

# 'LITTLE BY LITTLE, ONE TRAVELS FAR.' (J.R.TOLKIEN)

## SLE PROFILE:

**Nicola Hickton** - SLE for English - Chiltern Learning Trust.  
Nicola has been teaching for over 10 years. and has had many roles before she came to the Trust. She is also Director of Standards for English, across the Trust schools.

## QUOTES:

'Nicola is simply phenomenal!'

## METHOD: HOW?

Staged support; 2 days a week for two terms. After initial consultation there were weekly meetings with the KS4 lead, fortnightly meetings with the KS3 lead, fortnightly meetings with the Intervention lead, team teaching of the two most able groups in Year 11, strategic intervention schedule for all staff. (Nicola ran 3 sessions per week for some students), weekly moderation and standardisation sessions, continual shared resources and strategies to aid consistency and reduce teacher workload, Easter Mocks, reviews and then additional tutor intervention three times a week. Attainment and Progress of students within English, Year 11, for English Language and Literature

## FOCUS FOR SUPPORT:

Nicola led intervention with pupils furthest from target and held meetings with the exams. Intervention Lead so there was targeted support for the exam and all pupil groups. Nicola put a cover system in place to ensure the cover situation was alleviated, but most importantly, for pupils to have specific, relevant and subject driven tasks with clear differentiation, modelling and support. Nicola worked closely with staff to plan and ensure high quality learning. Further intervention sessions were put in place, team-planned to ensure consistency and collaboration. Revision resources were created by Nicola and the team.

## BACKGROUND OF SCHOOL:

Mixed comprehensive school in Luton. Almost all students are from a minority ethnic heritage and 1 in 10 speak EAL. There is also a higher than average number of pupil premium students. Rated as 'requires improvement' by Ofsted in May, 2015.

## PURPOSE

The challenge now is to continue this upwards journey and success this year, and this is why support has been maintained, although reduced, and a new HOD has been appointed to guide the team on their journey, with now just one long-term cover teacher in place. Furthermore, the guidance and support given at CHSG because now reduced, has been shared across the other Trust schools where strategies have also been initiated. Again, due to the different natures of the schools, these have been closed targeted and tweaked to each educational environment, working closely with English Heads of Departments and teams within their areas of need to provide specific support and guidance.

## AIMS

## RATIONALE

# WHAT + WHY

Results before implementation were as follows, based on the December Mock Examinations- English Language - Grades 7-9 = 2.5% English Literature - Grades 7-9 = 2.0% English Language - Grades 5-9 = 35.5% English Literature - Grades 5-9 = 27.1% Impact on GCSE grades for Summer Examinations saw the attainment increase significantly, across each grade set, whilst also gaining a positive progress 8 score. The combined percentage of 82% for Lang./Lit. grades 4-9, being markedly above national average for Language (53.3%) and Literature (55.4%). The progress 8 score for the two classes Nicola taught were predicted at -0.39 in December, but achieved significantly higher.

## NEXT STEPS:

It was clear there were a series of factors, by no fault of the department, that were inhibiting their results, teaching and day to day departmental running, but through continual positive support and an open door policy, irrespective of the issue, trust was gained. Doors were opened and a team ethos began to thrive again. Similarly, as there was a luxury of time 2 full SLE days from January to July) the support was staged and implemented in a stepped approach, taking the immediate concerns initially, reflecting upon strategies and adjusting. This cycle was then repeated to tackle additional areas of need. Staff felt more supported but were able to teach directed and targeted lessons, intervention and departmental CPD together, culminating in the outstanding attainment and progress scores for the exams.

## IMPACT / RESULTS:

## EVALUATION: