



Getting the most out of GCSE English Highlights

...In the classroom

These three activities can be used independently, or as a sequence from (1) to (3).

1. Ranking Task (Introducing the framework)

- Print (a minimum of) 3 exemplar responses to the same question and have students rank them.
- Have students justify their decisions to other students/the class. Teacher collates ideas.
- Reveal correct ranking and explain to students the justification (introducing the framework) by showing the relevant highlighted responses.

2. Justification Task (Applying the framework to generic responses)

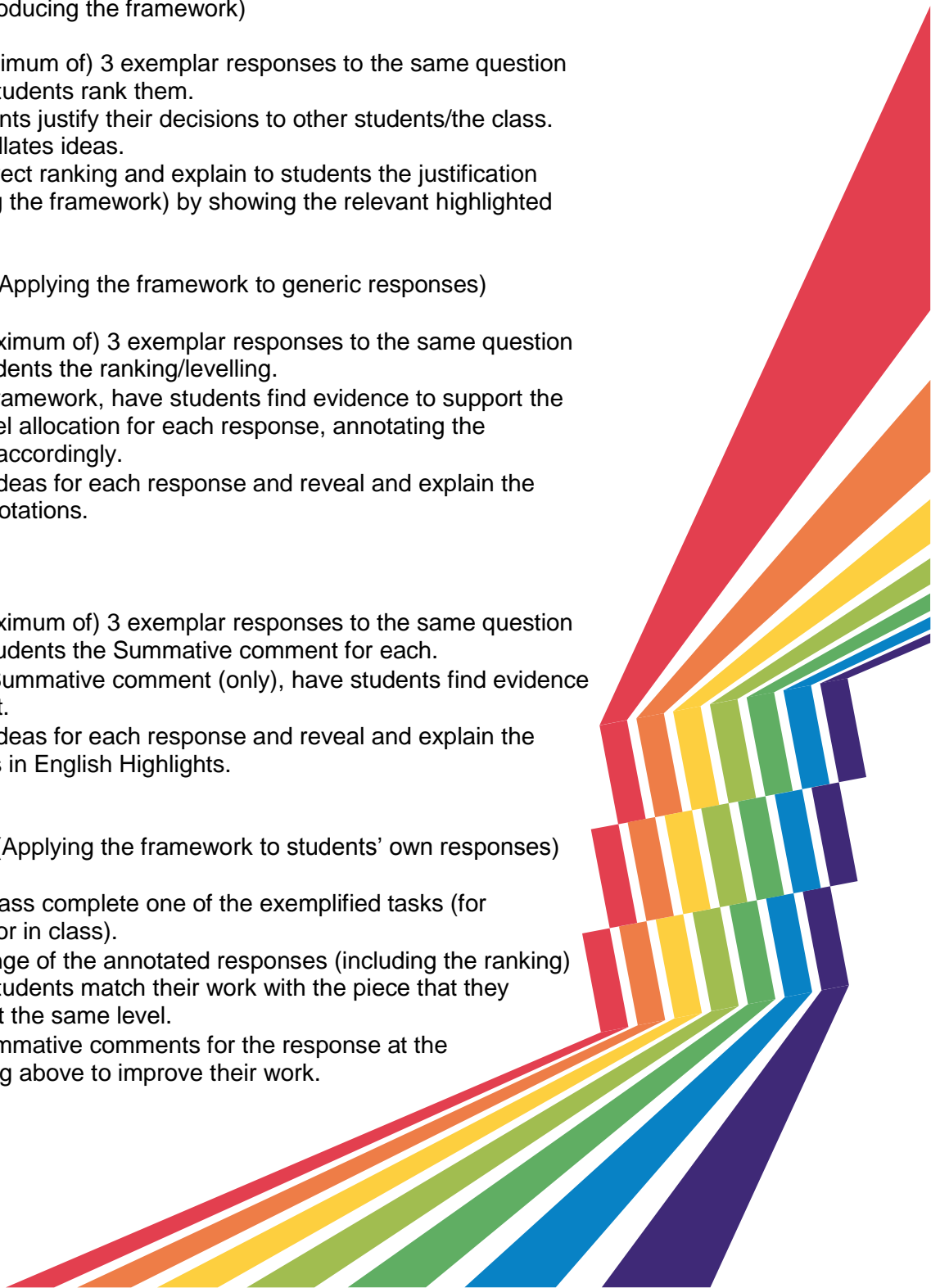
- Print (a maximum of) 3 exemplar responses to the same question and tell students the ranking/levelling.
- Using the framework, have students find evidence to support the ranking/level allocation for each response, annotating the responses accordingly.
- Feedback ideas for each response and reveal and explain the correct annotations.

Alternative:

- Print (a maximum of) 3 exemplar responses to the same question and give students the Summative comment for each.
- Using the Summative comment (only), have students find evidence to support it.
- Feedback ideas for each response and reveal and explain the annotations in English Highlights.

3. Comparison Task (Applying the framework to students' own responses)

- Have the class complete one of the exemplified tasks (for homework or in class).
- Share a range of the annotated responses (including the ranking) and have students match their work with the piece that they believe is at the same level.
- Use the summative comments for the response at the level/ranking above to improve their work.





Getting the most out of GCSE English Highlights

...In the department

1. Department standardisation/moderation training

- Give colleagues a set of blank exemplars and the relevant mark scheme. Mark the responses either before or during a CPD session.
- During the CPD session, discuss marks awarded.
- HoD/Leader reveals annotated scripts in English Highlights – compare with teacher marks/comments.
- Where do the marks/comments align and where are they most at variance?

2. Training for new/inexperienced staff

- Give new/inexperienced staff access to English Highlights and ask them to study a series of exemplars, studying how marks are awarded and justified.
- Give a new, unseen question and range of responses (in paper form) for new/experienced staff to annotate/mark.
- Compare annotation/marks with those in Highlights and identify areas of difference.

