



**GCSE RE-SITS: DEVELOP YOUR  
PRACTICE (LEVEL 5 MODULE)  
ENGLISH**

**SESSION 1 - COURSE INTRODUCTION**

Claire Callow  
[clairecallow@gmail.com](mailto:clairecallow@gmail.com)

[@claire\\_callow](https://twitter.com/claire_callow)

[https://padlet.com/c\\_collins2/L5EngblendedDay1](https://padlet.com/c_collins2/L5EngblendedDay1)

**01**

**Welcome**

# Introduce yourself

Are you passionate at planning, swooning at spelling, delighted at description? What do you **love** about teaching English?

Aghast at grammar, retching at writing, seething at summarising? What are your **concerns** about teaching GCSE?

# Zoom orientation

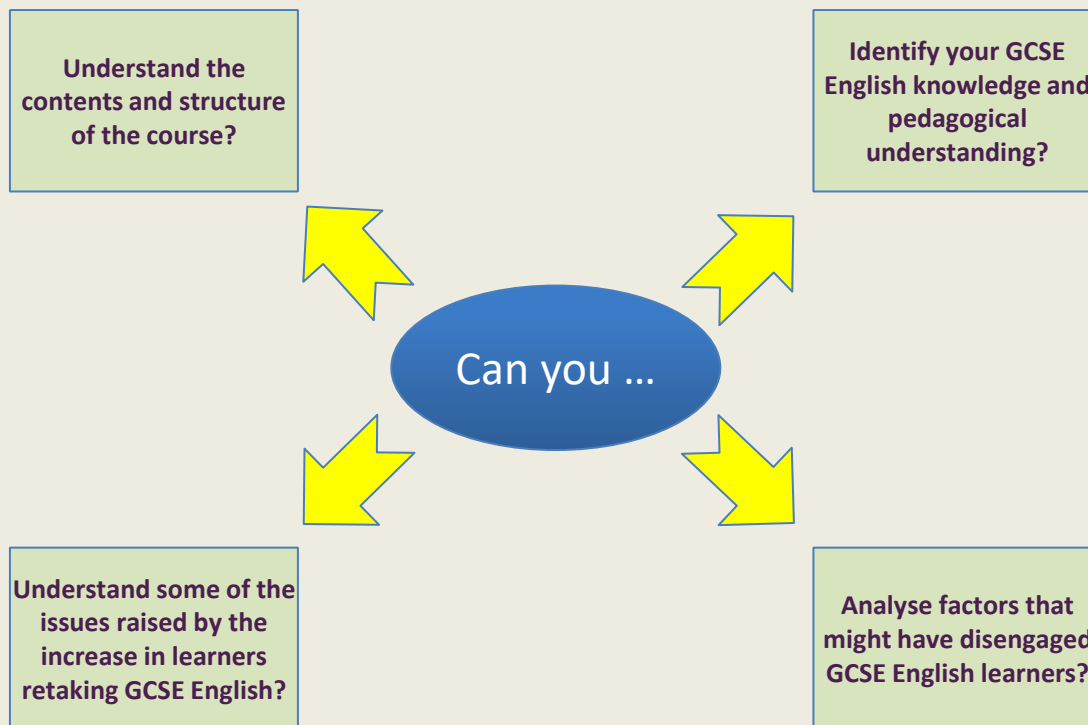
- Speaker and gallery views
- Turning your camera on and off
- Muting your microphone
- Exiting full screen (minimising and maximising)
- Using the chat function
- Adding a virtual background



# 02

## Session objectives

# Learning Outcomes



**03**

# Course overview

# Course Overview

To support practitioners working with young adults (16 - 19) who are re-taking GCSE English Language, having failed to achieve a Grade 4 or above previously.

Day 1	Introduction to the course.	Analysing GCSE course requirements.
Day 2	Engaging & motivating learners in GCSE English Language.	Using assessment approaches to support GCSE English Language learning.
Day 3	Building on the knowledge learners already have.	Improving Learning in GCSE English (1).
Day 4	Improving Learning in GCSE English (2).	Preparing learners for summative assessments.
Day 5	Putting it all together.	Course review. Next steps.



# Personal Development Plans

## (HO 1 Module overview and wider reading)

Module Specification			
Unit title	Developing subject pedagogy and understanding (GCSE English Language)		
Learning outcomes	Assessment criteria		Professional Standards
<i>The trainee will</i>	<i>The trainee can</i>		
1. Be able to engage and inspire reluctant learners.	1.1	Identify positive methodologies to (re-)engage learners who are re-sitting GCSE English.	5, 6, 11, 14, 16
	My notes		
	1.2	Evaluate and select approaches for engaging, retaining and inspiring reluctant learners.	1, 6, 13, 16
	My notes		
2. Be able to use assessment approaches to support GCSE English Language learning.	2.1	Analyse approaches to initial and diagnostic assessment for GCSE English and tracking progress.	9, 13
	My notes		

# L5 optional accreditation

- You don't have to decide now
- Three assignments (brief is on the Padlet)
- Flexible deadlines
- You will be asked if you want to register at the end of the course
- Cost per person: £200

# 04

**Who are our learners and  
what disengages them?**

# Activity: who are the learners?

What are the characteristics of *your* GCSE English learners?

Consider:

background

behaviour

skills

attitude

motivation

other attributes

**Put your ideas in chat**

As we will have learners who have tried GCSE before, we need to have some fresh approaches and adapt our teaching to their needs, anticipating misconceptions in their existing knowledge.

What do learners tell us they want?

...fun, interactive, practical, can see the point of it, timely initial assessment and support; smaller classes; teachers who can manage behaviour assertively; not to lose face in class by asking for help; a collaborative classroom climate...

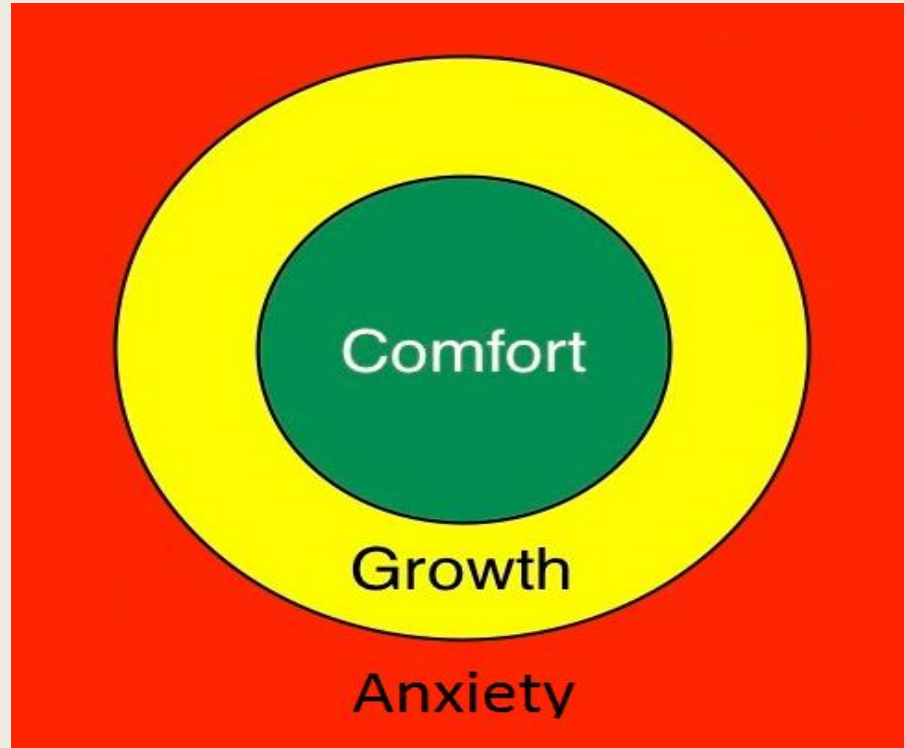
(NIACE, 2015)

# Other findings

See [https://padlet.com/c\\_collins2/Research](https://padlet.com/c_collins2/Research)

- NRDC – disaffected learners in community and prison comments about further education.
- Literacy Trust – young people’s views on literacy skills and employment (annual surveys)
- Education and Inspection Framework: overview of research Jan 2019
- D Muijs and D Reynolds (2017) *Effective Teaching, Evidence and practice.*

# Growth Zone Model



Johnston-Wilder, S, Lee, C. Garton, E., Goodlad, S. and Brindley, J. (2013)

# Carol Dweck: Growth Mindset



<https://www.youtube.com/watch?v=hiiEeMN7vbQ>





*The tyranny of  
now*

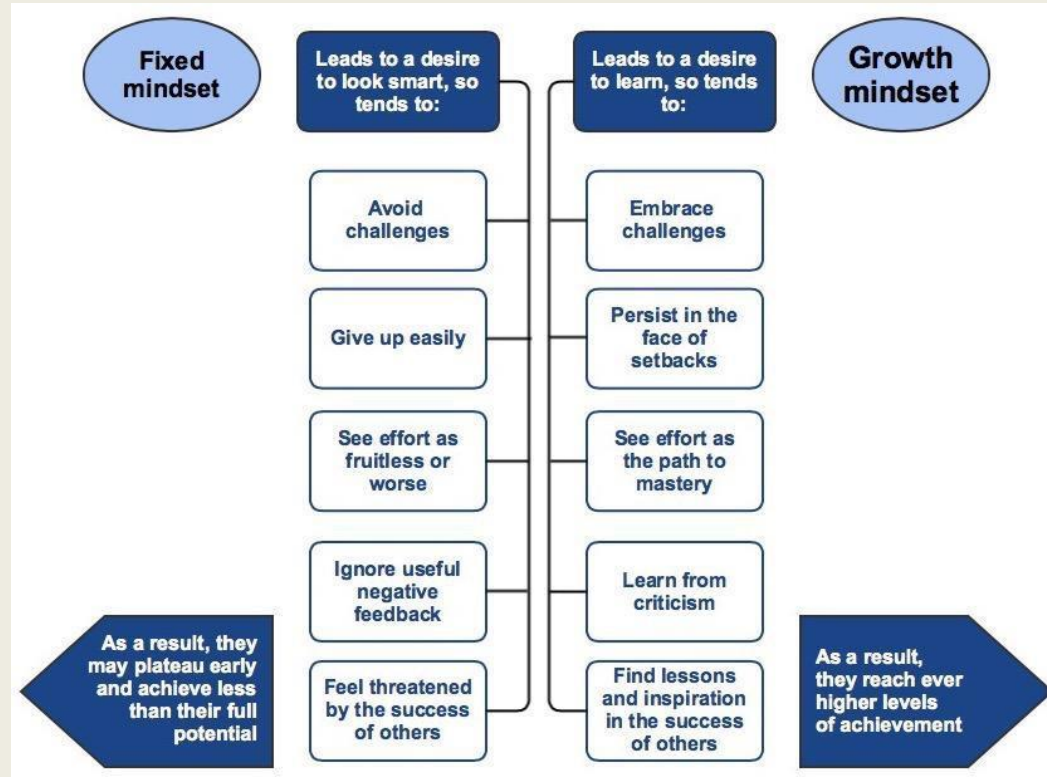
*When we create  
classes steeped in  
'yet' equality  
happens*

*Praise can make learners  
vulnerable*

*Everyone has a chance  
to get smarter*

The grade *'not yet'*  
gives you a path to  
the future

# Dweck 'fixed' and 'growth' mindsets



# Tom Sherrington's blog

School walls are oozing with unhelpful growth mindset cheese...(2017)




# Principle 4 Develop Skills Beyond Maths and English

Principle 4:

## Develop skills beyond maths and English

Research shows that essential life skills such as self-control and emotional intelligence can be as important as cognitive ability for lifetime success.

A set of exercises targeting FE learners' 'Grit' (i.e. their ability to persevere towards long run goals) improved attendance for the first half of the year, but this effect was not sustained.



The illustration shows a stylized person with black hair and a blue long-sleeved shirt with a white letter 'G' on the chest. They are standing with hands on hips. Surrounding them are several thought bubbles: one with the word 'IDEA', one with 'Create', and one with 'Grit'. There are also some decorative elements like a small plant and a gear.

- Research suggests that just giving motivational talks about resilience at the start of a course isn't enough
- Teachers need to integrate strategies to develop 'grit' into their regular session planning and the way they give feedback
- Otherwise, the impact of 'growth mindset' initiatives will be weakened

Retention and Success in Maths and English  
The Behavioural Research Centre, February 2018

# Student resilience and the new EIF



## Judgements: behaviour and attitudes

### Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Employability
- Attendance & punctuality
- Respect

- Resilience, alongside its related concept, ‘grit’, has become a popular concept in education over recent years. In general, resilience is about adjusting to adversity when it happens and bouncing back afterwards. It has been defined as: ‘The process of effectively negotiating, adapting to sources of stress, or managing significant sources of stress or trauma’ (Rook et al, 2018; Windle, 2011). There is general agreement that resilience is both a trait, i.e. a relatively stable aspect of personality, and a dynamic process, i.e. a personal behaviour that changes over time and therefore can be influenced by training and development (Chmitorz et al, 2018; Windle, 2011). Resilience develops through interaction between the person and the environment (Beltman et al, 2011).

Education inspection framework: overview of research January 2019

# What does a resilient classroom look like?

Imagine you are an inspector.

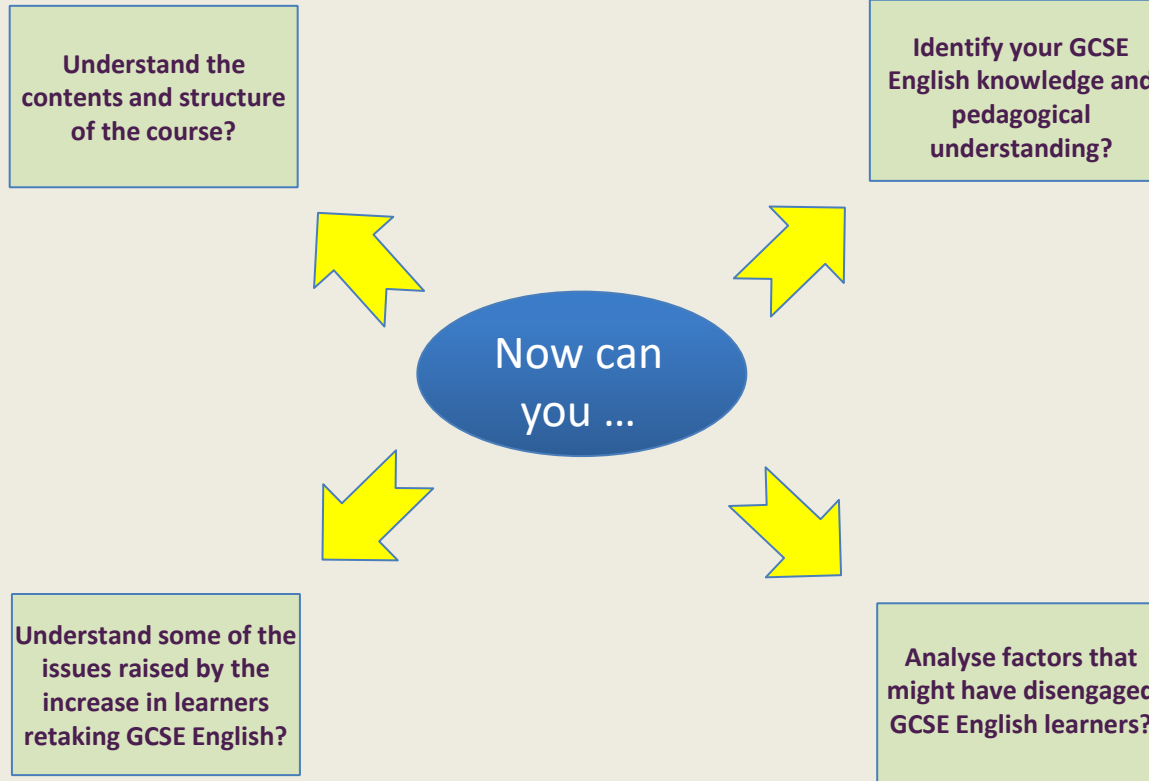
What behaviours will you expect to see?

**05**

**Review of the session  
and post-session tasks**



# Plenary



Reflect using your PDPs, especially sections 1.1, 5.1 and 1.2 (although you may find other relevant sections too.)

# Post-session tasks

## To finish off this session:

- Read R6 the Behavioural Research Centre report: *Retention and Success in Maths and English*
- Read R3 the Niace report: *Engaging learners in GCSE maths and English, 2015*
- Read R5 *Caution-Praise can be dangerous* by Carol Dweck

## To prepare for next session:

- S2 R1 work through the digital GoConqr activity on language techniques:  
[https://www.goconqr.com/en-US/p/3104926-Meta-language-flash\\_card\\_decks](https://www.goconqr.com/en-US/p/3104926-Meta-language-flash_card_decks)
- Read the TES article S2 R2  
<https://www.tes.com/news/gcses-what-can-we-learn-english-examiner-reports>

**Claire Callow**

CLAIRELCALLOW@GMAIL.COM

ETFFOUNDATION.CO.UK

**THANK YOU  
ANY QUESTIONS?**