framework Criteria mind-maps, which formally used the actual PF criteria, have been simplified towards pupil-friendly language at the core, following feedback from Prof. Mark Priestley. Interim report on this work published on the GTCS website. There was increased use of paper mind-maps with 2B, with electronic mind-mapping as an exception. These mind-maps were used in parallel with the Highland Council Progression Framework Literacy grids, to chart overall progress. The S1 likewise used Level 3 mind-maps + Progression Grids with annotation. However we were still struggling to find a way to measure rigorous progression simply and effectively using these Council grids. Yes they measure positions, but difficult to use through this year to measure progression effectively, to measure actual movement against criteria. Possibly we are too attached to criteria as such, as published. Overall we have perhaps discovered that the simpler criteria, pupil-friendly language, work best for most students in their metacognitive mind-mapping – and that, on the whole, the paper mind-maps can work better than e-maps for most students. Possibly we are making progress in moving towards enabling students to become more aware of their work / learning. Also we are trying to focus on working with a smaller number of criteria per unit. In terms of links to the Senior Phase, use of highlighting achievement of criteria in different colours on pupil scripts re-Unit Assessments seems can work for students, especially of course in formative tasks. More work to do in applying this style thoroughly, throughout the curriculum. Some evidence that pupils prefer highlighting of text to teacher notes/writing…
Next Year (Headlines of initiatives being taken forward and likely impact) Recording / monitoring tracking and progress BGE. Developing IW project to develop Progression Framework mind-maps to connect to excel spreadsheets this session, using the exact same criteria on the mind-maps ("big ideas" which have become finer scale criteria). The criteria are on a fine scale of 48 items, spread even across talking/listening, reading, writing. Students to verbalise their own strengths/weaknesses + examples using the 3 X mind-maps as developed so far, and teacher to annotate same copy. Work itself to be highlighted in different colours to represent different criteria, where achieved, on student work.

But also this session Excel spreadsheets to be developed to measure overall progress, replacing the Council grids and on the excel spreadsheets (48 criteria) – "1" = 1 piece of evidence (red), 2 = 2 pieces of evidence (yellow), "3" = 3 pieces of evidence (green), etc. Teacher judgement to apply criteria at levels 3 and 4, which are, as criteria, rather similar. Thus levels 3 and 4 measured by teacher judgement/analysis experientially of what are, otherwise, rather similar and general criteria. (See examples spreadsheets in Staff Shared General English). The test will be the creation of colour-varied spreadsheets so that achievement can be targeted laterally across the whole English curriculum and work targeted towards particular students. Possibly we have the making of a system which will measure rigorous progression, allow us to target learning formatively and allow students to verbalize their own learning against the curriculum…

BGE

3.2 Raising Attainment and Achievement (From How Good is Our School 4) "Almost all pupils are attaining appropriate levels and a few have exceeded these" Comment: (How do we know? How are we reporting this? –this may include developments this year) Last session – Council grids, which can measure progress across Levels 3 and 4 more generally but which are difficult to use in a practical sense to push students on against the big ideas / finer scale criteria. Hence keep the verbalized mind-maps for student-verbalized learning but develop the same criteria also to excel spreadsheets, as above... Last two years Incas (P7) to Soscas (end S2) progression in English scores are averaging +5 points progression above national average in English from Incas to Soscas. 2016 = +4; 2015 = +6. We need to target the 4 or 5 students whose scores show relative decline.
"Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment" Comment: As above: our new excel spreadsheets should / do / will show up gaps in attainment much more clearly than the Council grids. Therefore we will know now what gaps to plug…teacher's role to interpret and use this data to close the gaps identified…

Senior Phase

NQ Data ## S4 ## 2016 Just over 58% of the cohort gained National 5 at A-C. This represents steady progress on the 2014 figure and is well above the school 43% figure for pupils with 5 X N5's at A-C. It is

below the English Department's 2015 figure of 73% N5 exam pass A-C. The Department has identified 3-4 pupils who might have been pushed further to N5 this year, which might have resulted in a maximum figure of 65%. For 2017 everyone is studying a N5 Scottish set text in order to increase N5 presentations beyond 70%.

In 2016 48.2% of Ullapool's N5 English candidates passed at grade A (14/29), well above the national average. Further, 79.3% of our N5 candidates gained grades A or B (23/29), again well above national average. 86% of candidates passed at A-C (25/29); 93% of candidates passed at A-D (27/29).

93% of S4 cohort gained at least N4. Of the 3 students who didn't gain N4, one has now gained N4 provisionally, one is studying to re-sit at N5 and one did not attend mainstream classes.

Total figures for N5 S4-6 were: 15 at A; 13 at B; 7 at C; 4 at D; 4 X 0 (43 candidates). Thus: 35% of overall N5 candidates gained grade A; 65% of overall N5 candidates gained A-B, 81.5% candidates passed at A-C and 91% of candidates passed at A-D.

Hence over 80% of original S5 cohort had gained N5 by the end of S5

2015

- 73% of the S4 year group passed the National 5 exam at A-C.
- 47.5% of cohort gained grade A (compared with 26% for both Highland and Scotland)
- The relative value was 0.37, meaning that students scored slightly better than in other subjects.

2014

48.94 % of S4 gained National 5 A-C in 2014. This was an increase on 35% scoring Level 5 in 2013 (Standard Grade Credit), however lower than 65% in 2012, 60% in 2011, 55% in 2010 and 61% in 2009.

Every candidate who sat National 5 English in 2014 passed at A-C (23 candidates) and 10 scored Grade A. The Relative Value score was +0.23 meaning that students gained higher scores in English relative to other subjects.

Trends

The English Department chose to present fewer candidates at National 5 in 2014 during the first year of its presentation. We sought therefore to increase the number of N5 passes towards the 60+% of cohort mark (and beyond) in S4 which were averaged 2009-2012.

The average figure S4 N5 attainment over the past two years 2015-16 has progressed to 65%, with average grade A scores for the *cohort* at over 30%. Our target for this year is to surpass this.

However we note that "latest and best" is our goal and students can validly progress to National 5 over two years, sitting in S5.

S5 / 6
Higher
2015-16 Analysis

2016 saw us try to get to grips with the new Higher, following an average performance

during the first year of presentation where in 2015 our Higher figures were broadly similar to Highland and National statistics.

Thus for 2016 we formed two Higher classes, one with 20 students and one with 14 students + 3 Advanced Higher candidates.

For the first time students scored A's in both classes. We presented a record 34 candidates. 2016: 58% of the S5 cohort gained Higher English A-C; 32.5% of this cohort gained Higher Grade A.

Further, in 2016 55% of the original S6 cohort progressed to gain or have gained Higher English A-C.

In 2016 82.5% of Higher English candidates passed at A-C (28/34). 41% of Higher candidates gained grade A (14/34), well above national average. 56% of candidates gained A-B (19/34). However we still felt that close reading scores were lower they should be, and will work towards fulfilling a development need here. We will continue with the two-class Higher model.

2013-17 Analysis

The percentage of original S6 cohort leaving Ullapool High School who had achieved Higher English was as follows:

2013: 57% of original S6 cohort had gained Higher English A-C

2014: 66% of original S6 cohort had gained Higher English A-C

2015: 38% of original S6 cohort gained Higher English A-C (from 35% attaining Level 5 in S4)

2016 = 55% of the original S6 cohort had gained Higher English A-C

2017 = 58% of original cohort already gained Higher English A-C thus far.

Advanced Higher

Three candidates in 2016: one at grade A (up from Higher B); one at grade B; one at grade C. There were no A's in 2015 and 2014. In 2013 year we had 5 candidates (over 11% of the year group) all of whom passed, 2 at Grade A, 1 at Grade B and 2 at Grade C. One candidate scored 100% in the Advanced Higher English exam. We seek to replicate and if possible enhance the pattern of 2013.

Predictive Data

S4 Analysis (2016 – using SOSCA)

72% on or above predictor. This could have increased to 80%+ if we had presented the 4 more candidates identified.

S5/6 Analysis (2016 - using Sosca)

85% of candidates on or above predictor

IW

3.2 Raising Attainment and Achievement (From How Good is Our School 4)
"Almost all pupils are attaining appropriate levels and a few have exceeded these"

Comment: (How do we know? How are we using tracking and monitoring within departments to keep pupils on track?)

See above: BGE + Senior Phase

Wider Achievement
Comment Contribution from dept on Wider Achievement agenda Drama has been removed from S1 curriculum, but we are embedding it in the English course. Organize another school play (e.g. *The Crucible,* etc.). Friday afternoons ideal for rehearsals but 5.20 bus Friday, four hours after school closes, certainly too late for certain pupils…? Seek extra travel resources…

Developing Young Workforce
Invite more professional writers into classes: e.g. develop links with Book Festival….

Closing the Gap
Comment: (any initiatives running or planned to help with our more disadvantaged pupils Eg study club, in-class support etc) Rigorous measurement of progress (see above) in order to make interventions…