



PROMOTING SUCCESS FOR GCSE ENGLISH RESIT LEARNERS

WELCOME!

20th June 2024



Introductions and Background

- Who are we? - introductions and roles.
- Recently completed an EEF-funded 'Practice Review' about GCSE Resits.
- Led to further work and interest in this area.
- Connecting with other research and interests e.g. evidence-informed practice; education and social policy; collaboration and research *with* practitioners.

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Aims of the session

- What are the Spotlights for?
- The wider GCSE Resit Hub work:
<https://gcseresits.education/>
- Connecting research and practice on GCSE resits
- Partnerships and collaboration between Post-16 sector and HE
- Being part of a conversation – learning from other settings/people, contributing your perspectives and experiences.
- A springboard to further work and dialogue in this area



Running order

- Introductions and welcome (4.00-4.10pm)
- What do we know about English resits from the research? (4.10 -4.20pm)
- Guest speakers:
 - **Bianca** – Developing strategies for reluctant readers in English (4.20-4.30pm)
 - **Kirsty** - Extending the definition of success for learners in English (4.35-4.45pm)
 - **Sarah and Kate** – Promoting success for resit learners - making vocabulary a classroom habit (4.50 - 5.00pm)
 - Q&A, what's next, feedback (5-5.15pm)



What does the research tell us?



The EEF Practice Review (2023)



Post-16 GCSE Resit Practice Review

Bart Crisp, Joe Hallgarten, Vanessa Joshua, Rebecca Morris, Thomas Perry,
Lindsey Wardle

July 2023

Overview of study

- A 'practice' review – focused on understanding what is known about post-16 resit practices in colleges/schools.
- **Desk-based review** of existing literature, to build an understanding of interventions, map common practices and policies (n=59 studies included).
- **Leader and practitioner interviews**, to understand drivers of successful practices and approaches, and explore barriers to further progress.
- **Site visits with student focus groups**, to gain a more granular understanding of how successful practices impact on student achievement and engagement.



What did we find?

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- N=59 pieces of research literature included in the review.
- Subject focus of the literature:

	Freq.	Percent
English	5	8.5
Maths	40	67.8
Both	10	17.0
General/unclear	4	6.8
Total	59	100.0*

- Low numbers of English-specific pieces
- Maths numbers are increased due to inclusion of 30 action research projects facilitated by Centre for Excellence in Maths (CfEM)
- Nearly $\frac{1}{4}$ pieces looking at 'both' subjects or 'general' post-16/resit practice work.

Analysis themes

- Five main analysis themes by subject focus

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Subject Focus	Curriculum and pedagogy	Resources and technology	Leadership and organisation	Learner needs, backgrounds and experiences	Teacher needs, supply and development
English	4	2	0	1	2
Maths	29	16	4	21	7
Both	5	4	2	7	2
General/unclear	3	1	1	1	1
Total	41	23	7	30	12

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Reflections from teachers and young people

"I think that the main thing we're facing is actually, it's not a year's worth of resit, is it? It's nine months. So, we're expected to re-deliver a curriculum, or some people are expected to re-deliver a curriculum, within the nine months, and get through it all. I think it's an easy trap to fall down, if we don't look at it as an upskilling." Teacher

"English is much less well-resourced than maths – apart from the Level 5 available through the ETF [Education and Training Foundation], which isn't suitable for qualified English teachers. There isn't a lot available." Senior leader

"In secondary, you're more forced to be a certain person. They create a person out of you. Whereas in college, you're just valued more. You're valued as an actual person, not just someone that the school system can use." Young person

But what *can* we do?

- Draw upon and build on effective principles and practice from successful post-16 contexts.
- Look to promising/existing knowledge and evidence from other sectors (e.g. KS4, Higher Education).
- A focus on aims – what do you want to achieve here? Who will benefit?
- Connect with other leaders and practitioners – share best practice, collaborate, challenge.
- Rigorously evaluate practice – openness to improvement and development



FE WEEK

Election News

BE A PART OF
**THE
FE LITERACY
MOVEMENT**



Literacy

FE needed a movement to improve literacy. Now it's got one

A new collective has set itself the aim of harnessing literacy for social mobility across the curriculum, explains Kirsty Haughton

Home > Dear Jeremy: FE's wishlist for 2024 budget

Kirsty Haughton
Head of English and literacy, Nottingham College

19 Sep 2023, 5:00



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Home / Corporate services / Projects / Creative Arts in FE 2024 – developing student voice through creativity / Creative Writing in FE Anthology 2023

Creative Writing in FE Anthology 2023

We are happy to share the online Creative Writing Anthology for 2023!



Primary Secondary & FE Higher Publications Projects Resources Campaigning Events EA Hubs Prizes & Awards

Gathering Voices #FE – GCSE re-sits (18 June 2024, 16:30 – 17:30)

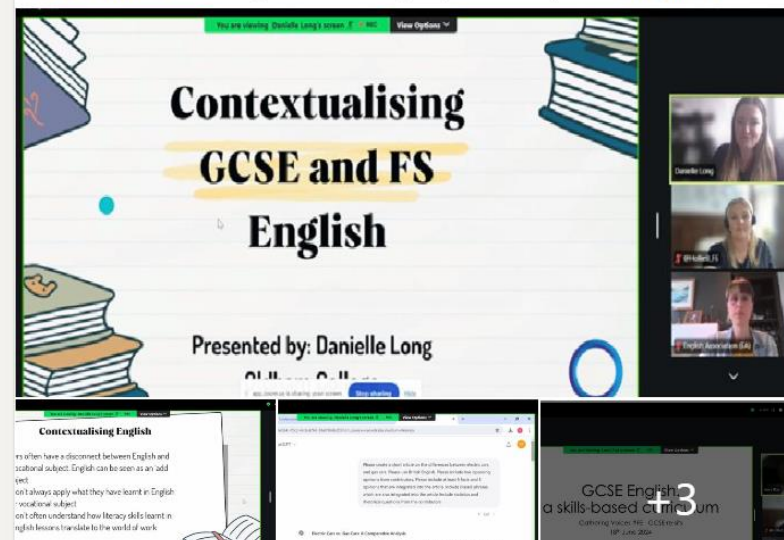
Home / Events home page / Gathering Voices #FE - GCSE



Hollie Barnes-Lomax (She/Her) • 1st
Teaching Learning & Quality Lead
18h • Edited •

Wow! - What a fantastic 'Gathering Voices #FE - GCSE re-sits; a HUGE thank you to our speakers **Matthew Ruddle Jenni Roe (QTLS, MCCT)** & **Danielle Long** for their refreshing, current and authentic insights on what is working in their classroom and sharing from great practice around Thinking Spaces in English, contextualisation, colour-coding skills and marking and even ChatGPT to help with answers.

A big thank you to **Dr Rebecca Fisher, AFHEA FRSA** and **THE ENGLISH ASSOCIATION** for hosting the event and giving voice and space to **#EnglishFE**





Reading

Challenging Reluctant Readers

Bianca Fanciullacci
Uxbridge College HRUC

Why won't they read?

- Having read literature around reading, there seems to be a focus on what learners can't do, what they find difficult and what they don't like.
- Deciding to use teacher agency to work with learners using an approach similar to "Funds of Knowledge" which moves away from the teacher knowing the learners "only from their performance within rather limited classroom contexts" and moves towards "much of the teaching and learning [being] motivated by the children's interests and questions". (Gonzalez, Moll, & Amanti)-

How can we engage reluctant readers in the classroom?

- **By making reading a means of "making sense both of ourselves and of the world" (Yandell)**
- **By seeing students as a "cognitive resource" (Gonzalez, Moll and Amanti)**
- **By positioning students as "active makers of meaning" (Yandell)**
- **By inviting "other responses than the merely formalist" (Yandell)**
- **By bringing students' "interests in the world beyond the classroom into a productive relationship with reading" (Yandell)**

Connecting texts with learners' lives: some examples

What does your name mean to you?

Before we read:

We are going to read a text about a young girl who talks about her name.

Her name is Esperanza.

1. What country do you think her name is from?
2. Do you know what her name means?



Let's read the text:

What are your impressions of the Esperanza?

QUESTIONS ABOUT THE TEXT: WRITE
YOUR ANSWERS IN
YOUR NOTEBOOK. REFER TO THE TEXT:

1. Does her name seem positive or negative in the first paragraph?
2. Who was she named after?
3. What was her grandmother like?
4. a. before she got married b. after she got married
5. How does Esperanza feel at school?
6. What is the problem with Esperanza's name?
7. What does Esperanza hope to do with her name?
8. Does she think changing her name will change her life?
9. Do you think your life will be like someone else's because you have the same name? Why? Why not?



Reading as a springboard to writing:

Writing task: Extension writing

Answer these questions in a paragraph: aim for 100- 150 words minimum

1. What is your name?
2. Do you know why you were called that name?
3. Does your name have a special meaning in a different language?
4. Were you called after anyone in your family? Why? Who?
5. Would you like to change your name? If yes, what to and why? If no, why not?
6. Are there any names you really like or dislike? What are they and why?
7. Is there anything you would like to tell your teacher about your name?

Developing pre-reading tasks to create "hooks" into the text

Pre Reading:

Read these key sentences from the text “Hello Mum!”:

Can you predict what the text is about?

“He had a gold tooth with a diamond inside it”

“I felt dirty just sitting in that kitchen.”

“Everything will be cool if you just follow the rules.”

“Even if I was in prison, I control these roads.”



3 minutes to discuss and make notes

Ask retrieval questions in order of the text- at least one per paragraph.

Reading for detail: questions

1. **What** do Dexter's clothing and teeth show us about his character?
2. **What** has Dexter managed to do in his life?
3. **What** does Dexter tell JJ if the police catch him?
4. **Who** does Dexter mention from JJ's family?
5. **Why** does Dexter mention them?
6. **What** does Dexter have in the rucksack?
7. **What** does this tell us about Dexter?
8. **What** does JJ realise about the situation he is in?

What other question words do we usually ask ourselves when reading a text?

Extension: What do you think happens next?

Plenary:

Bringing it all together:

What are the key events in the text?

What situation is JJ in?

How do you feel about the way some people get involved in gangs?

What would you do in JJ's situation?



In conclusion:

- **Students are assets in our classroom and bring different perspectives, viewpoints and experiences.**
- **Start with tasks that activate language and emotional connections with a task. Dip their toes in the water first.**
- **Make the first reading tasks very straightforward and achievable.**
- **Build reading in every lesson so learners develop active reading skills and feel confident and comfortable to approach an unseen text.**
- **Allow for non-exam-based lessons: allow for learners to experience English differently.**

Extending the Definition of Success for learners in English

Kirsty Haughton

Head of English and
Literacy at Nottingham
College





A bit about me



- Head of English and Literacy at Nottingham College
- Passionate English teacher
- Co-Founder of The FE Literacy Movement
- Co-Convenor for The Learning and Skills Research Network
- Secondary and Further Education Committee Member at The English Association
- I have worked in every single phase of Education at some point



What does 'SUCCESS' mean?


- If we think about success in relation to GCSE English resits – we might first think 'grade 4 or above'

Do these figures really reflect the successes we see in our classrooms?

For those who don't get the grade 4+ - is this a wasted year?



2019	2022	2023	2024
30.3%	28.4%	25.9%	?



Extending the definition of success – why?

- We have to: 35.8% didn't get that grade 4+ in year 11!
- We know many will not 'pass'

BUT

- All students can/should be making progress
- All students can be successful in the spoken endorsement (and there is genuine value in this!)
- There are ways we can help our students feel a sense of success beyond the exam – that doesn't take away from the exam



S&L – Communicative Competence as a Success Factor

- There is ample evidence that talk increases attainment (EEF, 2017, Howe et al., 2019, Sedova et al., 2019)
- Oracy impacts significantly on educational attainment from Early Years through to post-compulsory education. 'good oracy skills are critical to break the link between language difficulties and social disadvantage.' (English Speaking Union, 2023)
- Speech, language and communication needs are more prominent in those from economically disadvantaged backgrounds (Sutton Trust, 2012)

The Spoken Endorsement element of GCSE English Language provides an opportunity to learn to talk and present ideas/information – but talk in the classroom day to day is crucial too.

Recommended further reading:
<https://voice21.org/publications/>





Embedding Projects into GCSE English

- Story Valley – Nottingham College works with UNESCO Nottingham City of Literature to bring this vocational, student centred story-telling project to life
- Embedded into our induction phase – 6 weeks, Term 1
- Draws on the narrative voice, autobiographical skills and oracy as well as reading and writing
- Students will successfully complete the project by sharing their story – but this is also a very collaborative vocational project



<https://www.storyvalleyacademy.com/inspiration>

Student outcomes – literacy and storytelling



- 80% of students think they have developed their storytelling skills.
- 94% of teachers think Story Valley has enabled students to develop their storytelling skills.
- *“Students were speaking, listening and writing in front of others in a way I hadn’t experienced them doing before. There was an increased knowledge in the words we use for different objects across cultures. There was a growth in confidence when sharing stories with each other.” (Teacher, Edinburgh College)*

Incremental Success

Students need to see they are progressing, and have somewhere to aim - our students between a grade 2-4 occupy a rather large territory

0

1

2 bronze/silver/gold

3 bronze/silver/gold

4 bronze/silver/gold

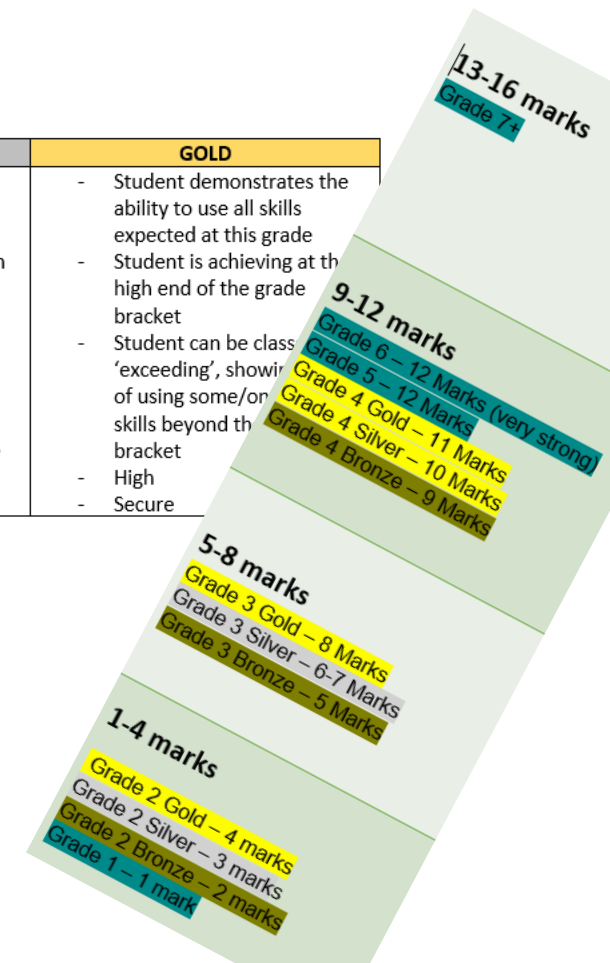
5

6

7+

Students feel a sense of achievement as they move up within the grade boundaries

BRONZE	SILVER	GOLD
<ul style="list-style-type: none"> - Student not yet secure in grade bracket - Student is achieving at the lowest end of the grade bracket - Student can be classed as 'emerging' at this grade currently - Low - Grade is not secure under exam conditions 	<ul style="list-style-type: none"> - Student shows some middling skills within the grade bracket - Student is achieving within the middle area of the grade bracket - Student can be classed as 'developing' at this grade currently - Mid - Not yet completely secure 	<ul style="list-style-type: none"> - Student demonstrates the ability to use all skills expected at this grade - Student is achieving at the high end of the grade bracket - Student can be classed as 'exceeding', showing some/many skills beyond the grade bracket - High - Secure



Student name	Actual summer GCSE Grade	Initial Target Grade (KAP 1)	KAP 2	KAP 3	KAP 4	KAP 5
Oscar Wilde	2	2 Silver	2 Gold	2 Silver	2 Gold	3 Bronze
Mary Shelley	3	3 Silver	3 Gold	3 Gold	4 Bronze	4 Bronze
Leo Tolstoy	1	1 Gold	1 Bronze	1 Silver	1 Gold	1 Gold

Success with English in the Real-World

- Exploring persuasive writing as it relates to our students' real lives
- We explored politics through texts relating to our city and communities, as well as discussing our own concerns and how we might address these
- We wrote a persuasive email to Nadia Whittome (our city's MP at the time) and to our groups surprise she not only agreed to come to meet us, but she brought Lillian Greenwood and Alex Norris (also Nottingham MPs) with her
- Students prepared questions, and a short biography pointing out things they would like to see change and asked what the MPs would do to help them

Able to hold their own, articulate their views, ask questions and respond to politicians – I call that a success!



Providing Aspirational Opportunities for Success

Resit students should be encouraged to explore writing for pleasure, and competitions are a fun way to motivate and promote success

Incentives for NC Students 23/24			
	Description	Date open/closed	Faculty to consult
Hugo Young Award	Journalism award for 16-25 Yos, separate age category for 16-18	Announced in Jan 25 – look back at link	Media/creative
Young Writers	16-19 age range included – story writing competition	Submit entries from Sept-Nov	Any
Henrietta Branford Writing Competition	Young people memorise and perform poems they love from the website.	The 2025 competition is open for video entries from the end of March, 2025 tbc – summer term	Performing Arts
Stephen Spender Prize	Learners to submit a story based on the brief – up to 1000 words		English cross-college
One Teen Story	Learners to submit a story - up to 900 words	TBC	ESOL
	Learners from any age (split into categories) can win a prize for translating a poem into English.		Writing club 13-15 Pre-16 provision
	Story writing competition for experience from any genre – categories for 16-17 18-19	The One Teen Story Teen Writing Contest will open September 2024 and close November 2024.	Foundation Learners/Vulnerable students
	Competition for young people in care and care-leavers aged up to 25 – 500 words (any form, rap, poetry, story) experiences of	TBC	Media
	open to children and teens aged 11-18 who “want to report on a story or issue which is important to their life or the world around them”.		
	https://www.literacyhive.org/my-twist-on-a-tale-competition/		
	https://www.literacyhive.org/poetry-by-heart-competition/		
	https://www.youngwriters.co.uk/competitions?closed=1		
	https://www.literacyhive.org/henrietta-branford-writing-competition/		
	https://www.stephen-spender.org/stephen-spender-prize/		
	https://one-story.com/write/one-teen-story-contest/		
	https://coramvoice.org.uk/get-involved/voices-writing-competition/voices-writing-competition-for-care-in-and-leaving-care/		
	uk/teach/young-reporter		

Previous Students as Motivators



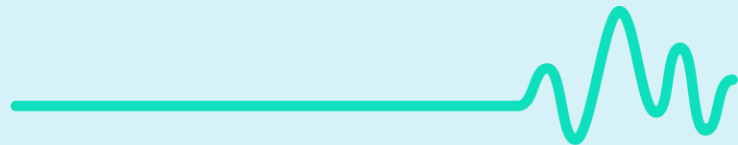
A surreal illustration of a winding road that appears to be made of a light-colored material, possibly wood or stone, set against a backdrop of a sunset or sunrise over a body of water. The road is flanked by tall, thin, vertical wooden posts. Various signs are placed along the road, including "RESILIENCE", "PERSISTENCE", "GROWTH", "LEARN", "ADAPT", "OVERCOME", "PERSEVERANCE", "RESILIENCE", "PERSISTENCE", "GROWTH", "LEARN", "ADAPT", "OVERCOME", "PERSEVERANCE". A person is running on the road, and a small blue figure is visible on the left side. The scene is illuminated by a bright sun, creating a warm, golden glow.

Nobody should be limited

because they can't read

Sarah.ledger@lexonik.co.uk

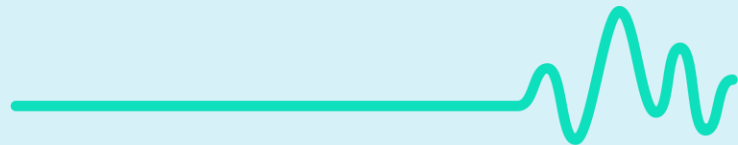
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What is intervention?

inter ven tion

prefix stem suffix



What is intervention?

between come act, process, result

inter^{between}ven^{come}tion^{act, process, result}

prefix stem suffix

What should intervention look like?

Data-driven

Targeted

Specific

Timely

Impactful

Evidence-based

Standardised

Resourced

Training included

Explicit vocabulary instruction



LEXONIK



KS2 Word Counts

Reading paper 2018	1488
Reading paper 2019	2168

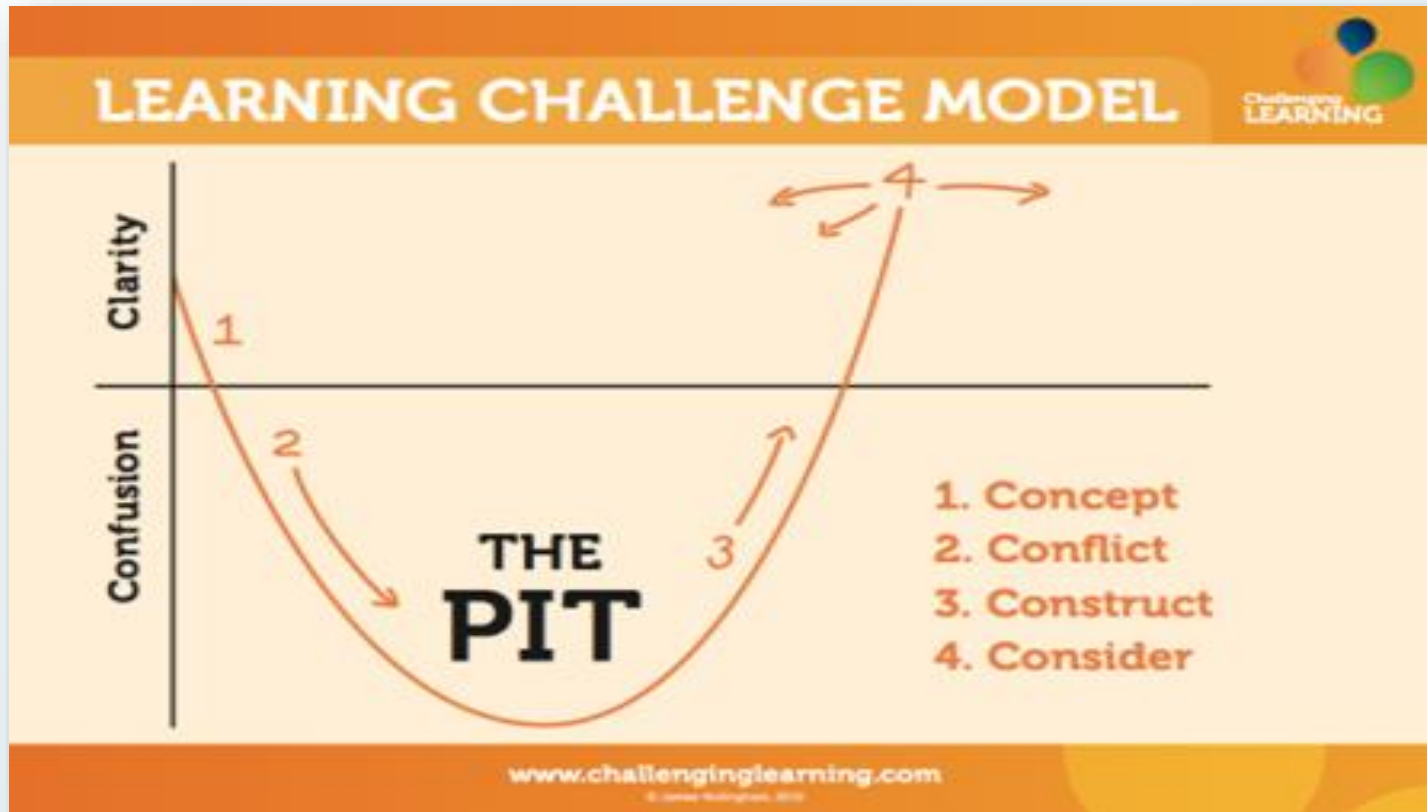
The Government recommended guidelines for word count is between 1500 and 2300.

GCSE Word Counts

AQA English Literature Paper 1	4417
AQA Chemistry Foundation Tier	3078
Edexcel Biology Foundation Tier	3008
AQA Physics Foundation Tier	2974

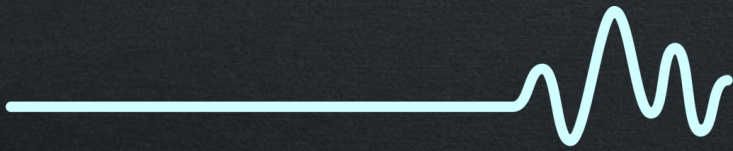
Vocabulary range a student needs to perform well in their GCSEs: **80,000 words!**

Teaching and learning



Guy Claxton and James Nottingham - The Learning Challenge

What is
morphemic
analysis?



Morphemic analysis

A morpheme is the smallest unit of meaning within a word

Prefix, suffix, stem, root

A word is 'morphed' or moulded from morphemes

Understanding morphemes means we can comprehend meaning independently

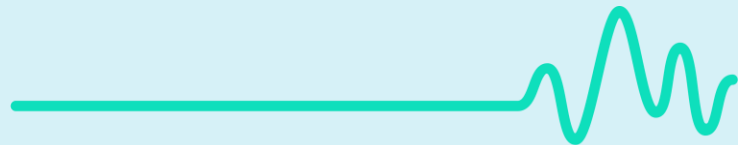
Classroom questions – Deliberate Practice

What does it mean?

How do you know?

Where's your mind going?

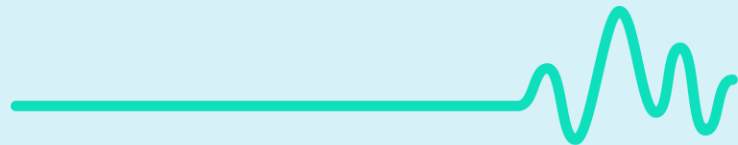
Explicit vocabulary instruction



How could we develop a systematic approach to vocabulary instruction?

extraction

What does extraction mean?



Explicit vocabulary instruction

extraction

Prefix

Stem

Suffix

Explicit vocabulary instruction

Out

Drag or pull

Act, process or result of

extraction

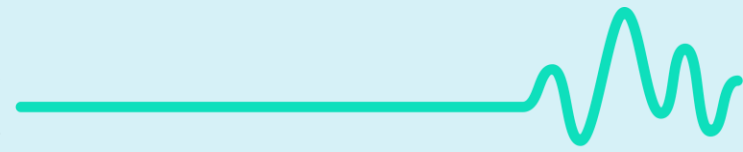
Prefix

Stem

Suffix



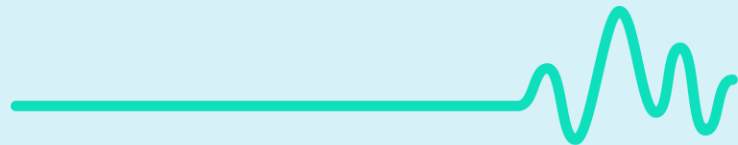
Challenge & repeat



How could we develop a systematic approach to vocabulary instruction?

contraction

What does contraction mean?



Explicit vocabulary instruction

contraction

Prefix

Stem

Suffix

Explicit vocabulary instruction

Together or with

Drag or pull

Act, process or result of

contraction

Prefix

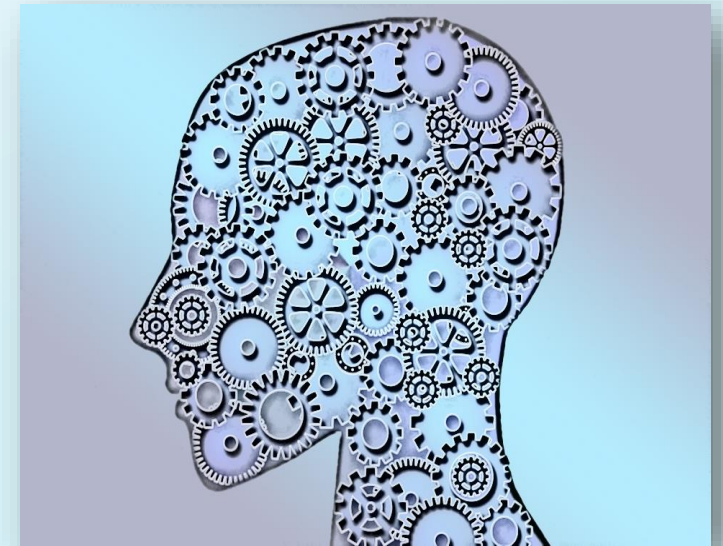
Stem

Suffix

trac

What does it mean?

How do you know?



trac

What does it mean?

How do you know?



attraction
extraction
intractable
distract

contract
subtract
abstract
retract

Try not to teach words in isolation...

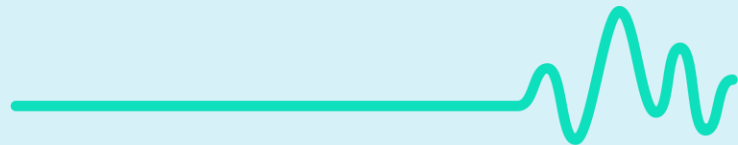
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Nobody should be limited

because they can't read

Sarah.ledger@lexonik.co.uk

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QUESTIONS AND DISCUSSION

***What have you got from this event?
Will it inform your practice going forward?***

Please answer our very short survey (2min).

Submissions are anonymous and any identifying details will be removed.

See link provided in the chat, or click link to survey:

https://warwick.co1.qualtrics.com/jfe/form/SV_0P74TCz4c7TkFAq

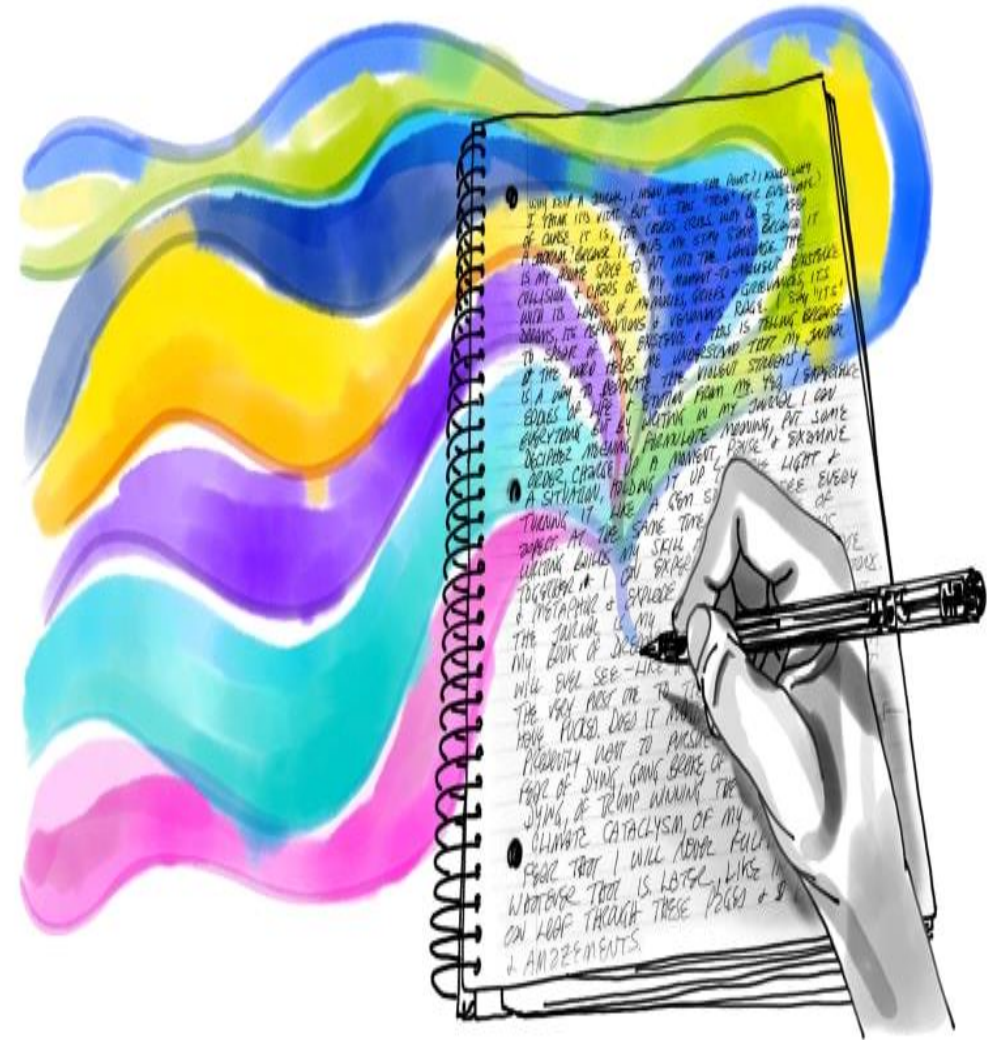
Stay with us for some final thoughts and information.

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Coming up in Autumn 2024...

- A creative writing competition for GCSE Resit students..
- Run by our team and co-produced with GCSE English resit teachers.
- We'll share further details of how to get involved via email, in the new academic year.



THANK YOU!

- Keep in touch – if you'd like to learn more about the GCSE Resits Hub project and/or get involved, you can:
- Visit our website – <https://gcseresits.education/>
- Follow us on LinkedIn/Twitter - @GCSEResit_Hub
- Email us: rebecca.e.morris@warwick.ac.uk
- Sign-up for our mailing list via the QR Code

GCSE Resit Hub Mailing List

