

Handout 3a

Established practice (tick or cross)	Ways of securing progression in KS3	Worth considering (tick or cross)
	Have a scheme of work based on the English Framework that ensures coverage of National Curriculum requirements	
	Review the KS3 scheme of work to ensure that assessment tasks set for pupils progressively cover the range of KS3 assessment focuses and anticipate syllabus requirements and assessment objectives for KS4	
	Analyse pupil performance to identify curricular targets for classes and as appropriate for particular groups and individuals	
	Make sure that pupils know the criteria by which they are assessed and engage in regular peer and self-assessment.	
	Use guided work and other approaches from the Intervention toolkit to tackle the specific learning needs of particular groups and individual pupils	
	Embed early teaching and provide regular reinforcement of spelling strategies to make a difference over the key stage	
	Support personal independent reading, for example by using reading journals or by having regular library lessons to promote and review reading in all years	
	Build in opportunities for timed writing throughout the key stage rather than just test practice near the end of Y9	
	Teach writing for audience and purpose through modelling and secure aspects of writing by providing frequent opportunities to practise	
	Introduce Shakespeare in Y7 (or before) rather than in Y9	
	Hold mock exams early enough to use them diagnostically and establish personal targets	
	Use QCA's optional tests to monitor progress in Y7 and Y8 and the Y7 progress test for pupils who enter KS3 at level 3	
	Undertake regular moderation work to ensure teachers have consistently high expectations of pupils	