

# Is there a relationship between year 11 English exam results and intervention?



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## INTRODUCTION

The importance of the core subjects (English, Maths and Science) has been a constant in school discussions. The role of the teacher in the classroom is one of the main influencers in students' attainment (William, D 2010). Nevertheless, this is not always enough. When a student is falling behind in year 11 (not achieving at least a C grade), it is necessary to put measures in place to allow students to progress and pass their GCSEs. This is where intervention comes into play. Could intervention close this gap?

## AIMS

My Project question considered if there is a relationship between exam results and intervention. This pilot study only looked at two groups of year 11 English students' coursework to determine whether the intervention was able to produce an improvement on the students grades and to secure at least a C grade to allow the students to pass.

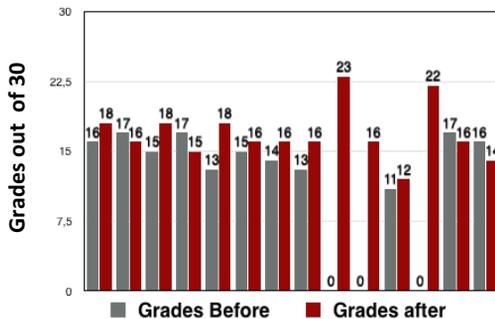
## RESULTS

As it is evident from the chart, in Group 1, after the intervention, 50% of the students improved their results. 36% achieved a C or above after the intervention, with the remaining students being close to it.

The Level of Progress (LoP) of these students was also very positive since 64% of these students achieved three Levels of Progress which is defined by the DfE (2014) as the 'expected progress'. Moreover, 14% achieved 4 LoP. This meant that the vast majority (78%) of the class reached and even exceeded expectations.

18=C grade 24=A grade 27=A\* grade

Group 1: English Writing Paper 2015/16

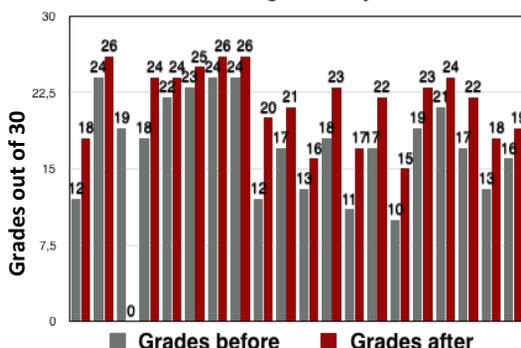


In Group 2, 42% of the students had achieved a C or above in their coursework before the intervention, whilst after the intervention, this increased to 81%.

The clear improvement in the results suggests that the intervention was successful to help students.

Despite, the great results of Group 2's coursework, the overall Level of Progress across all their English coursework was less positive than in Group 1 as 54% of the students achieved 2 LoP and 16% achieved 3 or more.

GROUP 2: English Poetry 2015/16



## METHODOLOGY

Quantitative data was provided by the teacher that delivered the intervention and the Head of Faculty of Fakenham Academy. The data was collected for two groups of year 11 students. GROUP 1 was a selected number of students who achieved D or below in their English Poetry coursework. They received intervention for three weeks. GROUP 2 was a whole classroom that had poor results due to special circumstances. The grades compared are those taken from the students' first coursework results and the results of the coursework they did after the intervention.

Due to the small scale of this project and the fact that there might be external variables that might have influenced pupils' progress, there are limitations to this project to be taken into consideration. More over, it is necessary to stress that the school never runs a control group with which deliberately no intervention takes place.

## CONCLUSIONS AND FUTURE RESEARCH PROPOSAL

Because of the small sample used in this pilot project, future research could develop this further by drawing on a larger sample and using data from different subjects. A cross-curricular approach with a uniform intervention method could provide more reliable results that Fakenham Academy can benefit from to further inform changes to improve pupils' attainment. Nevertheless, with the changes in the GCSE examination, it will not be possible to predict grades and use data in the same way (Gibb, N. 2015).

As mentioned earlier, another one of the limitations of this study, are the external factors that might have influenced the students' motivation and attitude towards intervention which might have consequentially influenced their learning and attendance, thus their results.

In conclusion, research suggests that below average teaching will make students learn in two years what good teaching can do in six months (William, D. 2010). Nevertheless, these results suggest that intervention is, not only an effective way to improve results, but also seems to suggest that it can help pupils improve in a relatively short amount of time.

## REFERENCES

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