

Handout 3b

Established practice (tick or cross)	Ways of securing progression in KS4	Worth considering (tick or cross)
	Prepare pupils for GCSE at the end of Y9 by using the Strategy bridging plans or local materials that support transition	
	Embed self-assessment so that pupils know their strengths and have targets for improvement before embarking on a GCSE course	
	Share the details of GCSE assessment criteria with pupils	
	Use the Reading profile to track individual or class reading development (Reading profile, page 9, KS4 follow-up booklet, autumn 2004, DfES 0818-2004)	
	As a department, use the Top ten teaching and learning strategies to develop consistency in good teaching of reading (page 15, as above, DfES 0818-2004)	
	Ensure that work planned for coursework also helps to develop the skills needed in examinations	
	Hold mock exams early enough to use them diagnostically and establish personal targets	
	Build in practice in timed writing throughout the course rather than making it just exam practice near the end of Y11	
	Plan the 'revisiting' of difficult areas for pupils over time so they don't have to rely on a single experience to secure understanding and competence	
	Use guided work to tackle the specific learning needs of particular groups and individual pupils	
	Model the interpretation of and response to examination questions	
	Give pupils examples of the type and quality of writing you expect from them	
	Undertake regular moderation work to ensure teachers have consistently high expectations of pupils	