

## Standards and Quality Report: 2017

Dept Name: English

Date: 1/09/17

### Improvement Planning

#### Review: BGE: 2015-16

BGE. Metacognitive mind-maps (IW project). The Department is trying to help students become more aware of strengths and development needs against curriculum criteria. The mind-maps were formally centred around the actual Progression Framework criteria, and used electronically by students with inserted student text examples. Visits by Literacy Officer and presentation to Highland English teacher conference 2015. They have since been simplified towards pupil-friendly language at the core, following feedback from Prof. Mark Priestley (2015). Interim report on this work published on the GTCS website (2015). Thereafter increased use of paper mind-maps was pursued, with electronic mind-mapping as an exception, focussing on shorter bursts of criteria. These mind-maps were initially 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.

Overall we 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. Nonetheless we need to be more pro-active in using electronic metacognitive mind-maps for selected pupils. Furthermore we continue to try 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 in formative tasks. More work to do in applying this style thoroughly, throughout the curriculum, notably BGE. Some evidence that pupils prefer highlighting of text to teacher notes/writing...

#### Last session: 2016-17

This session we connected the same simplified criteria used in the mind-maps to develop them additionally onto excel spreadsheets, using the same criteria as on the mind-maps ("big ideas", following Dylan William's *Assessment for Scotland's Schools*), to provide additional summative assessment in the form of a fine-scale progression grid. The criteria are, as above on the mind-maps, on a fine scale of 48 items, spread evenly across the three spreadsheets: (a) talking/listening (b) reading and (c) writing. The criteria are now also derived from the Benchmarking tool in addition to the Progression Framework statements.

This session the Excel spreadsheets have been developed to measure overall progress for one class, replacing the Council grids using the excel spreadsheets (48 criteria): see example spreadsheets on the school network (*Staff Shared General English*) and also on the school website. The criteria are applied through teacher judgement: thus levels 3 and 4 are measured by teacher judgement/analysis experientially of criteria. Presentations to whole school (Sept. 2016) and whole ASG (May 2016)

Furthermore this session student scripts themselves have been highlighted in different colours, largely replacing marking by annotation, using the same criteria, to represent different achieved criteria on student work, in order that they can be used for future scripts.

The test was the creation of colour-varied excel spreadsheets so that achievement can be targeted laterally across the whole English curriculum and linearly towards particular students. The intention was to trial with one class a system which will measure rigorous progression, allow us to target learning formatively and allow students to verbalize their own learning against the curriculum...

This development was despite staffing challenges, with dept. reduced to one full-time staff + probationer + part-time supply staff (reduced from 2.6 staff)

### **Next Year**

IW now working as seconded PT. New teacher to join staff. Our challenge now is to apply the above work across both sections through BGE S1-3.

This to include the extended highlighting of criteria, using 3-5 colours, to replace largely marking by annotation; also use of electronic mind-mapping for selected pupils; continued use of coloured pens for verbalized mind-maps; dated action plans on the mind-maps. Teacher also to annotate metacognitive mind-maps.

### **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”

By implementing the work above (see work above) across both sections, we will measure progress objectively on a fine scale.

2015-17 Incas (P7) to Soscas (end S2) progression in English scores averaging +4 points progression above national average in English 2015-17.

Target the 4 or 5 students whose scores show relative decline.

2017. +2.3 points progression in reading above national average P7-S2. Excluding one student who arguably did not engage, the score = +3.5.

Target this student via Learning Support and at least 3-6 others. One student has already been assessed via traditional close reading as making progress.

“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

##### 2017

- 79% of S4 cohort gained National 5 A-C. i.e. 34 A-C passes out of year-group of 43 students. 44% of the cohort gained grade A (19/43). 72% of the cohort gained A-B (31/43). This represents the progress we had been seeking to build from 2016, by entering more candidates, by ensuring that everyone studies a N5 Scottish set text, in order to increase presentation beyond 70%
- In 2017 100% of Ullapool's S4 N5 English candidates passed at A-C; 91% of Ullapool's S4 N5 English candidates passed at A-B; and 56% of Ullapool's S4 English candidates passed at grade A. All are well above Highland and national averages.
- N4 passes were down by 5 candidates. We must work to ensure that all candidates gain N4 by the end of S4.
- Total figures for N5 S4-6 were: 22 at A; 13 at B; 4 at C; 1 at D; 2 X no award (out of a total of 42 candidates overall). Thus: 52% of overall N5 candidates gained A; 83% of overall candidates gained A-B; 93% of overall candidates N5 gained A-C.
- Hence 70% of original S5 cohort had gained N5 by the end of S5.

##### 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 identified 3-4 pupils who might have been pushed further to N5 in 2016, which might have resulted in a maximum figure of 65%. For 2017 everyone studied a N5 Scottish set text in order to increase N5 presentations beyond 70%.
- In 2016 48.2% of Ullapool's N5 S4 English candidates passed at grade A (14/29), well above the national average. Further, 79.3% of our S4 N5 candidates gained grades A or B (23/29), again well above national average. 86% of S4 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 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 2015-16 progressed to 65%, with average grade A scores for the *cohort* at 30%.

By 2017 we had achieved 79% of cohort attaining N5 pass A-C.

This was despite staffing challenges, with the dept. reduced 2016-17 to one full time staff, one probationer and some part-time supply coverage.

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

#### 2017 Analysis

- 62.5% of the S5 cohort gained Higher English at A-C (25 students out of a year-group of 40). 45% of the cohort gained Higher A-B. Both figures represent strong progress on 2016, which itself represented very good progression. Both figures are well above Highland and national averages.
- However we wanted between two and four more grade A's. Close reading (UAE) paper plainly needs more work, to enable students to represent their ability more fully in this paper.
- Thus we submitted 26 X S5 candidates: 6 gained Grade A; 12 gained Grade B; 7 gained Grade C; 1 X D; all passed. Thus in 2017 96% of S5 Higher English candidates passed at A-C; 69% of S5 Higher English candidates passed at A-B; 23% X S5 Higher candidates gained Grade A.
- Overall S5-6 figures. In 2017 94% of total S5-6 Higher English candidates passed at A-C (29/31); 65% of Higher candidates passed at A-B (20/31). Both are well above Highland and national averages.
- Thus in 2017: 57.5% of the original (S6) cohort progressed to gain or have gained Higher English A-C by the end of S6.

This was despite staffing challenges, with the dept. reduced 2016-17 to one full-time staff + one probationer + some part-time supply staff.

## 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: 49% of the S5 cohort gained Higher English A-C; 30% of this cohort gained Higher Grade A.
- 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.
- Thus in 2016 55% of the original S6 cohort progressed to gain or have gained Higher English A-C.

## 2013-18 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 = 57.5% of the original S6 cohort had gained Higher English A-C

2018 = 62.5% of the original S6 cohort has gained Higher English thus far...

## Advanced Higher

2017: Three candidates in 2017: 2 X B; 1 X C. 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 and 2017 – using SOSCA)

72% both 2016 and 2017 on or above predictor.

### S5/6 Analysis (2016 - using Sosca)

85% of candidates on or above predictor

IW

“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 (*The Importance of Being Earnest*, to dovetail with AH text). 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 further links with Book Festival, such as the Don Paterson event 2017....; more theatre trips, such as the Edinburgh trip to *The Curious Incident of the Dog in the Night-Time* 2017; place real-life job sections into lessons, especially journalism.

### **Closing the Gap**

Comment: (any initiatives running or planned to help with our more disadvantaged pupils Eg study club, in-class support etc)

Good use of in-class support 2016-17. Rigorous measurement of progress (see above) in order to make interventions...