

# Meet the Team

Rachel has provided stability throughout a very challenging year for pupils in 3A. Together with the Faculty Leader she is currently looking at how literacy skills can be embedded across the curriculum as well as finding ways to deliver accredited courses for pupils working below P8. She is building links with other schools to develop and share good practise.



This year Joanne has been instrumental in developing resources for the Faculty to meet the new grammar framework at KS3. She has also supported TA's by providing inset CPD on literacy and DEAR.



Working across KS4 and KS5 Donna has helped develop the Open Awards Modules in English and Personal progress, also contributing to the creation of a progress tracking system to be implemented across the school. She has also introduced the marking policy which she intends to embed next year.



Last year Joy joined the department and has successfully embedded phonics into the KS3 curriculum in a short period of time. Some pupils have made rapid progress, moving into KS4 at a higher level than expected. She has also



provided CPD to literacy staff and is now a member of the TEEP team who are providing coaching next year.

Alison has provided an invaluable and highly effective intervention programme for pupils with gaps in their skills and knowledge. Also, providing catch up support for those falling behind or whose self efficacy is the barrier to their learning.



For the first time ever, our year 10's passed their English Literature G.C.S.E and their Functional Skills Level 1. We are hoping that next year will bring even greater success when they sit their English Language and Functional Skills Level 2.

## What's Next?

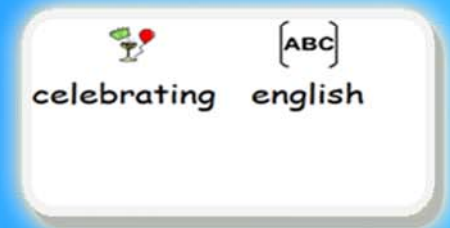
Embedding the new curriculum; the introduction of the new G.C.S.E's and Entry Level qualifications across the pathways will inevitably take a conscientious effort by our team. The new curriculum is particularly challenging, even for our most able. Indeed, the new G.C.S.E's are uncharted territory for all schools and have increased the level of demand and rigour placed upon students undertaking them. This will be challenging for both pupils and staff. In KS5 the functional skills qualifications have highlighted the disparity between atypical thought patterns and those of pupils on the autistic spectrum; indeed many examination papers require abstract thinking and references to the world of work which many of our students may not experience. However, I am aware that new examination papers have been written up and I have been lucky enough to be asked to review them when they are published; I shall indeed ensure that the board are presented with a critique that puts the challenges our pupils face at the fore.

Indeed, our 'robust' curriculum is now in transition yet again, but nonetheless provides us with an exciting opportunity to provide a bespoke approach to English and Literacy at Baskerville.

Lorraine Parkes,  
Faculty Leader

2015 - 2016

# CELEBRATING ENGLISH AT BASKERVILLE SCHOOL





KS4 Attainment	2015	2014	2013
Qualification taken (achieved) Red Pathway	IGCSE – 1 (C) G.C.S.E English Literature – 3 (D) G.C.S.E English Language – 4 (May 2016) (B) Functional Skills Level 1 – 4 Functional Skills Level 2 – 4 (May 2016) Functional Skills Entry Level 3 - 2	G.C.S.E English – 6 (D/E/F) Entry Level 3 English – 6 PASS	G.C.S.E English – 0 Entry Level 3 English – 3
Green Pathway	Entry Level 2 English – 7 Functional Skills Entry Level 2- 7 (June 2016)	Entry Level 3 English – 1 Entry Level 1 English – 6	

## Leadership and Management

'Leadership of English has ensured a very robust remodelling of the curriculum offer in all three key stages and a more rigorous assessment model , together with better accreditation opportunities'.

Health Check 2015

### KS3

100% of observations outstanding or good

### KS4

80% of observations were outstanding  
20% good with outstanding features

### KS5

80% good  
20% good with outstanding features

'There is a marked improvement in the rate of progress in the mastery of literacy skills'  
Health Check

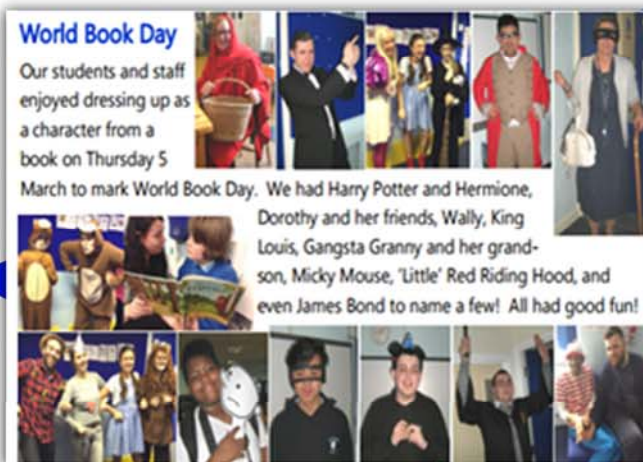
## Enrichment for all abilities:

World Book Day

Theatre visits

Story Club

Comic Club



## Celebrating Our Teaching

'Much of the teaching in all key stages is good to outstanding. The strengths lie in provision in the green pathway where a highly structured phonics programme is driving pedagogy and practice. Routine is key and teaching also facilitates engagement Teachers consistently monitor through a variety of methods leading to proactive identification of pupils falling behind and where intervention strategies are needed.'

Health Check 2015

[WWW.BASKVILL.BHAM.SCH.UK/](http://WWW.BASKVILL.BHAM.SCH.UK/)