

GCSE RE-SITS: DEVELOP YOUR PRACTICE (LEVEL 5 MODULE) ENGLISH

Session 8 – Planning and preparing learners for summative assessments

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https://padlet.com/c_collins2/L5EngblendedDay4

Summative Assessment

EIF 2019 – inspection judgements

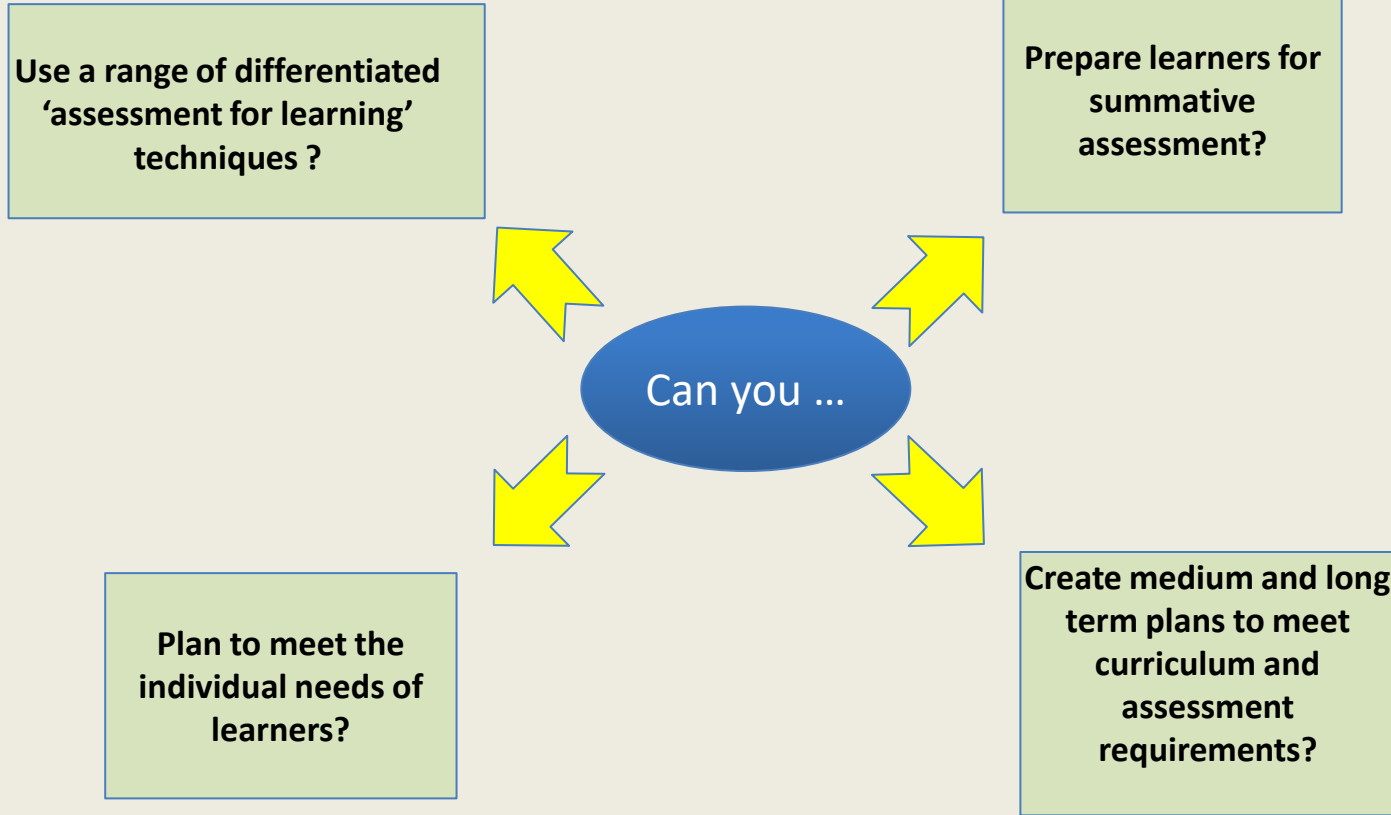


How has the new EIF changed the way you have structured your SoW?

01

Session objectives

Learning outcomes



02

Preparing learners for summative assessment

Assessment Criteria

With reference to a GCSE English mark scheme you are familiar with and bearing in mind the qualification is aimed at teenagers, discuss:

What sort of written work might the students produce at the high, mid and low levels/bands?

Grading work (s8 R1)

Using the examples of learners' work in the handout place them in the correct band for AO5. Use the sample awarding body mark scheme on the Padlet (from AQA) or use your own AO's mark scheme if you have it to hand.

Be ready to fully justify your decision i.e.:

It's not just level * because it is 'assured', but perhaps level * because there are examples of: 'assured crafting of language use' - then offer an example.

‘Assessment for learning’

The last activity works very well with students. This can then be followed by setting the students the same style exam question and asking them to peer or self mark before submission, perhaps using a simplified mark scheme.

These can be found online at sites like:
www.teachit.co.uk

03

**Feeding back and meeting the
individual needs of learners**

Accommodating individual learning needs

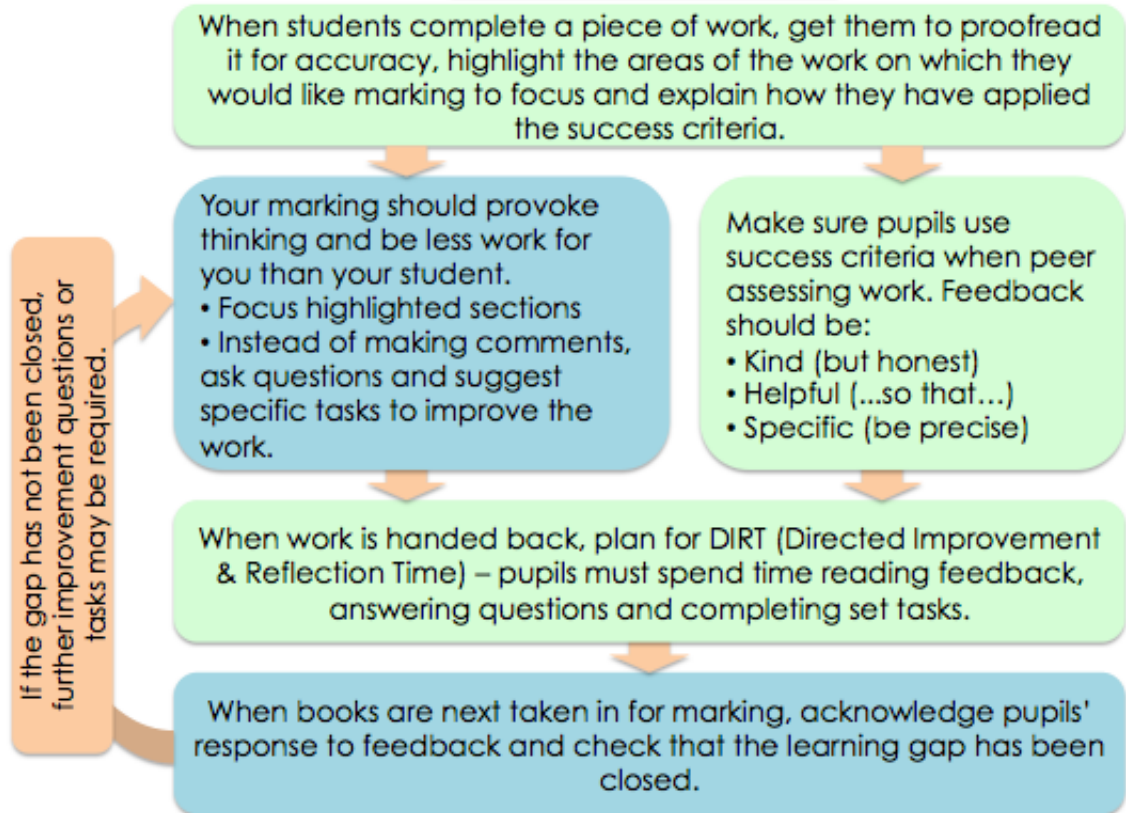
Take a look at the weakest answer (on S8 R1). Use Geoff Petty's 'medal and mission' approach to write:

- one positive, specific comment to motivate the student
- one aim to move him/her towards a higher band.

One aim should focus on underpinning SPaG skills and one on communication skills.

Write your ideas in chat.

Feedback Flowchart



Evaluating Didau's marking flowchart



What is good about Didau's marking flowchart?

How might you need to adapt it for a post-16 context when delivering a GCSE in just one year?

BREAK

10 minutes

04

Preparing learners for summative assessment

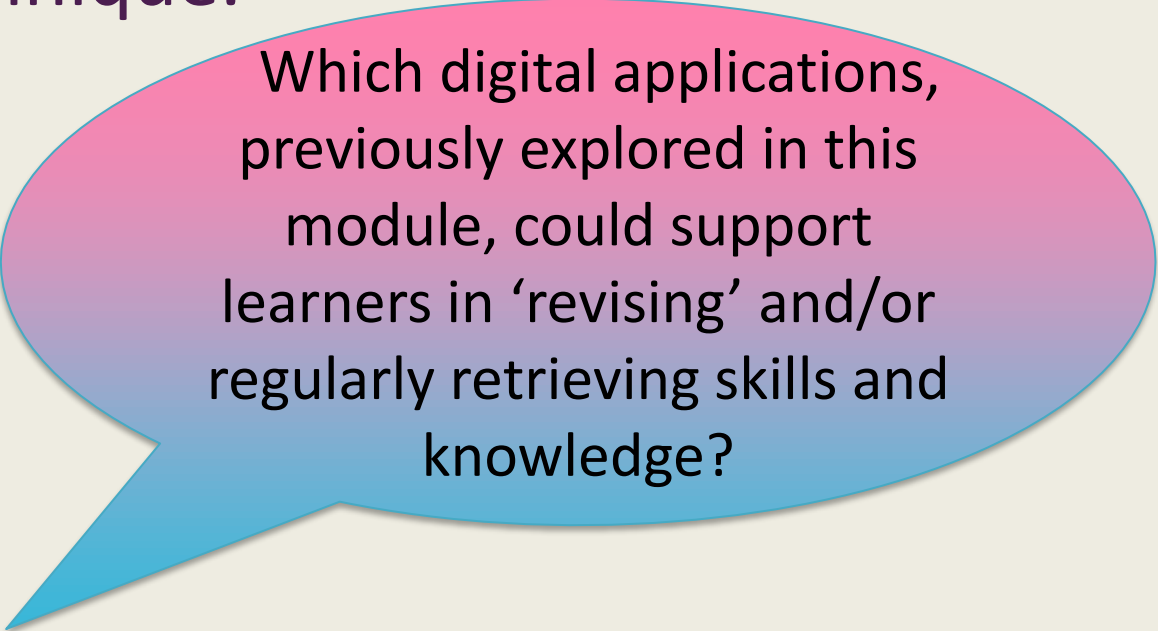
Active revision and retrieval practice techniques: using past papers and examiner reports

Buy back some actual exam responses from last year's cohort (with the student's permission). Then use these as model examples for your present students when they practise questions.

You don't need a spare day to read an examiner's report! They're often very concise and very useful.

Active revision and retrieval practice techniques

Students have a point when they say: “You can’t revise English” – you certainly can’t use a cramming technique.

A large speech bubble with a pink-to-blue gradient fill and a blue outline. It has a tail pointing towards the bottom left.

Which digital applications, previously explored in this module, could support learners in ‘revising’ and/or regularly retrieving skills and knowledge?

Some other ideas

1. Switching on the 'English brain.'
2. Students can answer sample questions at home and then use the Didau system: highlight what they did well and ask the teacher for support in a certain area: 'I think I've done... well, but I need some help on...'
3. Using the bought back answers mentioned earlier.
4. Using Facebook – next slide

Using Facebook

Essex Adult Community Le...

https://makingthegraded2c.wordpress.com/case-studies/essex-adult-comm

Search

Search

Listen to music

19° Oakland, CA

Making the grade D to C

this site explores solutions in 16-19 Study Programmes for GCSE Maths and English

acer
PUTTING LEARNING FIRST

Maths GCSE learners
resources practice provider
English project
Department for Education

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Essex Adult Community Learning (ACL)

About Essex ACL

Essex ACL pride themselves on the standard of their teaching, learning and assessment and were graded 'Outstanding' by Ofsted following an inspection in June 2009. They offer a variety of courses, one of which is the

Essex County Council

Blogroll

- ACER website
- Department for Education
- Learning Futures
- Learning Futures blogsite
- Skills Workshop
- Step Change in Study Programmes blogsite

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19:22
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[Click here
for link](#)

Exam technique

Exam Tips

Cognitive overload

Geoff Barton – what makes you a D grade
handout

Using mindfulness to reduce stress and
enhance calm

[Click here for link](#)

05

**Creating medium and
long term plans**

Progress tests

What we are calling 'progress test' are part of a suite of assessment for learning tasks it is necessary to undertake with learners (remember session 5).

It is important to monitor and record the progress of learners at regular points throughout the year, to:

- assess progress against the grade bands
- ensure learners are working towards their improved grade
- adjust the scheme of work or lesson plans to address learner needs

Developing a scheme of work

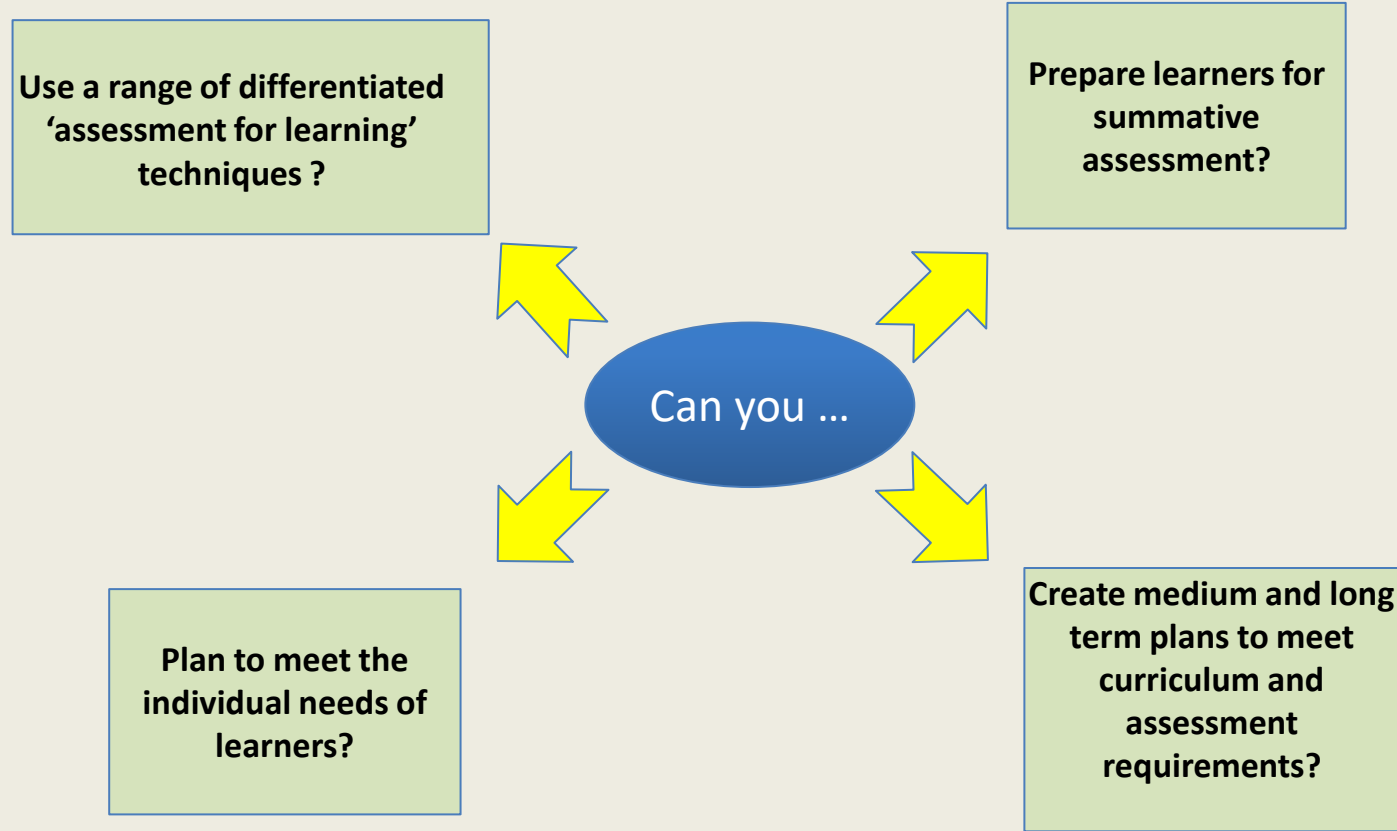
In groups, map out a 6 week SOW which:

- thinks about -
 - the key underpinning skills for GCSE
 - the assessment outcomes
 - key areas for improvement (from examiner reports)
- has resources to address:
 - each century
 - fiction, non-fiction, reading and writing
 - SPaG development
- Has a progress test question or series of questions representative of examination question(s) for the GCSE specification

06

**Review of the session
and post-session tasks**

Learning outcomes



PDP: 2.3, 2.4, 3.1, 3.2, and any others you feel are relevant

Post-session tasks

- In session 10, you'll be asked to create a lesson based on a stimulus text.
Therefore, before the session revisit:
 - Activities/approaches which will engage post-16 learners
 - Digital approaches
 - Some of the ideas/ theories we've explored
 - Summative and formative assessment tasks
- Decide on your working groups and your focus text. (You will then have most of session 9 to plan and get your presentation ready.)
- Read/watch S9 R1-R6.

Collaborative lesson planning

Each group will be designing a lesson focusing on one of the following texts:

1. 19th C Literary text (First Love)
2. 19th C Non-fiction text (To My Old Master)
3. 19th C Literary text (Bram Stoker's Dracula)
4. 20th C Literary text (Metamorphosis)
5. 21st C Literary text (Not My Business)
6. 21st C Fiction (Dr Who: Queen Victoria & the Werewolf)

19th C Literary text

First Love by [John Clare](#)



19th C Non-fiction text

To My Old Master



19th C Literary text

Extract from Bram Stoker's Dracula



Franz Kafka's

Metamorphosis



Not My Business By Niyi Osundare



Creative Writing

Metamorphosis



Design your session collaboratively. Prepare to present for 15 mins (+ 5 mins Qs) to your peers in session 10.

The plan:

1. An engaging lesson opener
 2. Some activities to develop student skills
 3. A short writing task/assessment
 4. Some form of self or peer assessment
 5. Set an engaging homework task
- Aim to use technology
 - Design a speaking and listening task based on the stimulus resource for the next lesson

Name

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**THANK YOU
ANY QUESTIONS?**