**Relevant information for the task on planning for learning in KS3**

**National Curriculum December 2014: English Programmes of study**

**Reading and writing**

Reading at key stages 3 and 4 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar.

Opportunities for teachers to enhance pupils’ vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Teachers should build on the knowledge and skills that pupils have been taught at earlier key stages. Decisions about progression should be based on the security of pupils’ linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

**The school inspection handbook**

***Leadership and management***

Inspectors will consider:

* The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils’ outcomes and their personal, development, behaviour and welfare.

***Teaching, learning and assessment***

Inspectors will consider:

* The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils’ outcomes and their personal, development, behaviour and welfare.
* leaders’ evaluations of teaching and its impact on learning
* how information at transition points between schools is used effectively so that teachers plan to meet pupils’ needs in all lessons from the outset – this is particularly important between the early years and Key Stage 1 and between Key Stages 2 and 3
* whether work in all year groups, particularly in Key Stage 3, is demanding enough for all pupils
* scrutiny of pupils’ work, with particular attention to:
* pupils’ effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum
* how pupils’ knowledge, understanding and skills have developed and improved
* the level of challenge and whether pupils have to grapple appropriately with content, not necessarily ‘getting it right’ first time, which could be evidence that the work is too easy

***Outcome for pupils***

In scrutinising pupils’ work, inspectors will consider how well:

* pupils are making good progress towards meeting or exceeding the expected attainment for their age, as set out in the school’s own curriculum and assessment policies

**Commission on Assessment -*Principles of in-school summative assessment***

1. Who will use the information provided by this assessment?
   * *For example: the teacher responsible for these pupils the following year.*
   * *For example: senior leaders for curriculum or institutional review.*
2. Will it give them the information they need for their purposes?
   * *For example: how secure a pupil was in their knowledge of the previous year’s curriculum and how ready they are for progression.*
   * *For example: useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*
3. How will it be used to support broader progress, attainment and outcomes for the pupils?
   * *For example: how the information provided by the assessment can support the following year’s teacher in differentiating the support given to pupils in the class to achieve the positive outcomes.*
4. How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils’ understanding of how they can make further progress in the future?
   * *For example: as part of end of year progress meetings, so that attainment marks are supported by the broader context of the child’s progress and understanding.*
5. How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child’s attainment, progress and improvement needs?
   * *For example: how might you communicate to parents that a child who got 12/40 on the test has actually done quite well, all things considered?*
6. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?
   * *For example: how it can be used to provide evidence for Ofsted of how pupil progress informs teaching, or how it informs school improvement, e.g. curriculum development.*