



GCSE English 10

Pilot centre case study



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Background

We joined the Pilot in September 2007 with a cohort of around 75 students of middle to low ability. There were many C/D borderline students in this cohort and a whole class of students who we would not have expected to exceed grade D or E in English.

We joined the Pilot as it seemed like an ideal way to address our whole school agenda for Personalised Learning. We liked the fresh, modern approach to the award and the flexibility offered to teachers and students.

Impact/Results

The units that have appealed to our best learners are Units 2b and 4. Students are given maximum opportunity to express themselves creatively. With regard to the poetry, the freedom of choice has enabled teachers to choose a collection of poetry that they know will interest their students and received some very encouraging responses. We have enjoyed the flexibility of the 'other cultures' piece with some teachers opting for more 'traditional' novels such as *Of Mice and Men* and other more unusual choices such as Robert Cormier, *Heroes*.

Unit 4 has been a triumph, with the majority of students entered gaining grade C and upwards. The comparison of the film clips gave students an excellent grounding in 'meaning in film' and the practical task has helped students to produce original, polished films of which they can be very proud.

We delivered units 1 & 2 in Year 10 so that the students had a grade for Single Award at the end of that year. We found this method of delivery very useful because, although we did not cash in any of these awards, we used them as a motivation tool for this cohort, which was very effective. It was also effective because it enabled us to personalise a 'route' for each student.

The modular approach has ensured tight tracking and monitoring of progress, across the board, throughout the course. The choice of awards has meant that we can maximise the chances of each student.

Students have been motivated by the structure of the Pilot and more aware of their own progression through the course. The idea of the units as 'digestible chunks' has appealed to them. Many students have been engaged by the work involved. The modular approach has helped the teaching of a new course. As a centre we have been able to plan and deliver one unit at a time which has aided teaching and time management.

We have early indications that our middle to lower ability learners will have exceeded our expectations in terms of achievement. We have only just begun with a cohort including higher ability students into the Pilot and so have no feedback on their achievements as yet.