

English Excellence Group Report

January 2011

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Remit of Group

The subject groups were established by the Scottish Government to identify aspects of excellence in their subject area. The following questions were posed for guidance:

- *What promotes essential knowledge in curriculum content in the CfE context?*
- *What promotes the high standards we seek to promote through CfE?*
- *What is innovative subject practice in a CfE context?*

The Group was asked to draw on the insights and experience of its members and others to offer advice and insights on how learning and teaching in English should be developed in a way which fosters ambition and excellence in education and improved outcomes for all young people.

A note on methodology: The Group met three times between September 2010 and January 2011. Given the short timescale involved, the report cannot be regarded as in any way definitive or indeed comprehensive. Instead, the Group focussed on covering the main areas of importance, with a view to offering some insights and advice on how excellence in English learning and teaching can be achieved within the new curriculum guidelines. Once the main areas to cover had been identified, the Group then worked in teams to produce recommendations and observations under their assigned headings.

The Group wanted to support the excellent practice carried out by teachers in Scotland's schools and to hear directly of their views. It has therefore gathered evidence from teachers through a survey of Head Teachers and Heads of Departments (178 responses), from pupils at the Port Glasgow school cluster (19 responses), and through a more general survey offered to the National Parent Forum, The Scottish Parent Teacher Council and the Scottish Youth Parliament (8 responses). The full survey responses are appended to this report, with a selection of responses also provided in section 3.

Essentially, this report offers a series of signposts. It is hoped that readers will use it as a stepping off point for further discussion, thought, and for developing practice in the pursuit of excellence. Links to various key documents, resources and support/development opportunities are included in the 'Starters and Pointers' section. The Group's aim was to produce something of genuine practical use for all those who understand that achieving excellent learning outcomes in English is not only vital in and of itself, but also forms the fundamental basis for all curriculum-based and lifelong learning.

Principal Findings

- A rounded choice of reading, containing work on the "heritage" texts that helped forge the modern world's ways of seeing and which provide valuable insight into the roots of our culture, is a key building block of the teaching of English.
- A strong representation of Scottish Literature, especially contemporary work, is essential. This work should be offered alongside more generalised British literature from these islands and further afield. All teachers of English in Scotland should be encouraged to study at least one course in Scottish Literature in their first degree.
- English should also reflect the broad definition of texts in Curriculum for Excellence Literacy and English principles and practice guidance, to ensure that learners encounter a wide range of different types of texts in different media.
- Where possible each child at school ought to be automatically enrolled in their local library after an introductory visit. Teachers should encourage reading for pleasure beyond the immediate demands of the curriculum. Local Authorities should also recognise the invaluable support offered to young people by school librarians in choosing engaging books, in assisting them with critical and information literacy skills and in developing their reading strategies.

- It is imperative that students are given the tools and labels to explore the English language with accuracy. Basic grammar, spelling and punctuation are fundamental skills applicable across the curriculum and pupils must be given a solid grounding in them. However, a variety of imaginative, active learning strategies ought to be used in this teaching so that pupils understand the practical value of grammar and how a good grasp of it will help them succeed.
- Local Authorities should encourage schools to develop a Scots language policy, providing support through relevant CPD and access to modern Scots resources. If schools adopt a systematic approach to teaching Scots it can have a beneficial impact on children's reading, writing and spoken English, and at the same time provide children with the tools to enable meaningful engagement with Scots texts.
- English lessons should promote inter-active learning, providing meaningful opportunities for listening, talking and thinking. Lessons should engage young people with language in relevant, diverse and challenging contexts to develop their skills and confidence. Talking and listening will ensure children will be given a clear voice and are encouraged to take an active part in their own learning.
- Enrichment activities, such as theatre visits, library links (including access to visiting authors and book groups), film-making and animation clubs, magazine production and debating not only motivate young people but present valuable opportunities to use language skills in real contexts. This will all help to support broader and deeper learning through reading and writing.
- English teachers, through initial teacher training and CPD programmes, should be supported to use a wide range of teaching approaches. This should include becoming confident users of a range of on-line technologies and increasingly skilled practitioners of e-pedagogy. Developing digitally literate staff should be seen as contemporary teaching and learning rather than an aspect of ICT. If this approach is to be successful, Head Teachers are key in ensuring that this message is understood.
- CPD opportunities for teachers should be provided in order to develop their skills, knowledge and confidence across the range of texts contained within curriculum for excellence, making specific connections between all mediums of text and critical literacy learning and teaching.
- In order to support pupil's engagement with a wide range of texts in the mediums they encounter throughout their lives, there is a need to un-filter access to currently filtered social media sites such as Flickr, YouTube, Twitter, Facebook and blogging sites. With reference to risk management, it would be of great value to enable young people and schools to develop policies in relation to responsible citizenship to include digital ethics and integrity.
- Local Authorities should encourage schools to appoint a liaison officer responsible for developing and co-ordinating community and other partnership interventions across the school in support of learning.
- Regular workshops should be held to stimulate parental involvement in learning at home and to recruit valuable outside support from the community for the school's delivery of the curriculum.
- Nurseries should carry out a 'reading audit' with every parent, providing clear information about the benefits of regularly sharing a book with their child.
- All staff in nursery, not just the head teacher, should be supported to develop an in-depth knowledge of reading benefits in order to work authoritatively with parents to pass on key messages which encourage reading in the home.
- The new National Qualifications will offer increased flexibility, provide more time for learning, provide more focus on skills and applying learning, and provide more scope for personalisation and choice. Assessment approaches should reflect this.
- AifL tools and strategies should be embedded at all levels for all learners.

The Report

I warmly welcome this report, which seeks to help ensure that children are adequately exposed to the enriching possibilities of language. The ability to use language imaginatively and creatively is of profound importance – there are many forces that work against this, but giving creative language use a central place in the curriculum is a major way of combating these.

Alexander McCall Smith

Literature's business is how we live. Reading stories of all kinds is fundamental because stories, from even the most basic, help us understand what it means to be human. Stories suggest moral frameworks, patterns, a means to interpret what might otherwise seem random happenstance or beyond our control. If reading encourages thought, evaluation, empathy and a sense of one's place in the world, stories matter now more than ever. The best of literary work not only fosters the humane, it encourages the aspiration to attain it.

Janice Galloway

Introduction

The study of English is highly important in encouraging creativity in our young people. The texts to which learners are introduced have a significance that goes far beyond the classroom, stimulating ideas about real life issues, values and relationships. These in turn support learners' own creativity. In addition, these texts, whether they are listened to, watched or read, will allow young people to analyse and evaluate styles and techniques which provide models for their own talking and writing. Within English, the skills of listening and talking, reading and writing overlap and thus are all developed together.

The experiences and outcomes of literacy across learning involve skills which will be learned in English as well as in all curricular areas. In English, however, there are particular skills which are focussed on, such as the features of spoken language, including Scots, the ability to understand and to create characterisation, setting, structure and appropriate style. Learners will also have opportunities to write and talk imaginatively and to explore personal and reflective ideas. Furthermore, the study of English allows learners to develop the skills outlined in the health and wellbeing experiences and outcomes, including mental and emotional wellbeing and social wellbeing.

Above all, English encourages the appreciation of literature in all its forms and provides an engaging and motivating experience for those who study it. It is the surest route to lifelong learning and a continuously enriching experience of personal, social, professional and intellectual development for the individual.

Section 1: A Rich Diet...

A Rich Diet of Literature

Excellence of reading matter at all levels is essential. If students are not guided to the best we have to offer, we fail them. A rounded choice of reading, containing work on the "heritage" texts that helped forge the modern world's ways of seeing and which provide valuable insight into the roots of our culture, is a key building block of the teaching of English. Whatever the perceived reading level of the student, there is no excuse for poor-quality texts to be offered as "adequate". How this work might be chosen might well be up to individual departments, but it should certainly reach the highest standards of selection and include non-fiction (an increasingly literary category) alongside fiction, poetry, plays and other, less classifiable texts where possible.

A strong representation of Scottish Literature, especially contemporary work (of which there is a huge and sparkling diversity including poetry, novels, non-fiction and plays) goes, almost, without saying. There is no other country in Europe that does not teach its native texts as seminal: in Scotland it is a deep-rooted and currently flourishing focus of who we are as a people both in and outside of the UK. That Scottish children have access to words and insights inspired by their own landscape, language-use and modern mindset should be both inspiring and confidence-building.

This work should be offered alongside more generalised British literature - the whole tapestry of British work is also ours - while beyond this lies an enriching store of work in yet more varieties of English that includes American, Canadian, Australian, Caribbean, African, Indian and Pakistani contemporary texts as well as work from South Pacific former colonies. All of this work, written by a huge English-speaking cross-section of countries further flung than Scotland, throws light on the status of our children's language and its uses, flexibility and place in the wider world, including the valuable insight that Scots are not the only people who use a "honed" variety of English, tailored to adapt to different historical and cultural demands. This is enriching not only for native Scots (we are a people spread widely) but for adoptive Scots and multi-cultural classrooms. We are fortunately placed in having this literature so available to us without translation and should use the opportunity it presents to the full.

Excellent work in translation, especially that which forms part of the European tradition with which English language texts share a history, and prominent "world" texts should not be overlooked. That said, it should be stressed a teacher's enthusiasm for a text and ability to teach it matters more than anything on a checklist. Links to lists of suggested texts are provided in the Starters and Pointers section below, and may be helpful for teachers who feel out of the loop of current literary work.

Where schools are fortunate enough to have a librarian s/he is also invaluable in supporting young people in choosing engaging books, in assisting them with critical and information literacy skills and in developing their reading strategies.

In addition to exposure to new ideas and texts, is also important that students have a chance to hear this work read aloud as well as be able to spend time alone with the words. An intrinsic part of grasping literature, especially contemporary work, is to be able to "hear". Visiting writers may be useful in this regard as well as CDs and the teacher reading aloud.

It is important not all literary offerings be singled out for the needs of exams or classroom discussion: the ultimate function of literature is between writer and reader alone – who, guided by stimulating experiences of excellence will be able to carry on the adventure and education of reading for the rest of his or her life.

A Rich Diet of Language

The English language continually develops and changes as it spreads across the globe, and as communication adapts itself to the possibilities offered by new technologies. Providing a rich diet of language therefore involves offering real life scenarios of language at work, in addition to those crafted forms provided by literature. The world pupils inhabit sees them utilise a huge range of discourse, seamlessly chopping, changing and adapting to the appropriate context. The subject of English has to ensure that it keeps up.

Investigating a text from an English language perspective can inspire those who find themselves distinctly underwhelmed by literature. Appreciation of the author's craft can lead to an increased understanding of literature, and therefore a greater receptiveness to it.

Removing English from a pedestal and tucking into real action research can also be liberating for students who find themselves alienated from the subject due to their perceived lack of fluency and

success. By getting pupils, either alone or in groups, to explore how dialect is used in their area, or the difference in register when speaking to a peer compared to a teacher or a doctor, is to alert them to the meaning of their *own* use of the English language and to help them to engage in higher-order thinking by virtue of their own analyses.

Pupils could:

- gather evidence systematically,
- analyse the significant features
- develop their own hypotheses.

Students can often see the value of this process as the transferable skills are obvious.

It is imperative that students are given the tools and labels to explore the English language with accuracy. This means, in reality, a grasp of the basic labels of linguistic terminology and basic structures used to create effect – in other words, grammar. Grammar should be taught in small, interactive chunks, rather than by endless worked written examples. It should be seen as liberating students who struggle to express themselves, rather than inhibiting them.

Areas to explore could be:

- Language used by social groups – modes of speech and writing
For example: evidence can be gathered from recorded conversations (easy in this digital age – mobile phones and ipods can record speech); printed msn conversations, twitter feeds, emails etc. Distinguishing features can be noted and the effect of these features explained in a supporting commentary or presentation to the class.
- Register
- Varieties of English and differing perceived prestige levels
- Sociolinguistics - a huge subject offering much potential
- Impact of age, race, and gender on speech and written language
- Accent and dialect
- How language is acquired (excellent for those with young siblings)
- Language and occupational groups
- Language and power (a massive area which clearly overlaps some others)
- Advertising language (oral and written - visual elements are also important)
- Persuasive language (oral and written - visual elements are also important)

Scots

The Scots language is a valuable part of our traditional and contemporary culture, making it an important feature of the rich diet of language our children and young people are entitled to through Curriculum for Excellence. It reflects the real life experience of modern Scottish people, promoting social inclusion and creative identity through active learner engagement. With imaginative and integrated approaches to both oral and written Scots, teachers can have a positive impact on children's confidence in language skills as well as fostering citizenship. As a recognised minority language with many dialects, Scots has a wealth of rich and vibrant imagery and phrasing that can bring language lessons relevance and life. In the classroom it provides interesting opportunities for exploring rhythm and rhyme, while encouraging the development of vocabulary (both in English and Scots). Teachers can also use Scots to effectively develop listening and talking skills, generating fascinating discussions about language at all levels. If schools adopt a systematic approach to

teaching Scots it can have a beneficial impact on children's reading, writing and spoken English, and at the same time provide children with the tools to enable meaningful engagement with Scots texts.

It is important that Scots language lessons are not confined to January. Although Robert Burns has an important literary, cultural and historical place there is much more to Scots language and literature, and this should be explored at various points throughout the school year.

At the Early Level, Scots rhymes, songs and picture books can bring the home language comfortably into an educational setting. When we assign such value and status even the most reluctant child is encouraged to join in. Through the First and Second Levels, Scots can provide lively and active approaches to language work: e.g. punctuation, nouns, adjectives, alliteration, simile and metaphor. It can be used to introduce bilingual dictionary skills and encourage creative writing in both prose and poetry. Scots at Third and Fourth Level can be a way to engage young people, allowing them to investigate their language and encouraging them to articulate their thoughts through voice or pen. As an introduction to translated texts, Scots can open up discussion about language in a relevant way. By the Senior Level, Scots can provide young people with a means of exploring their linguistic heritage that stands up to academic rigour. As such, Scots provides a vibrant and exciting dimension to the rich diet of language required in the English classroom.

Recommendations:

- Local Authorities should encourage schools to develop a Scots language policy and progression, providing support through relevant CPD and access to modern Scots resources.
- Schools should appoint a Scots language co-ordinator. This could be part of the remit of the existing Literacy co-ordinator or constitute a separate role depending on the needs of the individual school. At a national level a Scots Makar for children should be appointed to lead development of a network of writers and teachers able to deliver high quality Scots language CPD training and author visits.
- Identifying and encouraging the sharing of good practice in Scots language teaching will help to foster teacher confidence and creativity in the classroom.
- Scots language should feature in Initial Teacher Training programmes for all stages.

A Rich Diet of Texts

The definition of text in Curriculum for Excellence enables pupils and teachers to engage with a wide range of media for communication and the development of critical and creative engagement with language. Learning and teaching that incorporates television, film, advertising, games and online media along with novels, poetry, plays and non-fiction writing provides relevance for young people and will develop their skills and understandings of the full range of communication and creative expression that they will encounter throughout life.

Critical literacy

The higher order thinking necessary to critically evaluate print text can and should be developed with moving image and new media texts. Working with a range of texts will support the development of the judgement and skills to assess tone, meaning, subtext, bias and persuasion. As young people spend more and more of their time using social media, these skills that enable them to assess the reliability and authenticity of a text are a vital part of literacy learning. Working with a wide range of texts can also be a useful and engaging way to consolidate learning and understanding of more traditional texts. Investigating how, for example, opinion is conveyed in a moving image text where there are visual clues of facial expression or gesture, can suggest strategies for identifying writing that conveys an author's particular opinion.

Interrelation between texts

Working with a variety of different types of text that are all interpretations of the same base material, such as a film, game and graphic novel all derived from the same novel, enables pupils to explore and understand the types of genre and medium conventions that different texts employ. This can start with moving from an oral telling of a story, to a book version, to a film in the earlier years of primary school, to exploring close readings of the original text through a matching section of a graphic novel or a game in secondary. Discussing the decisions that the authors have made at each stage, asking higher order questions to compare and assess those decisions and having the opportunity to make these choices for themselves in adapting a text to another medium will provide a rich pathway for engaging with texts. This will enable pupils to develop an understanding of the effectiveness and appropriateness of different types of text to communication for different purposes, audiences and contexts.

Stimulating the skills and awareness needed to read and create texts which use a range of forms and building confidence with both of these aspects of reading and writing are of central importance to young people in their use of social media and online texts. Approaching texts in different media can also provide an effective way for less confident pupils to engage with piece of writing they find challenging or that they would not choose to read for themselves.

Creation of texts

Working with a range of texts in a classroom opens up a huge array of opportunities for creativity. Using one type of text as the stimulus for making another supports both critical and creative response. For example, if pupils are asked to produce an animation of a story, they will need to make decisions about what elements of the original text to respond to, what they like or don't like, which elements they feel are or are not essential or important to the story and how best to retell the story using the tools and conventions of animation. Creating film, moving image, audio or online texts provide great opportunities for pupils to work together creatively. Taking on specific roles and making decisions as a group not only builds essential collaborative skills, but will also develop their understanding of the process involved in creating different kinds of texts.

Recommendations

- CPD opportunities for teachers are required in order to develop their skills, knowledge and confidence across the range of texts contained within curriculum for excellence, making specific connections between all mediums of text and critical literacy learning and teaching.
- Local Authorities should make the right technology available to teachers and pupils in the classroom and should strive to ensure that schools have access to reliable internet connection to enable teachers to source a wide variety of texts appropriate to the needs of their pupils in support of rich and diverse learning opportunities.

Digital Engagement

The vast range of digital media available in the 21st century can provide a rich source of inspiration for Literacy and English skills, and teachers should draw upon these resources to engage pupils in their learning.

For the purposes of this report, digital technologies will be understood to refer to the range of softwares, hardwares and architectures (Glow, Virtual Learning Environments etc.) used in learning and teaching in school, in the home and beyond the conventional learning environments. No longer simply a function of ICT, instead what is offered by Social Media, Web 2.0, Games Based Learning, Glow etc is a suite of integrated digital technologies accessible anywhere, anytime. Their potential

for focussed and connected learning and teaching is considerable. Not only that, but digital technologies have the capacity to support and enhance the relationship between home and school. Again, the ease of access and use of digital technologies becomes a powerful influence on children's learning and development.

Digital Engagement in the English classroom has been found to have a number of benefits. These include increased motivation of pupils, greater connectivity among teachers and more constructive communication between pupil, teacher and home environment. For example, blogs and wikis can be used to present essays, post examples of creative writing, and reflect on personal learning. Because of the ease of use and transparent nature of these platforms, pupils can read and offer comment on the work and presentations of their peers. Parents / guardians can also see and comment on their child's work.

Web 2.0 tools and technology offers opportunities for connection and collaboration with pupils from around the world. For example, creating and collaborating on a wiki about the poetry of Robert Frost with an urban high school in Scotland, a High School classroom in New Jersey and a school in rural Scotland can have a galvanising effect on the English classroom. Whole new perspectives open up; and 'performing' before a global audience has an inspiring effect on the potentially disengaged pupil.

Games based learning can stimulate pupils' imagination for creating text and writing narratives in a genre with which most of them are familiar in their daily lives. Playing Games in a classroom environment can encourage talk and give pupils confidence to interact with texts, discuss form and layout, and structure narratives in ways that are not always linear. For reluctant readers, there are a huge number of Games available that rely on reading skills, and this genre can often stimulate a desire to read when traditional texts have not done so. Games can also develop pupils' critical thinking and problem solving skills.

There is also huge scope for creating texts in this genre, particularly when working alongside other departments such as Computing, Art and Music. As the Games Industry is currently one of the fastest growing industries, and sales of Games far outstrip those of other entertainment media, there is a huge opportunity for giving pupils experience of skills for work that they may actually be involved in later.

For an excellent example of the potential of computer games not only in the English classroom but in the wider school community, teachers might wish to explore the Consolarium (LTScotland). This resource provides support for teachers who would like to develop skills in this area.

The huge growth in the availability in social media can also enrich the teaching of English. It is hoped that the present core of teachers already making use of wikis, blogs and other WEB2.0 platforms will grow, and the opportunity to share good work will be enhanced and encouraged by the extended and continuing understanding of the positive value of digital engagement.

Recommendations

- With the clear potential for learning and teaching, and the 21st Century necessity for digital engagement, Local Authorities are to be encouraged to un-filter many of the currently filtered social media platforms such as Flickr, YouTube, Twitter, Facebook. With reference to risk management, it would be of great value to enable young people and schools to develop policies in relation to responsible citizenship to include digital ethics and integrity.
- There is a clear need for continuing CPD opportunities for teachers to develop their skills, knowledge and confidence across the range of technologies. The value of these technologies for the teaching of English is huge; CPD is essential if teachers are not to be left behind in the digital revolution.

- Developing digitally literate staff should be seen as contemporary teaching and learning rather than an aspect of ICT. If this approach is to be successful, Head Teachers are key in ensuring that this message is understood.
- Teacher Education Institutions might wish to consider ways in which Social Media and Web 2.0 technologies can be embedded further into their training programmes.

Partnership, external insights and support

It is clear that partnerships between schools, parents, community learning and development staff, the voluntary sector, and arts organisations, as well as resources in the local community such as businesses, libraries and museums, can provide valuable active learning experiences relevant to the core principles and aims of Curriculum for Excellence. Given financial constraints, subsidised or free activities may be accessed through establishing creative partnerships. In some cases this might involve 'in kind' investments of time and expertise from volunteers, parents, librarians and community and business leaders; in others it would involve investments made through the educational programmes of arts organisations, museums and others, again with little impact on schools budgets. Teachers need to be supported in establishing these kinds of creative partnerships within a school environment that recognises the value and distinctiveness of them.

Recommendations

- Local Authorities should encourage schools to appoint a liaison officer responsible for developing and co-ordinating partnership interventions across the school in support of learning. This requires research, communication, the creation of fruitful relationships and the spotting of opportunities. This responsibility could either be part of a particular teacher's remit, or devolved to the parent-teacher council, or be carried out by a parent volunteer who works closely with the school administration.
- Parental support for a child's learning, e.g. their active engagement in it, is an essential element in ensuring that every child achieves their full potential. Regular, well-structured parental workshops and teaching evenings, which are informative both about the curriculum and the requirements of the school in supporting learning in a variety of ways, can help in recruiting valuable outside support from parents and others in the community.
- Within geographical limits, each child at school ought to be automatically enrolled in their local library after an introductory visit. Teachers should encourage reading for pleasure beyond the immediate demands of the curriculum by tracking each child's use of the local library, and validating individual choices and reading experiences by asking children to talk about this reading informally within the class environment.

Early Years

It is now widely recognised that a child's early years provide the fundamental basis for their successful future personal and social development, whilst playing a major role in their prospects for strong educational attainment. As James J. Heckman, Nobel Laureate in Economic Sciences, wrote in 2000:

"Learning starts in infancy, long before formal education begins, and continues throughout life. Recent research in psychology and cognition demonstrates how vitally important the early preschool years are for skill formation. Significantly, this is a time when human ability and motivation are shaped by families and non-institutional environments. Early learning begets later learning and early success breeds later success, just as early failure breeds later failure. Success or failure at this

stage lays the foundation for success or failure in school, which in turn leads to success or failure in post-school learning.” (Ounce of Prevention Fund / University of Chicago, 2000).

In Scotland, this has been recognised in a variety of ways including the Scottish Government’s Early Years Strategy, which is backed by national initiatives such as Play Talk Read <http://www.playtalkread.org> , Bookbug <http://www.scottishbooktrust.com/babies-early-years> , and the fact that Curriculum for Excellence has been designed to start at age three – see for further guidance <http://www.scotland.gov.uk/Publications/2009/01/13095148/0> and <http://www.ltscotland.org.uk/earlyyears/prebirthtothree/index.asp>

As highlighted by these national initiatives, and Heckman (above): “this is a time when human ability and motivation are shaped by families and non-institutional environments.” But not uniquely so, as most children will find a place at nursery from age three and begin their first experiences of formal learning within the new curriculum – whether they are aware of that or not. In terms of preparing the ground for successful learning in English from ages three to five, what is evidently most important is aiding the development of language skills through a child’s engagement in the world of books and through the kinæsthetic song and rhyme sessions that books and oral culture facilitate. By providing a rich diet of books and stories to be read and enjoyed with the child, whether individually or in a group setting, the Early Years Practitioner is doing much more than just helping to develop language skills – they are literally helping to introduce the child to the world, and the situations, social engagements and relationships which govern it. They are helping the child to begin to order their world, and to develop the vital capacities of empathy, judgement and social intelligence which form the basis, together with language, of successful learning and social interaction. The counterpart to this is to encourage parents, through a clear statement of benefits, to read regularly with their child, and to make sure books are available at home. There are important recent studies which should be consulted, and these are listed in the Starters and Pointers section at the end of this report under the Early Years heading. It is sufficient here to note that a 2010 academic study conducted across twenty-seven countries concluded that: “Children growing up in homes with many books get three years more schooling than children from bookless homes, independent of their parents’ education, occupation, and class.”

Literacy

Though the subject of literacy is not properly part of this report, the question of literacy is almost impossible to untangle from this period of a child’s life, especially as formal learning usually begins at age five. At nursery level, playful, non-formal engagement with the alphabet may be beneficial in preparing the ground. However, the question of when formal learning should begin remains open. In considering this, teachers in Primary school environments may want to access the Scottish Government’s Literacy Action Plan (2010) <http://www.scotland.gov.uk/Publications/2010/10/27084039/0> as well as the research listed below in the Starters and Pointers section. Of particular interest are the comments of noted academic Maryanne Wolf who writes:

“...the particular regions of the brain that underlie our ability to integrate visual, verbal and auditory information rapidly – like the angular gyrus* – are not fully myelinated* in most humans until five years of age and after... The British reading researcher Usha Goswami... found across three different languages that European children who were asked to begin to learn to read at age five did less well than those who began to learn at age seven. What we conclude from this research is that the many efforts to teach a child to read before four or five years of age are biologically precipitate and potentially counterproductive for many children.” (Proust and the Squid: The Story and Science of the Reading Brain by Maryanne Wolf, Icon Books 2008, P94ff)

(The angular **gyrus** is a ridge on the cerebral cortex which is involved in a number of processes related to language, mathematics and cognition. **Myelin** is an electrically insulating material that forms a layer around the axon of a neuron. It is essential for the proper functioning of the nervous system. The main purpose of a myelin layer is to increase the speed at which impulses propagate along the myelinated fiber.

Recommendations

- Nurseries ought to carry out a 'reading audit' with every parent, providing clear information about the benefits of regularly sharing a book with their child. Where appropriate they should offer support to parents who struggle in this area, either because of their own literacy issues, or because books are not readily available in the home.
- Nurseries ought to automatically enrol all parents and their children in the local library wherever feasible.
- There should be increased quantities of books in nurseries. Books should be in all areas of the setting– not just in the library. Children need to see books and have access and freedom to explore them throughout all areas of their play and learning. Children should have access to a range of books and be encouraged to explore these. In turn, this will hopefully influence children's desire to engage with books, while also modelling for parents that books can and should be integrated into all areas of the home. Think 'nudge theory' – more specifically 'choice architecture' [http://en.wikipedia.org/wiki/Nudge_\(book\)](http://en.wikipedia.org/wiki/Nudge_(book))
- There should be increased quality of books in nurseries. Nurseries ought to be able to make specific allocation of funds to ensure they can purchase new books for children and maintain a collection of books that will inspire children to read. Children should have access to new books as well as a range of classics. Book collections need to be updated.
- There ought to be better training in understanding literacy development. Nursery staff are a key link to parents. It is important that all staff in nursery, not just the head teacher, are supported to develop an in-depth knowledge of reading benefits and can work with parents to pass on key messages which encourage reading in the home.

Section 2: Pedagogy

Introduction

Young people readily identify a positive and mutually respectful ethos as a major factor in high quality learning experiences in English. They value teaching approaches which encourage trust and which welcome their views and ideas. These approaches are especially important in the context of personal writing and some solo talk activities.

Well-planned and challenging group activities allow young people to use their thinking and language skills to good effect. By working collaboratively, young people also develop a strong sense of responsibility through, for example, sharing the results of a detailed investigation of an aspect of a text with the class, or preparing and sharing resources for classwork and home study. In a wider sense, young people benefit from collaborations between the English department and staff in the library and learning support department.

Where learning intentions are designed well, to identify the skills to be developed and set in the bigger picture of what is being learned, young people respond positively. In addition, they use the language and thinking behind the intentions to help them develop confidence about their strengths and areas for improvement.

Encouraging schools to investigate and develop their approaches to learning and teaching, with particular focus on the skills of effective talking and listening will ensure children will be given a clear voice and are encouraged to take an active part in their own learning. The use of dialogic teaching can significantly develop abilities in learners' critical thinking, and teachers and young people addressing learning tasks together. Classroom talk should be purposeful i.e. classroom talk is planned to achieve specific educational ends, and, cumulative i.e. teachers and pupils build on each other's ideas so that all involved see a coherently expressed line of thought. Pupils' expectations are raised, and their knowledge of how to learn effectively is significantly developed. High quality interactions in the classroom during pupil-teacher and pupil-pupil dialogue involving higher order questions (Bloom's taxonomy) results in a climate for sustained thinking and discussion. Children understand better when interacting with others. This should take place in an atmosphere of mutual trust where children can articulate their ideas freely without fear of embarrassment and together reach a common understanding.

Another feature of very successful learning in English is the quality of engagement generated by relevant and topical texts. In the best examples, both teachers and young people seek out these materials and young people have the opportunity to lead the discussions.

Where young people have learned how to assess their own work and that of others, they plan next steps in their learning confidently. Shared approaches to assessment e.g. teacher, or self- and peer-assessment, help young people to improve the technical standards of their writing and the overall quality of ideas and expression.

Successful learning in English comes from a well-planned variety of teaching and learning approaches and contexts. Enrichment activities, such as theatre visits, library links (including access to visiting authors and book groups), film-making and animation clubs, magazine production and debating not only motivate young people but present valuable opportunities to use language skills in real contexts.

The positive impact of showcased work is both motivating and celebratory. It makes a significant contribution to the culture in the classroom and encourages young people to use language in different ways – and to have a go.

Varieties of Pedagogy

There are key pedagogical choices that effective English teachers regularly make which seem central to the quality of their pupils' learning. These choices are neither exhaustive nor prescriptive but are among the key features of an organic and evolutionary pedagogy which sits very comfortably within Curriculum for Excellence conceptual framework, rather than having emerged from it.

Effective teachers of English seem to:

- Make clear decisions about aims, or learning destinations, that signal where any programme of work is designed to take pupils' learning.
- Use a range of strategies at the start of every lesson which actively involve all pupils in establishing the prior learning that they will have to access to learn successfully in that lesson. The most successful strategies, many of which have emerged from the AiFL programme, include personal reflection, pair to group share, hot-seating, peer teaching etc., and invariably produce key information and ideas which remain accessible to all pupils throughout the lesson.
- Share with pupils learning intentions/objectives for each lesson which are:
 - descriptive of learning rather than activity
 - sufficiently open to allow for enquiry and discovery
 - helpful learning signposts for pupils

- available throughout the lesson as the “box-lid” of the learning jigsaw for that day
- Contextualise the learning of new knowledge in activities/tasks which show how that knowledge can help them become better readers, writers, talkers and listeners. In particular, they *build understanding* of new ideas and concepts before attaching to them the technical vocabulary associated with it.
- Make explicit for pupils the connections between:
 - the activities in which they are engaging
 - the activities in which they are engaging and the learning that these are designed to produce

These connections usually take the form of brief but clear statements made:

- when sharing learning objectives and activity plans for the lesson
- in supporting resources
- after specific activity instructions have been given
- in the transition phases between activities
- in reviews of learning
- Use established conceptual models for effective pupil learning such as Cooperative Learning, Collaborative Learning, Active Learning, Critical Learning in order to give pupils opportunities to:
 - Choose
 - Interact
 - Cooperate
 - Collaborate
 - Decide
 - Discuss
 - Debate
 - Create
- Engage in effective micro-teaching when pupils are working in groups to support learning, prompt and challenge thinking, using open questions, building on pupil responses.
- Offer *all* pupils differentiated opportunities to learn and demonstrate their learning.
- Develop pupils’ skills in reading, writing, talking and listening by exploring these in way that show their interconnectedness, rather than encouraging pupils to see them as discrete skill or knowledge areas such as Writer’s Craft, Close Reading, Knowledge of Language.
- Develop talking and listening skills by:
 - Showing pupils how to use strategies such as proposing, acknowledging, supporting, building upon, offering alternatives to, refuting
 - Scaffolding group discussion
- Use a range of strategic approaches to develop pupils writing skills including:
 - Exemplification using pupils’ own writing
 - Modelling using approaches which are drawn from our knowledge of how genres work
 - Using *process* model approaches for creative writing
 - Scaffolding
 - Providing real contexts for real audiences and purposes
 - Encouraging collaborative writing as a stepping stone to individual writing improvement
- Use DARTS (Directed Activities Related to Text) approaches to engage pupils actively and practically in the process of making meaning by:
 - Skimming
 - Scanning

- Locating
 - Summarising
 - Annotating
 - Deconstructing
 - Analysing
 - Evaluating
- Use the full range of AiFL tools and strategies to be able to know with confidence:
 - That pupils understand clearly what success looks like in any English classroom activity, and that task completion is not a clear enough indicator of success
 - What pupils have learned
 - That they or other adults have given pupils useful and practical feedback
 - That pupils have also reflected on their own learning and received feedback from peers
 - That pupils know what they have learned and what they need to do to improve
 - What they, as teachers, have to do to help pupils improve from where they are to where they could reasonably be next
 - That pupils know where to get the support to do that
 - That pupils can transfer new knowledge, understanding and skills to other writing, reading, talking and listening situations

Progression and Assessment

'Building the Curriculum 5' notes that assessment follows and reinforces the curriculum and promotes high quality learning and teaching approaches. The opportunity for staff to share standards in and across schools supports assessment. Assessment provides learners with an element of choice and personalisation in showing that they have achieved the intended outcomes and consequently draws upon a wide variety of approaches to enrich the experience of learners.

English provides learners with the opportunity to develop the skills of listening and talking, reading and writing in language, literature, media and other texts. The experiences and outcomes are skills-based. Learning and assessment are planned together and support the development of these skills with increasing depth over a range of practical and relevant contexts using a broad range of texts. At all levels, higher order skills are developed through the tasks set, effective questioning and the assessment process. Learners gain increasing independence in applying these skills.

Assessment provides learners with the opportunity to demonstrate their wider achievement. The range of experiences and outcomes allows for personalisation and choice and enables learners to achieve in different ways and at a different pace through a variety of contexts for learning. Assessment supports the effective transition required for continuity and progression in learning.

Curriculum for Excellence values, purposes and principles will underpin all new and revised National Qualifications. The new National Qualifications will offer increased flexibility, provide more time for learning, more focus on skills and applying learning, and more scope for personalisation and choice.

Recommendations

- English lessons should promote inter-active learning, providing meaningful opportunities for listening, talking and thinking. This will also help to support broader and deeper learning through reading and writing.
- English lessons should engage young people with language in relevant, diverse and challenging contexts to develop their skills and confidence, and develop their thinking.
- English teachers, through initial teacher training and CPD programmes, should be supported to use a wide range of teaching approaches. This should include becoming confident users of a range of on-line technologies and increasingly skilled practitioners of e-pedagogy.
- AifL tools and strategies should be embedded at all levels for all learners.

Inclusive Learning

Encouraging communication among children with Additional Support Needs (ASN) is vital and this is done in Additional Support for Learning (ASL) schools through the use of Alternative Augmentative Communication (AAC). Children use Communication books with symbols or photographs depending upon the child's symbolic understanding. Children point to things they would like, answer questions, identify people and make requests. Some children also use a Picture Exchange Communication System (PECS) whereby they will physically hand over a symbol or photograph in exchange for a requested item. These methods have proven effective in facilitating children in making their needs known, preventing frustration and encouraging children to communicate with others.

There are many multisensory approaches used in the ASL sector in order to expose our learners to an accessible and meaningful curriculum in Literacy and English, including those which use assisted technologies. Children experience a variety of literature forms in the format of sensory books, involving tactile materials and sensory story boxes comprising characters, props, puppets, scents, textures and relevant materials. Children with multisensory impairments become involved in stories by smelling scents, feeling textures of materials and contributing to the voices and sounds made by characters by pressing a Big Mac or Step by Step switch. By exploring these resources and being encouraged to turn pages of story books and identify characters, children experience the excitement and meaning of literature. Besides the wealth of literature children are exposed to through sensory stories, some learners are accessing Oxford Reading Tree books. They are able to identify characters using 'Talk about Boards' and match words with accompanied symbols. Some children are even reading sentences from stage one up to stage four books with support from 'Communicate in Print' software. Children make steady progress through this reading scheme and some are almost independent readers.

For those children who cannot access the ORT reading scheme, Interactive story packs are a valuable resource. Focussing on 'Real reading' books, they are accompanied by Picture/symbol boards and 'Go talk' buttons where necessary. Most of the stories have a lot of repetition which means a phrase or sound can be recorded onto a simple voice output device for the children to press at appropriate times in order to join in with the story.

Song and rhyme boards are accessed by pupils and are made with pictures and symbols. These aid the children with their understanding of the songs they are singing and maintain their interest due to their interactive nature. Laminated symbols can be moved around the board while the song is being sung e.g. a child would move the speckled frog from its log and into the pool.

In relation to writing, children use a combination of pre-writing tools and sensory phonics. Children follow a sensory pre-writing routine where appropriate, or a pre-writing checklist involving making marks, shapes and patterns onto paper using a variety of writing utensils. Sensory phonics have been a huge success in exposing pupils to different sounds. They can identify and name objects beginning with a particular sound from a sensory feely bag, match these to the correct photograph and also to the correct word. The children also use play dough, sand and rice when tracing letters prior to writing these.

ESOL

When pupils speak English as an additional language we must be creative in the approaches used to accommodate them and their parents. Pupils will build up their knowledge of English if they are encouraged to listen to and talk to other pupils in English. Listening to stories, songs, poems and other forms of visual media will help build up pupils' familiarity with the language. Teachers can help pupils by providing them with word banks of the vocabulary they need to study English. The use of Communication books, PECS, symbols, illustrative texts and all of the above are all useful strategies in teaching these children English. Pupils should have the opportunity to express themselves in their

first language so as not to stifle their creativity. Pupils will learn English more easily if they are allowed to use their own language as well. (See LTS Fraserburgh case study in Starters and Pointers section below).

Recommendation

- School procedures should support families by offering translations for correspondence and to facilitate dialogue at parents meetings to ensure they are partners in their children's learning.

Professional engagement

The enriching experience that the study of English provides is supported by high quality professional development for practitioners - both pre-service and in-service. This focuses on pedagogy in order to motivate learners and help them to achieve to the very best of their potential. Active and engaging methodology stimulates their interest in all aspects of literature and language, including the Scots language. Continuous professional development takes many forms. For example, it may be provided by a national body or by a local authority, through ICT, including Glow, or through the use of collegiate or departmental time where practitioners can support each other and take part in moderation. The use of Teacher Learning Communities can be very effective.

Recommendations

- Practitioners should be encouraged to maintain their professional development throughout their career.
- Full advantage should be taken of the wide range of CPD opportunities, and in particular the opportunities provided by Glow.

Conclusion to the report

As mentioned before, this report is not intended to be comprehensive. However, we hope we have identified and addressed some essential areas in the teaching and learning of English, touching on strategies and techniques which will help in achieving excellence for all Scottish pupils, while also indicating where further support materials can be found.

It may be assumed, with the rise of 21st Century digital screen-based communications, that reading and language skills in and of themselves are becoming less important. But nothing could be further from the truth. According to the International Reading Association: "Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read can be crucial."

If this is the case, then schools will not only need to produce pupils who can read, but pupils who *love reading*, since it is ultimately this that will stock their minds, enable them to apply skills of discrimination and judgement, and become good communicators. One of Flaubert's most famous dictums was 'Read to Live', and with this in mind, we can see exactly what he meant. In order for us to be successful in this task, then, a lifelong love of reading (and writing) needs to be nurtured. In the mid 1700s Rousseau wrote: "Reading is the scourge of childhood and almost the only occupation we know to prescribe... A Child is hardly interested in perfecting the instrument with which we torture it; but make that instrument serve his pleasures and he will soon apply himself, in spite of you." The same psychology applies today. Therefore how we teach, how we engage pupils in their learning,

and how we help them construct informed choices for themselves, is paramount, and we are fortunate in having a new curriculum which enables this. Ultimately though, the question of how excellent outcomes can be delivered in English for Scottish pupils is answered quite simply: through great teachers who are properly supported in the delivery of their everyday practice.

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Marc Lambert (Chair)

Section 3: Resources and Evidence

Starters and Pointers

A Rich Diet of Literature

Scotland is a treasure house of stories, from myths and legends to wee tales told in the playground, many of which have inspired writers, artists and poets. This resource contains a selection of stories, both in written form and orally where they are recounted by experienced storytellers.

<http://www.ltscotland.org.uk/scotlandsstories>

For Scotland's oral culture and storytelling traditions see <http://www.scottishstorytellingcentre.co.uk/> The Storytelling Centre also provides CPD and a wealth of resources and expertise.

Information on Scottish texts and study notes can be found on the Association for Scottish Literary Studies. <http://www.arts.gla.ac.uk/ScotLit/ASLS/Schools.html>
<http://www.arts.gla.ac.uk/ScotLit/ASLS/TeachNotes.html>

Key resources are : "Teaching Scottish Literature: Curriculum and Classroom Applications", Ed. Alan MacGillivray, Edinburgh University Press, Edinburgh, 1997; the HMI publication 'Effective Learning and Teaching in Scottish Secondary Schools: English' (1992)
<http://www.hmie.gov.uk/documents/publication/elte1.htm> (The Chairman of the Education Committee of The Association for Scottish Literary Studies comments: "This excellent work gives excellent advice on the teaching of English in general and many examples of where and how Scottish literature can be taught in the secondary school."); and "Treasure Islands: A Guide to Scottish Fiction for Young Readers Aged 10-14", Ed James Alison and Ronald Renton, Association for Scottish Studies, Glasgow, 2003. (This is also available online through the ASLS link above).

Also of interest are the websites of the Scottish Book Trust, the Scottish Poetry Library, the Edinburgh International Book Festival and the National Library of Scotland.

<http://www.readingroom.spl.org.uk/>

<http://www.edbookfest.co.uk/>

<http://www.scottishbooktrust.com/general-readers/recommended-reading/search>

<http://www.nls.uk/>

All of the literature organisations in Scotland are happy to offer teachers assistance. For links to a wide variety of organisations, local book festivals, websites in support of children's reading etc. see <http://www.scottishbooktrust.com/links>

A Rich Diet of Language

This site provides support with parts of speech, grammar and punctuation. It also explains some common confusions such as 'affect' and 'effect' and has an interactive part where users can test themselves. <http://www.ltscotland.org.uk/knowledgeoflanguage/english/index.asp>

"Understanding Grammar in Scotland Today", John Corbett and Christian J. Kay, Association for Scottish Literary Studies, Glasgow, 2010. ("A very important resource with excellent exemplification for this area", according to one teacher.)

This site explains that Scots is a language and not slang or a corruption of English. Different dialects are introduced and there are ideas for using Scots in an active way in schools. <http://www.ltscotland.org.uk/knowledgeoflanguage/scots/index.asp>

This resource contains more than 130 songs and tunes, in Scots and Gaelic. You can learn about traditional songs and music, understand themes in Scottish music and find out more about Scotland's instruments. There's a short introduction to each song or tune, along with song lyrics and the musical notation for almost every tune. <http://www.ltscotland.org.uk/scotlandssongs>

Highland Council's website has extensive ideas for teaching Scots and lists many helpful resources. http://www.hvlc.org.uk/hlp/scots_language.ht.

A website by Scottish Language Dictionaries for teachers, parents and pupils full of games, lesson ideas and audio clips from across Scotland. <http://www.scuilwab.org.uk>

An online dictionary of the Scots language: <http://www.dsl.ac.uk/dsl>

Online resources for Robert Burns, Robert Louis Stevenson and more. <http://www.ltscotland.org.uk/scotlandsculture/index.asp>

<http://www.spl.org.uk> -The Scottish Poetry Library website.

Local Authority Scots Language Resource Packs:

Inverclyde: When We Find the Gowd. This covers First, Second and Third levels and is suitable for pupils in Inverclyde, Glasgow, West Dumbartonshire, East Dumbartonshire, Renfrewshire, East Renfrewshire, North Ayrshire, South Ayrshire, East Ayrshire, North Lanarkshire, South Lanarkshire, Falkirk, Stirling, Edinburgh, West Lothian and Fife.

Dundee City Council: Whar's Wattie. Suitable for Dundee, this pack covers Early, First and Second levels.

South Lanarkshire: Tak the Leid. A teaching pack produced by English teachers for S3 and above.

Shetland: Da Ditty Box. A resource pack for developing Shetland dialect in pre-school.

Da Gaer Box. A resource pack for developing Shetland dialect in P1 to P3.

A Rich Diet of Texts

Learning and Teaching Scotland's resource on using graphic novels with Curriculum for Excellence: <http://www.ltscotland.org.uk/resources/g/graphicnovels/intro.asp>

A list of 100 tips, articles, tools and resources for teachers wanting to use comics and graphic novels in the classroom: <http://www.teachingdegree.org/2009/07/05/comics-in-the-classroom-100-tips-tools-and-resources-for-teachers/>

Links to information about teaching comics, and a list of specific graphic novels that can be used. <http://www.webenglishteacher.com/graphicnovels.html>

Resources from Scottish teacher Michael Stephenson on adapting a text to graphic novel. <http://www.scottishbooktrust.com/otir/tm8>

Digital Engagement

Moving Image Education:

An online focus for all aspects of moving image education tailored specifically to Curriculum for Excellence: <http://www.movingimageeducation.org/>

An exciting educational resource that puts hundreds of important historical film texts online, providing students with a rear-view mirror on our society over the past century: <http://scotlandonscreen.org.uk/>

A new site by Tilda Swinton and Mark Cousins all about great movies for children: <http://eightandahalf.org/>

A research paper by David Parker on Moving Image, Media, Print Literacy and Narrative exploring the impact of Moving Image Education on print literacy, using the focus of narrative structure: <http://www.bfi.org.uk/education/research/teachlearn/nate.html>

Storytelling and reading:

A great site focusing on digital storytelling, including an archive of digital stories and case studies of practice: <http://www.storycenter.org/index1.html>

A site dedicated to using digital technology to engage children, particularly reluctant readers, with reading. Includes a great collection of book trailers made by pupils: <http://digitalbooktalk.com/>

Gaming:

The Consolarium is a centre which practitioners can visit in order to try out a range of computer games and game design technologies in order to discuss the relevance and practical application of them in their schools.

<http://www.ltscotland.org.uk/sharingpractice//literacyacrosslearningfraserburgh/introduction.asp>

A comprehensive resource from a teacher in Sheffield based on using the game Myst as a stimulus for literacy and creative writing: <http://swclc.net/?p=734>

A link to a report for educators on using games for learning from FutureLab - Computer Games, Schools and Young People: <http://goo.gl/mLpQG>

Adventure Author:

The adventures of the Adventure Author team - computer game making in schools. The teaching materials sections of the Adventure Author site provide a teacher's handbook on using Neverwinter Nights 2 for the learning and teaching of writing. Developed and tested by a team from Heriot-Watt University, the resources are designed for use with Curriculum for Excellence. Written by Judy Robertson, Keiron Nicholson and Cathrin Howells: <http://goo.gl/sCsjb>

Blogs: reflective journals, either closed between teacher and pupil or open for comment by peers.
For example see: www.edublogs.org

Wikis: content creation and development by groups of pupils. For example see:
www.wikispaces.com

Social bookmarking: collection and sharing of teacher reading lists, with scope for commentaries on the texts. For example see: www.delicious.com

Social networking: for hosting discussion and answering queries. Such groups are being established by students as well as by staff. For example see: www.twitter.com

Partnership and external support

Creative Scotland is the new agency for the arts in Scotland, and replaces the Scottish Arts Council. All funded arts organisations are listed here, alongside Creative Scotland's own commitment to education <http://www.creativescotland.com/education/education-overview>

Scotland's National Arts Companies also offer a wealth of educational and teacher support programmes <http://www.scotland.gov.uk/Topics/ArtsCultureSport/arts/NationalCompanies>

This case study shows how learners engaged with artists, poets and the RSPB.
<http://www.ltscotland.org.uk/sharingpractice/g/growinguplochleven/index.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-536738-64>

Early Years

Scotland's national resource on Early Years and the curriculum:
<http://www.ltscotland.org.uk/earlyyears/index.asp>

Children's author and literacy expert Mem Fox tells us that children need to hear 1000 stories before they will learn to read: <http://www.memfox.net/ten-read-aloud-commandments.html>

Scotland's Bookbug bookgifting programme: <http://www.scottishbooktrust.com/babies-early-years>

Zero to Three - the U.S.A's National Centre for Early Years, chock full of great resources and information: <http://www.zerotothree.org/>

The National Literacy Trust's Early Years section - similarly full of vital information:
http://www.literacytrust.org.uk/early_years

Varieties of Pedagogy

HMI Survey published by the Scottish Office Education Department in 1992. Titled 'Effective Learning and Teaching in Scottish Secondary Schools: English' it is based on inspections of over 200 English departments. Despite the passage of time some consider that this remains the most comprehensive and detailed analysis of the principles and actual practices of good teaching in English.
<http://www.hmie.gov.uk/documents/publication/elte1.htm>

Inclusive Learning

This guide has been produced by the Scottish Government's Lifelong Learning Directorate to support practitioners to undertake initial assessment with their learners. Its aim is to help standardise initial assessment approaches, so that the learner can be placed in the appropriate provision. It also shows case studies of effective practice: <http://www.esolscotland.com/initialassessmentguide.cfm>

This resource which aims to guide teachers through the appropriate pathways to determine if a child is dyslexic: <http://frameworkforinclusion.org/AssessingDyslexia/>

Young people at Fraserburgh North Primary School present a set of oral health workshops in both English and in their native languages to other pupils and parents.

<http://www.ltscotland.org.uk/sharingpractice//literacyacrosslearningfraserburgh/introduction.asp>

Progression and Assessment

This website shows how assessment supports learning and engages learners in the process by sharing learning intentions and success criteria:

<http://www.ltscotland.org.uk/learningteachingandassessment/assessment/about/principles/introduction.asp>

This website describes what is assessed and how it is assessed, showing that assessment covers learning both within and outwith education establishments and classrooms:

<http://www.ltscotland.org.uk/learningteachingandassessment/assessment/progressandachievement/index.asp>

Professional Engagement

HMIE's report English: A portrait of current practice in Scottish schools and pre-school centres, devised from visits between 2004/2007: <http://www.hmie.gov.uk/documents/publication/epcp.html>

HMIE's Journey to Excellence Literacy Resources:

www.journeytoexcellence.org.uk/resourcesandcpd/cpdresources.asp

This resource has been developed by Learning and Teaching Scotland to support the development of creative and personal writing. It is suitable for Access 3 to Higher and is particularly recommended for Intermediate and Higher courses:

<http://www.ltscotland.org.uk/nationalqualifications/resources/writingskills/index.asp>

The Scotland's Culture initiative includes information about Burns, Scots in Australia, Loch Ness, Skara Brae and many other areas: <http://www.ltscotland.org.uk/scotlandsculture/index.asp>

Scottish Information Literacy Project: Information about how to find reliable information suited to needs. Examples of work carried out by various schools and early years settings:

<http://caledonianblogs.net/information-literacy/>

The BBC's learning resource: <http://www.bbc.co.uk/scotland/learning/bitesize/standard/english/>

National Literacy Glow Group:

<https://portal.glowscotland.org.uk/establishments/nationalsite/LiteracyandEnglish/default.aspx>

Scottish Book Trusts CPD resource - Online Teacher in Residence initiative

<http://www.scottishbooktrust.com/otir>

EEG Survey Reports - Evidence

The full survey reports are available in the appendix to this document. Below, we offer a selection of comments from teachers, followed by some comments by pupils.

Teachers said....

A Rich Diet of Literature

“Children should be exposed to a wide variety of literature to enable them to make choices in their own writing.”

“Children should ideally be exposed to a wide variety of literature - variety in styles, authors, genre, poetry, plays, short stories etc. I firmly believe there should be more Scottish literature studied and am a firm advocate of comparative studies.”

“Scottish literature still needs a higher profile.”

“Personalisation and choice are very important in choosing and teaching, but we are also constantly seeking to “widen the horizons” of pupils, and introduce them to new texts. Keeping our library lively and appealing is also very important.”

“I prefer to teach the best texts, by the best writers and to do so unrestrained by having to teach something simply because it is Scottish or written by a woman. There needs to be a balance between the classics and more modern texts and there does need to be an element of choice. I feel sad that the curriculum has become so narrow that pupils rarely get exposed to Chaucer or Dickens and that the same old texts are taught year in year out, narrowing the collective experiences of Scottish pupils. There needs to be far greater incentives for teachers to move beyond the safety of the book cupboard favourites. This might be achieved, oddly, by having set texts but changing them regularly and having plenty of choice.”

“Children should read literature that is appropriate to their ability level and also challenges them. Scottish literature is obviously particularly appropriate and it is very important that it should be at the heart of the curriculum at EVERY stage. If pupils are familiar with their own literature they will move readily to the study of other literatures. Knowledge of the value of their own literature and culture will also make them much more self-confident human beings and will enhance the value of the spiritual (as opposed to the material) in their lives. Familiarity with their own literary tradition will also stimulate their creative writing and make them want to contribute to it. Regrettably many teachers are not familiar with the Scottish canon. We believe that all teachers of English in Scotland should have studied at least one course in Scottish Literature in their first degree.”

A Rich Diet of Language

“Getting a range of Scots material of high quality which represents various regional voices is important. Good learning and teaching in English respects and enjoys the Scots language, using it as a way in to exploring and supporting both language by comparing and contrasting them.”

“It is really important to offer pupils a range of Scottish texts to show diversity and regional variations in grammar, vocabulary and spelling. It is important to have older Scottish texts available as well as modern texts to illustrate linguistic change and to acknowledge the literary history of Scots. The immense contribution to literature of Scots writers from Barbour, through Henryson, Dunbar, Douglas, Ramsay, Fergusson, Burns, Scott etc to the present day should be recognised and celebrated. Any other language group that had a literature of such quality would be thoroughly literate in their language. Most Scots have no idea that we even had a literary tradition before Burns.”

A Rich Diet of Texts

"I like Unit Studies where a novel is studied and a great deal of work is done that embraces all areas of the curriculum. This method definitely adds a depth of understanding and the opportunity for introducing a variety of approaches in both teaching and learning. CfE has opened up the doors again for more studies of this nature. Children should be allowed to choose what they'd like to read for pleasure, provided they are given some way of reporting back to others as to whether they would recommend a book or not and why. Library Club oral feedback session where a star rating system is applied worked with the last p7 class I had. Literacy Circles are fast becoming the norm in our school and I think the variety in pupil roles these offer is popular with pupils."

"I find the wider definition of text very exciting as it allows us more opportunities to engage some of our more reluctant readers. We have been experimenting with digital narrative, blogs, wikis, twitter and more technological resources which certainly seem to have an impact on boys in the classroom. We have been trialling the use of gaming in the classroom and using games as a stimulus for writing tasks - this has proved very successful. We have always engaged with moving image and seen how successful this can be in developing analysis skills with lower ability students."

"... motivation [is] created by using innovative and imaginative resources such as using Moving Image in Education techniques to inspire analysing and creating texts."

Digital Engagement

"Digital media has an increasing importance in today's society and it is important that teachers embrace the multimedia approach to learning and teaching so as not to be left behind by pupils."

[Digital engagement] "means that all communities including remote areas and economically disadvantaged areas can have access to high quality material. GLOW can connect teachers and pupils enabling all Scots voices to be heard. Older Scots texts as well as modern Scots texts can become available to all at minimal cost. Ideas, information and expertise can be shared. Interactive learning, multi-sensory and programmed learning is ideal for some learners such as those with dyslexia. It is ideal for individual learners who can work at their own level and can work independently. Assessment can be built into exercises and can be immediate. Games can be motivating for learners."

"There are boundless opportunities in the English classroom for digital media that goes far beyond the traditional use of word processing or even powerpoint presentations. Digital media, is only effective, in my view, when it is genuinely interactive and not simply a replacement for activities that could easily be carried out in a more traditional manner. There are three major barriers to digital media. The first is teacher confidence, the truth is many pupils are have better ICT skills than their teachers and this does not fill teachers with the confidence required to try new types of teaching. The second is the availability of resources. Budgets are being squeezed and while ICT equipment is expensive initially, schools are not as well resourced as they should be or as they would be ideally to press ahead with the new type of learning required. Finally, the reliability of such resources - networks going down, GLOW's unreliability and shortage of digital storage can mean that the best intentions need to be changed and more traditional types of lessons reverted to."

Partnership, External Insights and Support

"They [external partnerships] all have a huge role to play in the education of children, [and are] part of the cultural resources of our community, but unfortunately [they are] often undervalued and underused."

“Our Master Classes, which are a 2 day focussed study experience in a particular subject of the pupil’s choice, has been a great way to use the help and expertise of others e.g. artists, police, dancers, musicians and parents ... the children have benefited greatly from their input.”

“Parents are the most fundamental form of support for me. It is wholly beneficial to achievement to have parents on-board...”

“Many young people come from homes where learning is not valued and the need for greater parental involvement in children’s education has never been greater.”

“Parental workshops and teaching evenings to aid the implementation of homework projects and engagement with them are important in a learner’s development. Parent volunteers can bring insight to topics and can be a 'fun person' to work with rather than the teacher.”

“Parent volunteers... enrich the learning experiences of the pupils adding to their enjoyment and learning by showing the relevant links between the school work and "outside" life.”

“Parental support is essential for pupil success in English.”

“Partnerships help enhance English experiences, particularly [with] Arts and Cultural organisations. These tend to promote more active learning which motivates children.”

“Arts organisations can bring a different depth to topic work and therefore can create more scope for English tasks such as creation of texts, encouraging listening and talking.”

“Librarians are becoming far more instrumental in the delivery of English and Literacy skills, especially in secondary schools - Primary schools should also take advantage of local libraries and audit their own school libraries - many books and resources in Primary School libraries can be dated in some cases outwith the learner’s experience. It is good to use these resources to develop critical thinking.”

“Arts and culture are absolutely vital to the development of oral communication skills.”

“Pupils respond well to outside agencies on the whole plus they can bring in a fresh perspective.”

“Enriched by business partners in the community very well - provision of opportunities and materials for outdoor learning.”

“Business experiences, appropriate visits to local companies and establishments enhance the learning experiences of the pupils especially as CfE allows this breadth to develop through Enterprise.”

Varieties of Pedagogy

“... active learning is a very important aspect of learning in English, be it writing, reading or listening. Children love 'doing' therefore activities which encourage this can only serve to reinforce learning.”

“The ability of pupils to use English confidently and appropriately when speaking, writing or reading. In order to achieve this, pupils should be able to recognise vocabulary, grammar and spelling techniques. This should be cross curricular and encouraged within all curriculum areas.”

“The universality of English behoves us to ensure that our pupils have basic knowledge and skills, along with the basic tools of grammar. Without these our young people are disadvantaged for a lifetime...”

“Language skills (how to write) are the foundation of the creative process (what to write). Often children will say they know 'what' they want to say but they don't know 'how' to put it down on paper. These foundation skills need to be established at an early stage in order for the child (and the adult they will become) to use written language to effectively communicate in the wide range of circumstances they will encounter throughout their lives (whether that is writing a story for the teacher; an extended response to a question in a History exam; or a letter to accompany a job application).”

“The best teachers have always succeeded in creating a learning community of shared experiences and allowed their classroom to become a forum for exchange of opinions and ideas, especially via the reading of texts etc, thus giving students the opportunity to explore and experiment with language and develop the skills to express themselves appropriately and effectively in a variety of ways for different purposes. It is vital that children discover the many pleasures of playing with words, appreciating the richness and diversity of the living language as well as literary language, while they also need to develop the essential critical skills that will alert them to the many dangers of language abuse and exploitation, especially in the media, in advertising and in politics. At the same time it is vital that our children develop confidence and pleasure in creating their own voices and communicating them to real audiences in the classroom and beyond.”

Inclusive Learning

“I teach in a school where almost a third of our students are bilingual. This has a direct impact on the choices of texts we can use. When buying in new class texts for the department we try to ensure we cover cultures and societies which reflect the learners in front of us. We do try, when we can and as far as our budget allows, to buy some texts in the native language of some of our learners so those at an early stage in their language acquisition can still engage in the learning in the classroom.”

Progression and Assessment

“... an educational system suffocated by testing and exam targets leaves far too little time or energy for creative activities and projects which in the long run are far more inspirational, far more likely to develop a greater range of skills and at the same time develop a life-long love of learning than the narrow range of drills and skills required to pass exams. Scottish education needs to be saved from an unhealthy obsession with testing, improving 'performance' in league tables and trying to 'prove' that standards are rising, when it is far more likely to be a paper only improvement via coaching the kids through the tests and ticking the right boxes.”

“There needs to be a great deal more time built in for moderation to allow teachers to share the standards and expectations. Another key concern is in transition. Clusters need time to discuss how they are going to be passing on information, and ensure a consistency in the way information comes from the primary to the secondaries.”

“We have been moderating pieces of writing and it is clear that a strong understanding of the importance of setting clear learning intentions coupled with appropriate and relevant success criteria is paramount to ensuring assessment and moderation are successful. The skills progressions on LTS website have been very useful in our work on assessing writing and we have adapted them slightly as a work in progress to improve them for using in our school. The challenge is not CfE, it is the confidence of the workforce to pick it up and develop their own knowledge and skills. We all need to continue to plug away with embedding AifL and formative assessment as well as rethinking how we go about our summative assessment to make it more formative and thus a more proactive part of learning.”

“AIFL is well known and understood now. Difficulties arise in keeping track of every teacher utilising it - this can be very difficult with a large turnover of staff, supply cover and short term contracts for staff meaning there is a lack of continuity. Transition times have always had their difficulties - fresh start in S1 under 5 - 14 and perhaps information from Pre 5 - P1 not being accepted or seen as broad rather than in depth. Changing mind set of staff to see the importance of learning intentions and success criteria and the content being available for creative application is one major challenge. For very many staff the security of 5 - 14 where they could follow what they should cover next to moving to more freedom and professional decision making makes many of them nervous. What we don't need is another National Test replacing the old 5 - 14 test.”

Professional Engagement

“There should be an academy of excellence for the teaching of English and teachers should receive ongoing training and they should be assessed to ensure they have enough knowledge and enthusiasm to pass this training on to our children.”

Pupils said...

In September 2010 a group of children from Port Glasgow presented their ideas on what excellence would look and feel like in their school experience. In essence they were looking for dynamic rather than static models of teaching. Exploration, conversation, debate and stimulating experiences involving learning games, play, and peer to peer learning (with mixed age class groups) were seen as the most effective ways to engage them as learners. They doubted whether this could be delivered only in the classroom environment – they wanted to be ‘active and walking about’. Being sat six hours a day at their desk was seen as an ‘unnatural’ experience. ‘Excellence’ also meant that they would be recognised for their achievements as individuals, and that this would foster their personal commitment to their own intellectual and social development.

Some of these points were reiterated in their response to the short survey issued to them in January 2011.

The best English lesson I ever took part in -

“The best English lesson I took part in was the play 'The Diary of Anne Frank' in 1st year. This was a play that everyone in my class took part in, as we took turns to act. I played a several characters in it.”

“The best English lesson I have taken part in was when my teacher was teaching our class how to learn quotes for our Higher exam. We were struggling to try and remember poems etc, therefore the whole class had to stand up and each individual person had to memorise two quotes at a time then say them to the person next to you without looking at the poem. This proved very fun as the teacher would then ask random people different parts of the poem.”

“The best English Lesson I took part in was about Christmas. We worked in groups discussing and debating traditions at that time of year. We noted it down and elaborated on one of the traditions. We found out more information and listened to other groups tell us their findings.”

“I really enjoyed making a power point presentation on how to look after your pet. I enjoyed it because we got to work in groups, and we had the responsibility to work on our own and show how well you could produce a piece of work and it was overall a fun thing to do. My group chose reptiles, we all got given a role to play like editor and art and graphics. We all researched an animal and made a few slides, then in the end the slides got joined together. We then presented it to our class and got rated. The group with the most points won a prize.”

Why did it motivate you?

"They were fun lessons, and I enjoyed working in a group."

"It motivated me to write more stories because I really enjoyed being able to use my imagination."

"This motivated me as I was then able to take the skills I had learned in class home and use them to learn quotes for my exams."

"This lesson motivated me because I found this play interesting, maybe because I haven't taken part in a play before or because I haven't seen a play acted out and I always have read it as a book in Primary."

What did you learn?

"I learnt that if you act things out you may understand things better than just reading it out, if someone else doesn't know what a word meant, the teacher wouldn't need to repeat themselves over and over again."

"I learned how to co-operate with other classmates and it made me try to aim for curriculum for excellence it also helps for making new friends."

What was different about the lesson?

"We got to work as part of a team and work with people we wouldn't normally work with, this was rather enjoyable."

"I am normally shy in classes but this lesson had boost my confidence as I took part in it and I enjoyed it."

"Had a change of scene."

What skills do you think you should learn in English

"I think you should mainly learn communication skills as you need this no matter what you are going to do in the future. Also adequate language, writing, reading and speaking skills."

"How to work in a group, grammar, how to write really good stories, how to read better, write good essays about books..."

"I think you should learn... basic English skills like writing and reading at a good level for your age, as well as about the basics of writing essays and stories."

"I've learned how to set out an essay, answer the essay question fully, look at the characters in detail etc."

"Reading, spelling, writing, poetry, punctuation, how to describe something from your imagination or from reality and confidence in reading out loud."

"Basic reading and writing, obviously, initially. In secondary school however, I think we need to learn more grammar - how our language works. I, personally, rather enjoy it, however find myself doing the sheer minimal at school due to everyone's - even the teacher's - hatred towards it. I believe we should learn how to correctly use punctuation, such as semi-colons and apostrophes, the difference between a dash and a hyphen and so on. This is what makes our language what it is - not talking about "My First Memory" in front of the class."

1. What are the outcomes that excellent learning and teaching in English should achieve?

	Response Count
	8
answered question	8
skipped question	0

2. What kind of learning and teaching enables these outcomes to be achieved?

	Response Count
	8
answered question	8
skipped question	0

3. What are the best experiences of this kind of learning and teaching that you have had? (please feel free to give specific examples.)

	Response Count
	8
answered question	8
skipped question	0

4. How should learning and teaching in English incorporate skills and understandings for the 21st century? (please feel free to give example of innovative uses of new technologies etc.)

	Response Count
	8
answered question	8
skipped question	0

5. What support do teachers need to develop and sustain excellent teaching practice in English?	
	Response Count
	8
answered question	8
skipped question	0

6. What is the one most important element for ensuring excellence in the learning and teaching of English?	
	Response Count
	8
answered question	8
skipped question	0

1. What are the outcomes that excellent learning and teaching in English		
	Response Text	
1	An excellent command of the English language, a passion for words and huge creative potential :)	Oct 29, 2010 2:33 PM
2	Excellent spelling Correct use of grammar Expansive vocabulary Enjoyment of reading	Oct 29, 2010 5:44 PM
3	Improvement in standards of literacy. Raised attainment. Engagement in and enjoyment of the subject. Depth of understanding and development of thinking skills.	Nov 2, 2010 8:40 AM
4	Competence in four areas Confidence in pupils to contribute orally and through writing Enjoyment of reading and language in general	Nov 25, 2010 8:32 AM
5	Children who are confident with language and love exploring and creating texts.	Nov 25, 2010 9:45 AM
6	Skill and confidence in understanding and creating communications of all kinds. Ability to reach justifiable conclusions INDEPENDENTLY about the myriad texts of modern world. Ability to communicate flexibly and responsibly- whether to persuade, inform, entertain, contribute.	Nov 26, 2010 9:02 AM

1. What are the outcomes that excellent learning and teaching in English

Response Text		
7	Literate individuals. Excellent exam results Preparation for the wider world - expert communicators, dedicated individuals. An appreciation of literature. A will to explore literature further. Effective storytellers A joy in learning The ability to structure written work A knowledge of the important works of literature	Nov 26, 2010 1:06 PM
8	good communicational skills knowledge and understanding of grammar proper pronunciation of and written English when and where it matters as these are very important for future achievements	Dec 13, 2010 10:00 PM

2. What kind of learning and teaching enables these outcomes to be

Response Text		
1	Exciting and enthusiastic teaching by people who really LOVE the language!	Oct 29, 2010 2:33 PM
2	Enthusiastic teachers a must !!! Interactive meetings with authors (my daughter has recently seen Cathy Cassidy live, and was involved in interactive sessions with Charlie Higson and Michael Morpurgo which has made her believe that anyone can be an author). Elocution lessons should be re-introduced.	Oct 29, 2010 5:44 PM
3	Variety of approaches. Active learning techniques, effective and regular formative assessment, collaboration, learning by teaching. The use of ICT in teaching and resources such as GLOW.	Nov 2, 2010 8:40 AM
4	Strong staff pupil relationship Good selection of materials Some pupil participation on learning Awareness of styles and aptitudes	Nov 25, 2010 8:32 AM
5	Active learning, group work etc but there must be a firm base (ie basic literacy) from primary to build on. Far too many children come from primary unable to spell basic words and understand simple grammar and punctuation.	Nov 25, 2010 9:45 AM
6	Greater focus on core skills- rigour in knowledge about language. Greater independence through self-assessment and target setting and editing (removal of mentality that first drafts don't have to be accurate/excellent because the teacher will correct it). Experiences should be charged with relevance asnd meaning.	Nov 26, 2010 9:02 AM
7	Interactive - use of whiteboards, smartboards, colour, big sheets of paper Inspirational - knowledgable teachers conveying a love of their subject Fun - acting things out, putting on accents, listening to sories Well structured - the aims are clear, the learning is clear, the application of the learning is clear, the assessment of the learning is clear and feeds back into the learning process Differentiated - by outcome Safe learning - the freedom to make mistakes and learn from them, rather than be humiliated by them Focussed Risky - get out of the classroom, make some noise, have some fun Pupil lead - see what they know, learn from each other I could go on and on and on! Loads of things! Even standing in front of a class and lecturing will lead to excellent outcomes, as long as this is purposeful and meaningful and enables children to learn.	Nov 26, 2010 1:06 PM

2. What kind of learning and teaching enables these outcomes to be

Response Text

8	motivation of teachers to instill the proper use of words and pronunciations in a correct manner	Dec 13, 2010 10:00 PM
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3. What are the best experiences of this kind of learning and teaching that

Response Text

1	Unfortunately, I did not experience this kind of teaching at school, but my love of language was fostered by our erstwhile writer in residence Ajay Close.	Oct 29, 2010 2:33 PM
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2	My daughter recently went to see an author live and has also taken part in interactive interviews with other authors, this has encouraged her to source their books and she has thoroughly enjoyed reading them knowing she knows about the authors.	Oct 29, 2010 5:44 PM
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3	These techniques have been embedded into units across the department and have been used very effectively. The young people respond very well to these teaching techniques on a daily basis. I think it is important that these skills and techniques are embedded throughout the curriculum and not just dusted off occasionally for an active learning lesson!	Nov 2, 2010 8:40 AM
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4	Thematic approaches Use of humour	Nov 25, 2010 8:32 AM
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5	Interactive approaches - set designs, sharing reading reports, mini presentations, writing a magazine, performing their own drama scripts.	Nov 25, 2010 9:45 AM
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6	Nothing has ever been so effective for me as the passionate and articulate delivery of ideas by individuals a few feet away - teachers, visitors, whomsoever.	Nov 26, 2010 9:02 AM
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7	Lessons where all the students are listening to a novel being read to them - laughing at the characters, engaging with the sadness of the situation - when they have never read a novel themselves. Shakespeare with pupils on tables, shouting insults at each other. Or the memorable Tybalt, wrapped in a paint-covered sheet in the Capulet's "tomb". saying, in the silence that followed Juliet dying (after swallowing "poison" from a conical flask borrowed from science), "Have they died? That's really sad" To have students engaging with Shakespeare is brilliant. Pupils making reference to a trip to see "The Woman in Black" in Edinburgh in their S6 leavers' speech. They were so scared they had to sleep with the light on. The power of words! Teaching a link question type to S4 pupils and have almost the entire class answer that type of question correctly in a prelim exam the following week. Many of the best experiences are related to exam success for pupils - this is meaningful for them.	Nov 26, 2010 1:06 PM
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8	My schooling was 1976 onwards. I feel that the teaching of English has deteriorated. By going back to 'basics of old school English and grammar', this would achieve far better standards in English.	Dec 13, 2010 10:00 PM
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4. How should learning and teaching in English incorporate skills and

Response Text

1	Social networking, e-books, film-making, broadcasting, Podcasting, spoken word performance skills etc.	Oct 29, 2010 2:33 PM
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4. How should learning and teaching in English incorporate skills and

	Response Text	
2	Every class should have interactive smartboards. Children should have access to learning online either as part of a structured lesson or during free computer time.	Oct 29, 2010 5:44 PM
3	Communication is of course at the core of the English curriculum and this is of course in preparation for their ability to function in and contribute to wards the society they are living in.	Nov 2, 2010 8:40 AM
4	Awareness of internet benefits and pitfalls Increased proof reading skills Use of electronic books Occasional use of computer games to stimulate interest or support texts	Nov 25, 2010 8:32 AM
5	Use of games in classrooms - have used projects with nintendo DS, school tycoon etc.	Nov 25, 2010 9:45 AM
6	Pupils must be assured in their recognition of the purpose, authenticity and persuasiveness of texts. This requires a strong understanding of language/communication skills and experience of as wide as possible a range of texts, whether heard, seen, read, even tasted or sniffed!	Nov 26, 2010 9:02 AM
7	We have to enable children to be proficient in the internet as a learning environment. Glow is the way forward here (they'd like the glitches ironed out!) For some, there is a need to teach other texts - not merely the traditional. Many technical skills have a short shelf life - we should focus on skills that will endure - structuring the written word, understanding what is being read, effective communication, reading texts (of all types)	Nov 26, 2010 1:06 PM
8	English is a complex language and has so many 'non-conforming' words. Spell checkers are all very well, but you need an excellent understanding to be able to gain the full benefits of these products.	Dec 13, 2010 10:00 PM

5. What support do teachers need to develop and sustain excellent teaching

	Response Text	
1	An enthusiastic network of teachers who are willing to share good practice.	Oct 29, 2010 2:33 PM
2	There should be an academy of excellence for the teaching of english and teachers should receive ongoing training and they should be assessed to ensure they have enough knowledge and enthusiasm to pass this training on to our children.	Oct 29, 2010 5:44 PM
3	Support and funding for CPD activities. Time to discuss and work with colleagues. Effective examples of how these techniques can be embedded into resources.	Nov 2, 2010 8:40 AM
4	Motivation in current economic climate when morale is low and rewards are less. Access to more up to date equipment and support.	Nov 25, 2010 8:32 AM
5	More time to prepare such activites as they can often take more organisation and effort than the standard worksheet.	Nov 25, 2010 9:45 AM
6	ACE grants teachers the independence and flexibility they crave. However, authorities must not allow the vision of ACE to be obfuscated by the bureaucracy so necessary to implement it. The question of assessment is uppermost in teachers' minds. Time must be given so this aspect can be resolved.	Nov 26, 2010 9:02 AM
7	Resources! Paper, pens, books, good ICT. Ultimately the best resource is an excellent teacher. Teachers should be given time to meet with other teachers, observe other teachers, share good practice. This is the nost effective form of CPD and will raise attainment.	Nov 26, 2010 1:06 PM

5. What support do teachers need to develop and sustain excellent teaching

Response Text		
8	<p>The curriculum needs to be effective and correct to allow teachers the effective delivery to our children.</p> <p>The powers that be also need to stop changing the curriculum every few years. The Jolly Phonics aspect of the curriculum is an utter waste of time. English is not a phonetic language and although it works for some words such as cat, ant, chair, etc, there are so many non-conforming words which can make it more confusing for our children.</p>	Dec 13, 2010 10:00 PM

6. What is the one most important element for ensuring excellence in the

Response Text		
1	The love of the subject :)	Oct 29, 2010 2:33 PM
2	Emphasis on spelling and grammar.	Oct 29, 2010 5:44 PM
3	Commitment from staff. It is also important for it to be recognised that many teacher's reluctance to adopt new methodologies is motivated through fear rather than lainess or negativity and that proper support is put in place for those who are less confident.	Nov 2, 2010 8:40 AM
4	Staff knowledge of their pupils and motivation of pupils by themselves and parents.	Nov 25, 2010 8:32 AM
5	Going back to basics firstly. Engaging children and approaching topics in a way that is fun and informative.	Nov 25, 2010 9:45 AM
6	Great practitioners in the classroom- motivated, imaginative and rigorous.	Nov 26, 2010 9:02 AM
7	Excellent teachers. Without a doubt.	Nov 26, 2010 1:06 PM
8	Correction. Teachers should be allowed to correct spelling mistakes from the very start. Yes, I know you want to give children the confidence to write from an early age and not have red pen through their work. At this age, childrens' minds are like sponges and most will be able to cope with having their work corrected. It may mean in the future that a Primary 6 pupil will be spelling 'building' correctly and not 'bilding' as it is spelled when sounded phonetically.	Dec 13, 2010 10:00 PM

1. Please select the option which best describes your professional role.

		Response Percent	Response Count
Early Years Teacher		0.6%	1
Primary Teacher		20.2%	33
Secondary Teacher		24.5%	40
Head Teacher - Primary		22.7%	37
Head Teacher - Secondary		0.0%	0
Head of Department		13.5%	22
Other (please specify)		18.4%	30
	Other (please specify)		36
	answered question		163
	skipped question		2

2. What does good learning in English look like? The 'how' rather than 'what' of learning... In your response, you may wish to consider the following: • active learning, cooperative learning, engagement of learners, learner's voice ... • shared practice • illustrations of excellence • English across learning • personalisation and choice

	Response Count
	70
answered question	70
skipped question	95

3. Considering the variety of experience of literature, what do you believe to be key when choosing and teaching classroom texts? What do you teach and why? In your response, you may wish to consider the following: • English Literature • World Literature • Scottish Literature • Comparative Literature • Children’s Literature • personalisation and choice • barriers to the teaching of texts

	Response Count
	59
answered question	59
skipped question	106

4. When considering the teaching of language, what do you regard as being of significant value? In your response, you may wish to consider the following: • Scots • language knowledge and skills • familiarity with the basic tools of grammar

	Response Count
	62
answered question	62
skipped question	103

5. To what extent do you see the wider definition of text influencing your own pedagogical approaches to teaching with texts? In your response, you may wish to consider the following: • print media • television • the graphic novel • film and cinema

	Response Count
	57
answered question	57
skipped question	108

6. What do you see as the opportunities afforded by digital media in the English classroom? What do you see as the major barriers? In your response, you may wish to consider the following: • social media • WEB 2.0 • GLOW • Games - based learning

	Response Count
	57
answered question	57
skipped question	108

7. What do you identify as the major barriers to learning in the English classroom? Please share your experiences and the approaches you use to overcome such barriers. In your response, you may wish to consider the following: • Multi-sensory approaches • social exclusion • language / ESOL

	Response Count
	49
answered question	49
skipped question	116

8. To what extent do you feel your classroom is enriched by partnerships, external insights and support generally? In your response, you may wish to consider the following: • Parents • Voluntary sector • Arts and Cultural sector organisations, and creative individuals • Resources in the Local Community i.e. Business, Libraries, Museums etc.

	Response Count
	52
answered question	52
skipped question	113

9. What are the major challenges in the successful teaching of English? In your response, you may wish to consider your approaches to and experiences of the following: • creativity • literacy across learning • varied approaches to gauging pupil engagement and understanding • emotional intelligence • context - how to ensure that learning incorporates relevance and application to real life • professional development

	Response Count
	54
answered question	54
skipped question	111

10. What do you identify as the major challenges in terms of progression and assessment in Curriculum for Excellence? In your response, you may wish to consider the following: • AifL • transitions • engagement with (external) assessment models • routes / pathways to engagement

	Response Count
	53
answered question	53
skipped question	112

1. Please select the option which best describes your professional role.

Other (please specify)		
1	writer/editor	Dec 5, 2010 10:30 AM
2	University Teacher	Dec 5, 2010 2:28 PM
3	Recently retired Depute Head/English teacher	Dec 6, 2010 10:50 AM
4	Folklorist (Oral literature)	Dec 8, 2010 5:28 PM
5	Education Consultant (Chartered Teacher Programme) and Tutor of English	Dec 8, 2010 9:03 PM
6	Translator	Dec 9, 2010 8:54 AM
7	storyteller and teacher of english as a foreign language	Dec 11, 2010 10:12 AM
8	Seconded to LTS	Dec 13, 2010 10:56 AM
9	Quality Improvement Officer	Dec 13, 2010 11:31 AM
10	Assessment Manager	Dec 13, 2010 12:11 PM
11	DHT	Dec 13, 2010 12:13 PM
12	PT Guidance	Dec 13, 2010 12:48 PM
13	Policy Manager	Dec 13, 2010 1:59 PM
14	Additional Support for Learning Teacher (Primary)	Dec 14, 2010 9:06 AM
15	Depute Head Teacher	Dec 14, 2010 4:48 PM
16	Professor of English	Dec 14, 2010 5:09 PM
17	Depute Head Teacher - Primary	Dec 14, 2010 7:45 PM
18	Head of Department and Faculty PT	Dec 14, 2010 10:44 PM

1. Please select the option which best describes your professional role.

Other (please specify)		
19	ASL	Dec 15, 2010 4:33 PM
20	Depute Head Teacher Primary	Dec 15, 2010 8:59 PM
21	Acting head of Early Years establishment	Dec 16, 2010 10:36 AM
22	Principal Teacher	Dec 16, 2010 3:15 PM
23	QIO	Dec 17, 2010 1:11 PM
24	ASN teacher	Dec 17, 2010 1:42 PM
25	ASN Teacher	Dec 17, 2010 1:56 PM
26	ASN Teacher	Dec 20, 2010 11:25 AM
27	ASN Support - Principal Teacher	Dec 20, 2010 12:24 PM
28	University Teacher, Lexicographer, Researcher	Dec 20, 2010 2:29 PM
29	Principal Teacher in Primary	Dec 21, 2010 11:07 AM
30	staff tutor literacy	Dec 22, 2010 10:07 AM
31	Education Development Officer	Dec 22, 2010 10:38 AM
32	Primary and Secondary pupil support teacher	Dec 22, 2010 2:19 PM
33	retired / former PT English, Garnock Academy	Jan 3, 2011 12:24 PM
34	hmi retired	Jan 5, 2011 10:37 PM
35	Depute Head Teacher,Literacy Coordinator	Jan 6, 2011 10:41 AM
36	Principal Teacher Curriculum Language & Communication	Jan 8, 2011 11:47 AM

1. What does good learning in English look like? The 'how' rather than 'what'

Response Text		
1	<p>Using a variety of texts to teach skills of Literacy. Being critical in what is being read. Creation of new texts from what has been learned. Application of skills in different contexts.</p> <p>A variety of listening and talking activities - Group work as well as individual work - solving problems, debating, discussion, committees.</p> <p>Use of reading trios and concept cartoons to stimulate discussion.</p>	Dec 8, 2010 6:51 AM
2	<p>Good learning in English should be active. This subject is teaching communication skills so discussion (whole class, group, pairs) should be obvious most of the time. Learners should have an opportunity to choose the texts they are studying and all learning styles should be taken into account. Learners should be experiencing a wide range of texts from the traditional novel to blogs/wikis. Learners should have the opportunity to reflect on what they have learned, what they have enjoyed, what they would change. Learners should be able to make connections between the skills they are using in English and the skills they would use in other subjects (for example report writing, group discussion, vocabulary development).</p>	Dec 13, 2010 11:04 AM
3	All of above	Dec 13, 2010 11:32 AM
4	Active, interesting, in depth, flexible, relevant, enjoyable...	Dec 13, 2010 12:01 PM
5	all of the above.	Dec 13, 2010 12:34 PM
6	<p>Good learning means a mix of learning styles and a mix of ways pupils can display or do their work. It means there is a common understanding of the learning intention.</p> <p>I think there has to be some personalisation and choice as this will engage learners and hopefully draw them in towards more learning</p> <p>It has to have a mix of questioning styles and has to have pupils engaged with each other</p>	Dec 13, 2010 12:50 PM

1. What does good learning in English look like? The 'how' rather than 'what'

	Response Text	
7	The learner finds the content/context of learning of interest/relevance to them. The learning is fun and enjoyable but also challenging. The learner is clear about what is expected of them, why they are learning something and what they need to do to be successful. There are opportunities for the learner to work with peers. Connections are made across learning. The learner is involved in saying how and what they want to learn. The learner is able to reflect on their learning and say how they could improve.	Dec 13, 2010 1:14 PM
8	Good practise across all subjects, promoting enjoyment through english and literacy e.g. reading challenges, role play areas to promote language in new areas, writing tables, class projects such as newspapers, planning as a stage	Dec 13, 2010 1:27 PM
9	English across the curriculum is a vital part of excellence in teaching. The skills are taught discreetly and then practised in the relevant areas. Only this way can the importance and relevance of the skills be recognised.	Dec 13, 2010 1:55 PM
10	learners being aware of their skills, developing them in ways and contexts which are meaningful to them; applying transferable skills to unfamiliar situations competently and without fear of feeling stupid	Dec 13, 2010 2:02 PM
11	all of the above plus a good selection of resources. Effective feedback should also be considered.	Dec 13, 2010 2:27 PM
12	Focussed teaching & learning of English skills (how to write) - ie grammar, spelling, handwriting - which underpins the creative process of writing for different purposes (what to write). 'Good learning' would include: exposure to, and discussion of, examples of writing; opportunities to work collaboratively with peers to develop content of writing; teacher modelling of writing; high expectations of writing skills.	Dec 13, 2010 2:33 PM
13	Pupils regularly read and have access to ax EXCELLENT stock of books Pupils at the early stages are heard and supported in learning very regularly - in small groups and one-to-one if necessary, using class teachers and classroom assistance Pupils have regular opportunities to write, and to have an audience for their work Pupils have regular opportunities to suport each other in learning, with materials to enable them to do this Pupils are developing higher order reading skills Pupils have regular opportunities to talk and listen to others and to high quality broadcast or other texts	Dec 13, 2010 2:51 PM
14	All of the above	Dec 13, 2010 2:52 PM
15	-active learning activities that build on the previous teaching to reinforce the skill and knowledge in a variety of ways. -sharing good practice through peer observations, moderation at levels, sharing good books, reflection logs for teachers etc -finding an outcome to focus on which permeates other curricular areas and finding a rich task which assesses it fully -involving pupils in identifying planned development routes from initial brainstorming	Dec 13, 2010 2:55 PM
16	Learning in English should be an active and engaged process. Children should be able to show a sound understanding of variety of texts in different worldly contexts such as childrens books, recipes, news bulletins etc. Children should be able to cooperate with their peers in an active setting whereby basic literacy skills are taught through wide range of visual and kinesthetic activities.	Dec 13, 2010 3:05 PM
17	collaborative work oral communication - assembly, pupil council, presentations shared redaing with other class stages writer of the month award	Dec 13, 2010 4:41 PM

1. What does good learning in English look like? The 'how' rather than 'what'

Response Text		
18	<ul style="list-style-type: none"> * varied learning activities * illustrations of competence * peer and self assessment * personalisation of activities to suit learning abilities * regular and prompt feedback from teachers * use of Glow 	Dec 13, 2010 7:56 PM
19	Active learning, sharing good practice, illustrations of good practice and literacy across learning.	Dec 14, 2010 2:51 PM
20	Certainly, illustrations of excellence, as sloppy and mediocre English are the norm in the mass media and public sphere. Pupils should be given the tools to critically examine the uses of English in the real world as well as in literature	Dec 14, 2010 3:44 PM
21	The ability to read with a good sense of style and nuance	Dec 14, 2010 5:10 PM
22	relevance and contextual learning incorporating a wide range of media, types of text to enhance learning modelling best practice support and guidance for individuals with specific needs or difficulties with english	Dec 14, 2010 7:47 PM
23	All of the above are important. Learning should be fun and learning in English should penetrate all aspects of the curriculum and subject areas. Learning links should be made explicit so that children know what exactly, and why they are learning. In some cases skills should be taught specifically then consolidated in a cross curricular context but in some cases cross curricular work may highlight the need for specific skills to be taught or be the context for learning them.	Dec 14, 2010 7:51 PM
24	A balance between active learning and "bums on seats" doing some formal writing.	Dec 14, 2010 8:34 PM
25	modelling enthusiasm creativity repetition perhaps a return to more rote learning - the standard of punctuation and spelling is falling	Dec 15, 2010 8:48 AM
26	Use of material that appeals to the learner's own interests. Challenging content. Appeal to their sense of professionalism or, often in the case of boys, their sense of competition. Consistent application of standards in writing. Use of presentation style that shows invention/ novelty. - Prezi.com - Slideshare.net - blogger.com	Dec 15, 2010 8:51 AM
27	Pupils are engaged and active and do the work for themselves and each other. There are no passengers. There is a lot of reading going on and even more thinking. Pupils enjoy writing and regularly do so because they love communicating thoughts, feelings and ideas.	Dec 15, 2010 9:49 AM
28	Varied: sometimes teacher led, sometimes paired tasks, co-op learning, sometimes silent classrooms with every pupil working from a textbook, sometime loud and full of laughter, sometimes full of passionate debate	Dec 15, 2010 11:37 AM
29	children should have opportunities to practise skills across the curriculum.,	Dec 15, 2010 2:07 PM
30	Active and engaged learners, Cooperative learning with peers, Personalised activities designed to meet each learners needs, Cross curricular activities - including english across different subjects.	Dec 15, 2010 4:57 PM
31	All of the above! Children involved in every step and taking ownership of their learning in English (and indeed all areas).	Dec 15, 2010 8:35 PM

1. What does good learning in English look like? The 'how' rather than 'what'

Response Text		
32	Shared practise engagement of learners through active,co-operative and self directed teaching. there should of course be choice for pupils	Dec 15, 2010 9:01 PM
33	don't know	Dec 16, 2010 9:52 AM
34	<p>A good lesson in English is where all pupils are working on appropriately differentiated material that is tailored to meet their needs. The resources used will usually be linked to other areas of the class curriculum and a variety of teaching approaches will be used to engage pupils. To aid further engagement pupils would be given the opportunity to choose a resource as this gives them ownership of their learning and keeps interest and motivation going. A variety of learning opportunities would be given - working as an individual, as a pair, in small groups as well as class work and there would be a balance between discussion and written work. There should always be opportunities to report back either to a group or class so that peer assessment can be applied.Children's work should be discussed with them and marked according to a strict marking code that is uniform throughout the school. Comments made should be personalised and IMprove the learning, not just prove it.It should also be the place where next steps in learning be identified. Best work should be displayed to set the bar for high expectations. Setting, for me personally, continues to be the most efficient way of pitching work correctly to a large group of children who are at the same place in their learning and offers the comfort of having to work closely with a stage partner, not in isolation.</p> <p>Pupils should know what the L.I. are as well as their personal targets. There should be built in time for review, evaluation and reflection of tasks so that targets can be changed once they have been met.There should be a prog. of study in place at school level so that progress through a level can be tracked and monitored for reporting purposes and transition.</p>	Dec 16, 2010 10:09 AM
35	The opportunity to experience the written and spoken word in various contexts. eg. recognising the names of shops, their names, letters in their names and writing these if they so choose. Singing, being read to and rhymes are a very important way of introducing english language for us.	Dec 16, 2010 10:38 AM
36	For me it would be mostly a combination of active learning practices, English learning across the whole curriculum and personalisation of examples.	Dec 16, 2010 11:21 AM
37	Children should be exposed to a wide variety of literature to enable them to make choices in their own writing.	Dec 16, 2010 11:39 AM
38	<p>All learners are actively engaged in a range of tasks to meet all learning needs.</p> <p>All learners have regular, embedded opportunities to agree success criteria, using personal targets/next steps, discuss views and participate in eco, health and wellbeing, enterprise and Pupil Council surveys and audits.</p> <p>All learners are expected and taught how to achieve their own best quality writing, talking, listening and reading across and beyond the curriculum. This is recorded and showcased in and beyond school.</p>	Dec 16, 2010 3:15 PM

1. What does good learning in English look like? The 'how' rather than 'what'

Response Text		
39	<p>Obviously active learning is a very important aspect of learning in English, be it writing, reading or listening. Children love 'doing' therefore activities which encourage this can only serve to reinforce learning. Despite the importance of active learning, I still place as much importance on the writing process. Sometimes children just need some time to sit down with a paper and a pen and 'have a go'. I also think the more they put pen to paper, the less of an effort this process becomes for them.</p> <p>Personally I am very interested in getting children 'engaged' and 'stimulated' in writing tasks and use many different props and pathways to do this. I think linking written tasks to other areas of the curriculum and popular culture can really help to encourage even the most reluctant writers to enjoy writing. For example my recent link with an Orkney class has encouraged children in my class to write to their 'E-pals' everyday. This has been done both through email and writing letters and it is something the children take responsibility for themselves. They want it to look good and therefore are keen to check their work for errors. I feel because they are so involved and interested in the link, it is helping them in their learning about the writing process.</p>	Dec 16, 2010 4:22 PM
40	<p>all of the above and: a study of a wide range of modern and classic texts use of modelling by writers and teaching staff of both talking and writing techniques good emphasis on talking skills e.g. debating and critical analysis.</p>	Dec 17, 2010 11:18 AM
41	ftjxfjh	Dec 17, 2010 12:44 PM
42	<p>Children interacting with each other, using talking and listening effectively in a range of situations. Children are confident to use their own writing to communicate their ideas. Writing is used in a meaningful way that engages learners to use their imagination.</p>	Dec 17, 2010 1:56 PM
43	<p>Ensuring the child sees the purpose of the learning Applying learning to real life contexts Learning in a variety of styles and writing in different genres for different reasons Using ICT Modelling good practice Giving the children a clear purpose and clear success criteria Ensuring that learners understand the importance of the learning</p>	Dec 17, 2010 2:04 PM
44	<p>Teacher researching and given training in delivery of literacy skills Teacher modelling skills Children actively involved in practising skills individually, in pairs and groups Providing as many learning opportunities to practice skills and develop these across learning Sound grasp of skills enables children to benefit from personalisation and choice Research good practice and link with schools to view and share experiences.</p>	Dec 17, 2010 2:29 PM
45	<p>Pupils are developing the confidence to use and adapt the skills they have learnt in similar and new contexts. Children have a good understanding of their path of learning i.e. what they need to do next to make further progress. They are able to take on board peer and teacher evaluations and make those changes. They understand success criteria are able to clearly and honestly evaluate their work against them.</p>	Dec 17, 2010 3:00 PM
46	<p>A well planned balance of active learning, cooperative learning and quality direct teaching which is interesting, motivating and in context. Using ICT for quality illustrations.</p>	Dec 17, 2010 3:59 PM
47	<p>Active learning, cooperative learning, involving the learner in their education of the subject but involving them in planning of things that are relevant and they are passionate about. Engaging the learner and using self and peer assessment.</p>	Dec 17, 2010 4:49 PM

1. What does good learning in English look like? The 'how' rather than 'what'

Response Text		
48	There should be active learning, cooperative learning, engagement of learners, learner's voice. Shared practice is essential for success as are illustrations of excellence so that pupils can aspire to this. Without doubt, English across learning has to be considered.	Dec 20, 2010 11:20 AM
49	Pupil engagement and involvement as "stakeholders" is key. A variety of methodologies with some choice in outcome. The teacher as a facilitator during collaborative tasks, with student ownership of tasks. I also like the use of short "debriefing" activities to judge how much learning has occurred or how much enjoyment has been had from a lesson or unit of work. A healthy buzz in the classroom! A mix of formative and summative assessment approaches. Not much to ask then!	Dec 20, 2010 11:23 AM
50	A shared understanding of standards e.g. spelling, punctuation, grammar etc. Freedom within classes for choice of styles and texts. The ability to communicate ideas in a wide range - not just written. Use of new technologies e.g. ICT to enhance learning.	Dec 20, 2010 11:33 AM
51	Active learning - with lots of opportunities to collaborate with peers. Modelling of skills - concrete examples for pupils to see clearly what effective/ineffective pieces of work look like. Clear progression, building on prior knowledge. Personalisation should allow overlearning for pupils who require this and opportunities for highly able pupils to experience breadth and depth.	Dec 20, 2010 12:27 PM
52	Good learning in Scots as in English involves all these aspects suggested above. Getting a range of Scots material of high quality which represents various regional voices is important. Good learning and teaching in English respects and enjoys the Scots language, using it as a way in to exploring and supporting both language by comparing and contrasting them. There is no effective learning without the co-operation of the learner and this will not be obtained if their own language is not respected. At the moment, Scots speakers are still sometimes having their voice ignored or insulted. The work of Itchy-coo in primary schools has been exemplary. The Parliamentary Cross Party Group on Scots education subcommittee has provided a forum for sharing good practice in the teaching of Scots.	Dec 20, 2010 2:36 PM
53	All classes use a range of approaches to learning including active learning and co-operative learning. Staff share good practice by peer learning visits to each other's classes. English language is used across all areas of the curriculum	Dec 20, 2010 3:14 PM
54	That the pupil responds and takes responsibility for their response, taking it further and being inspired to use the experience to better their own understanding and focus. Pupils need to learn to learn and the examples and areas they get to learn in need to inspire them to look further into that subject and into every subject that interests them and enhances their own gifts and skills.	Dec 21, 2010 8:49 AM
55	Children should have the opportunity to work in a teaching environment which entuses them to participate at their own level, is challenging and co-operative and is part of what they wish to learn through a variety of topics or contexts. If they have some choice and ownership so much the better.	Dec 21, 2010 10:55 AM
56	Definitely English across learning where context is relevant and stimulating for the children. An active approach is also important, where children are actively involved in their learning. Talking and listening; children having opportunities to practise what they want to say through active approaches and discussion with peer or teacher. Clear success criteria so the children know what they are working towards. Quality feedback- I liked this because ... (specific examples) and involve the child in the 'how could we make it even better' discussion.	Dec 21, 2010 11:11 AM

1. What does good learning in English look like? The 'how' rather than 'what'

Response Text		
57	<p>active learning, cooperative learning, engagement of learners, learner's voice</p> <p>...</p> <ul style="list-style-type: none"> • shared practice • illustrations of excellence • English across learning • personalisation and choice 	Dec 21, 2010 12:09 PM
58	<p>All young people require to be competent in the use of the English language in order to be adequately prepared for the world of work. Therefore, over-emphasis on educationally fashionable 'active learning' approaches is unnecessary and a focus on how English language is used in the work place and real-life context would seem appropriate. Exemplars from modules such as HNC Communication would be useful. I am very concerned, particularly in Primary, that recently introduced 'new thinking' is reducing rigour in the use of language, spelling and grammar as I see my own daughter's progress regressing in P3 from where she was in P2.</p>	Dec 21, 2010 12:45 PM
59	All of the above plus high expectations	Dec 22, 2010 9:13 AM
60	<p>Learner engagement</p> <p>Relevance</p> <p>Use of real life examples/situations rather than use of text book exercises</p> <p>Active engagement</p>	Dec 22, 2010 10:39 AM
61	<p>Increase active learning and CfE resources which support active learning are in use in school.</p> <p>We have introduced new CfE literacy planning which incorporates teacher's current ideas and active approaches. This will be further developed.</p>	Dec 22, 2010 11:37 AM
62	Literacy across all learning	Dec 22, 2010 1:01 PM
63	<p>It involves a high quality 'lift off" (connection phase) whereby the content of the lesson is shared, process and the benefits of the lesson are sold. It links to previous learning, in the same or different curricular areas and the shape of the lesson is shared ('how' the children will be learning).</p> <p>Then an activation stage - discussion - whole class/elbow partner/group using a multi-sensory VAK approach and involves less of the teacher and more of the pupils.</p> <p>Demonstration phase - an opportunity to demonstrate learning and finally a consolidation stage to reflect on learning, transfer, connect and think of magic moments.</p>	Dec 23, 2010 8:36 AM

1. What does good learning in English look like? The 'how' rather than 'what'

Response Text

- 64 creating their own voices and communicating them to real audiences in the classroom and beyond. Hopefully they will also discover that texts and their own lives sometimes meet in the English classroom.
However teachers need to be flexible in the strategies they use, varying them according to the needs of the learners. There may even be a danger that due to current fashions in teaching, secondary teachers might be in danger of going too far in uncritical acceptance of teaching methods that are sometimes far more appropriate to learning in primary. We must not downplay or devalue the many traditional strengths of enthusiastic and expert subject teaching, at its best a priceless art of bringing a subject to life and inspiring a true love of literature or science or whatever. (Ernest Hemingway described it as possibly the greatest art of all.) A balance still needs to be found between quality teaching and active learning, between collaborative and individual activities and between shared and personal choices, especially in reading.
It is also vital that all secondary teachers should support the development of constructive talk, reading and writing skills and are able to support a range of relevant language skills in the context of their own subject and that they fully understand the linguistic challenges of learning in their subject. Literacy across the curriculum isn't simply about correcting spelling and punctuation or worse still, asking their English teacher to do it for them !
Effective Learning and Teaching English (HMI, 1995?) is probably still one of the best guides to what good English teaching is all about.
- 65 Children motivated, talking, listening, discussing, sharing views, thinking, empathising with characters, people, enjoying using language, contributing, all participating,
Writing for a purpose such as invitations to a Christmas performance, expressing views on Homework etc
- Co-operative learning is a very good vehicle for promoting all the above.
- 66 I wish to recommend to the attention of the Excellence in English group a survey by HMI published by the Scottish Office Education Department in 1992. Titled 'Effective Learning and Teaching in Scottish Secondary Schools: English' it is based on inspections of over 200 English departments. Despite the passage of time I consider that this remains the most comprehensive and detailed analysis of the principles and actual practices of good teaching likely to be available to the group. Its vignettes of excellent work are still relevant today.
I write as the former national specialist HMI responsible for drafting the report.
James N Alison
The link is:
<http://www.hmie.gov.uk/documents/publication/elte1.htm>

1. What does good learning in English look like? The 'how' rather than 'what'

Response Text

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|----|--|----------------------|
| 67 | <p>Good learning in English is when learners are engaged, motivated and at the centre of the learning. It is where an atmosphere of co-operation and trust has been built up so that pupils can contribute confidently with the class and their peers and where pupils are learning from each other as much as from the teacher.</p> <p>I believe it is when literature comes alive and it's not simply reading a text and writing an evaluation; instead dynamic teaching explores a variety of ways pupils can demonstrate an understanding of key concepts which involve digital and media literacy as well as traditional practices.</p> | Jan 6, 2011 10:42 AM |
| 68 | <p>All children having the confidence to be actively involved in their learning. Children can communicate effectively both orally and in writing. Children can work collaboratively and understand the importance of listening and talking to their peers. Children have the ability to transfer skills learned to other areas of the curriculum.</p> | Jan 7, 2011 8:17 AM |
| 69 | <p>A mixture of skills lessons and time to practise these skills in engaging, meaningful activities</p> | Jan 7, 2011 11:35 AM |
| 70 | <p>Good learning in English is when the lessons is structured around the needs of the learner. I believe English in particular lends itself very well to pupils learning from each other as well from the teacher.</p> <p>I believe that effective active literacy strategies are key to moving away from the traditional type of English teaching to provide an education which is based on personalisation and meeting the needs of the individuals. While there are certainly advantages to teaching a novel to a whole class; the group novel approach affords greater opportunity for pupils to learn from each other; read at their own pace; contribute more to group discussions and really see the benefit of the transferrable skills learned in the English curriculum.</p> | Jan 9, 2011 2:51 PM |

1. Considering the variety of experience of literature, what do you believe to

Response Text

- | | | |
|---|---|---------------------|
| 1 | <p>Using a variety of texts is key to the development of learners reading skills. Novels, poems and non-fiction books. Not just using comprehension tools, but instead using the skills of Bloom's Taxonomy to encourage thinking about the texts.</p> <p>Using active approaches to spelling - so that the transfer of spelling skills occurs. Consider word choice and it's effect on the reader of both written texts by the pupils and by studied authors.</p> <p>The Hame anthology has many different poems, which are child friendly and easy to deconstruct. The itchy coo website gives many ideas for the teaching of Scots - It is important that the learners understand the status of Scots and don't consider it just as an add on...</p> <p>When comparing Literature - using authors the children enjoy e.g. J K Rowling, Jacqueline Wilson will keep them engaged. Also comparing information in books (traditional texts) to website/blog/ wiki information makes the learners more critical about what they read and what trust they put in the information they read.</p> | Dec 8, 2010 7:49 AM |
|---|---|---------------------|

1. Considering the variety of experience of literature, what do you believe to

Response Text		
2	<p>All students should have an opportunity to familiarise themselves with a wealth of different texts. I allow an element of personalisation and choice in S1-3 with the use of literature circles (and newsreaders - our own non-fiction version of literature circles). We have found these structured approaches to personal reading much more beneficial than the traditional library periods. We still use the library resources to run these so the students are still having the opportunity to spend time in the library and engage the school librarian in discussion with what they enjoy reading.</p> <p>I teach in a school where almost a third of our students are bilingual. This has a direct impact on the choices of texts we can use. When buying in new class texts for the department we try to ensure we cover cultures and societies which reflect the learners in front of us. We do try, when we can and as far as our budget allows, to buy some texts in the native language of some of our learners so those at an early stage in their language acquisition can still engage in the learning in the classroom.</p> <p>With this in mind we do also try to promote Scottish texts also. It would be too easy, within a multi-cultural school, to neglect Scottish culture and so we ensure we have a balance. Unfortunately I do feel as though we are moving away from the more traditional classics, but these are not always accessible.</p>	Dec 13, 2010 11:17 AM
3	<p>There are two things which influence my selection of texts - what we have in the school and which texts will be most suitable/enjoyable for the particular group of pupils.</p>	Dec 13, 2010 12:02 PM
4	<p>Considering that most children are in education from 3-18, it is incumbent upon us to ensure that a broad range of text type and genre be experienced in this very large part of young people's lives.</p> <p>The key feature is relevance when choosing classroom texts.</p>	Dec 13, 2010 12:10 PM
5	<p>The texts I use tend to be ones that back up what is being discussed or display factual info e.g on drugs or sexual health.</p> <p>I also use text in quizzes and games that breakdown instructions or more complex matters into bite-size chunks</p> <p>I have pupils who may not have English as first language - use of dictionary needs encouraged</p>	Dec 13, 2010 12:56 PM
6	<p>Offer a variety of texts from various genres, times and subjects but then allow choice within that variety offered. Literature should be of a high quality and at an appropriate level for the children. Should also consider cultural backgrounds and beliefs of the children.</p>	Dec 13, 2010 1:16 PM
7	<p>Choose a text that engages e.g 'There's a boy in the girl's bathroom' for a challenging class, purposeful, if teaching alternative fairytales read some beforehand, looking at Scottish authors, allow children to discuss and vote on texts, link to learning across the curriculum</p>	Dec 13, 2010 1:30 PM
8	<p>Children's literature is vital when choosing texts. The level has to be considered as has the content and subject matter. Scottish literature attracts and holds the attention of children as they immediately recognise the particular genre. Through the above and personalisation and choice, many barriers will be broken down. Reading aloud by the teacher, using intonation, accent, character is vital as this brings the text alive. Having fun with the text is important.</p>	Dec 13, 2010 2:02 PM
9	<p>Children's interests help decide which texts are chosen. A lively range of texts is important.</p>	Dec 13, 2010 2:28 PM
10	<p>Exposure to literature can be: reading scheme texts; class readers; own choice of books (from school, public or home libraries); reference texts linked to class topics; or exemplars of specific genres/styles to support writing. Criteria for choices of text include age/stage appropriateness, ability to capture pupils' interest, and ability to broaden pupils' reading experience.</p>	Dec 13, 2010 2:39 PM
11	<p>Text that the students understand and if they don't progress that will help, including students helpers.</p>	Dec 13, 2010 2:53 PM

1. Considering the variety of experience of literature, what do you believe to

	Response Text	
12	- variety of author -links with Scottish dialect -finding a book which supports a gap in learning identified through backmapping on a specific topic, be it fiction or non-fiction -finding a text which is accessible to all through differentiated approaches, including self reading and listening to texts on a tape -can be tricky to find a text which challenges all: skill v theme	Dec 13, 2010 2:58 PM
13	topics- support learning fiction/non fiction- variety of text/genre- identify differences big books for shared reading- support one another, enjoy experience newspapers and magazines- personalisation and choice	Dec 13, 2010 4:43 PM
14	* mix of classic and contemporary texts * mix of prose, poetry and drama * use of film * use of newspaper and magazine articles * important to create varied learning activities regardless of texts * avoid works in translation (these are not really English texts) * use of Scottish literature texts in English rather than Scots (unless pre-20th cent except McDiarmid)	Dec 13, 2010 7:58 PM
15	Varied text on different countries and cultures. Pupil selections.	Dec 14, 2010 2:52 PM
16	Texts that are subtle. Poems.	Dec 14, 2010 5:11 PM
17	All of the above are important, but there is a need to be flexible with approaches and ensure they cater to the needs of pupils in class.	Dec 14, 2010 7:49 PM
18	We do a lot of comprehension around children's novels. Where possible we use lexile scores to match children's ability to their texts.	Dec 14, 2010 8:36 PM
19	more engaging short stories would be good - an anthology of English, Scottish and World lit would be good	Dec 15, 2010 8:49 AM
20	"Will the pupils get into this?" Appropriate to age and ability. "Will this challenge and enhance their current skillset?" "Will this broaden their general knowledge of their own and other cultures, histories?" Without pupil "buy-in" you're scunnered.	Dec 15, 2010 8:52 AM
21	I prefer to teach the best texts, by the best writers and to do so unrestrained by having to teach something simply because it is Scottish or written by a woman. There needs to be a balance between the classics and more modern texts and there does need to be an element of choice. I feel sad that the curriculum has become so narrow that pupils rarely get exposed to Chaucer or Dickens and that the same old texts are taught year in year out, narrowing the collective experiences of Scottish pupils. There needs to be far greater incentives for teachers to move beyond the safety of the book cupboard favourites. This might be achieved, oddly, by having set texts but changing them regularly and having plenty of choice.	Dec 15, 2010 9:52 AM
22	Something that pupils will engage with, can relate to on some level, text that explore universal themes, open up philosophical dialogue about a wide range of topics. I also like to include texts that will challenge pupils and give them an understanding of some of the classics. I also like to select texts that pupils would not ordinarily select for themselves.	Dec 15, 2010 11:41 AM
23	Relevance to what you are trying to teach Relevance to children's prior experience & knowledge How will it interest the children and hold their attention Do I think the children will enjoy it	Dec 15, 2010 4:59 PM
24	Children's Literature and personalisation and choice - making learning real and relevant.	Dec 15, 2010 8:36 PM

1. Considering the variety of experience of literature, what do you believe to

	Response Text	
25	<p>I think children need to be exposed to a range of texts and a variety of genre in order to widen their experiences. I think it is important to expose children to quality texts and to share our own love of literature with children.</p> <p>There should again be personalisation and choice but with some input from teachers to develop children's experience of different types of texts and authors.</p> <p>Technology should be used as often as possible to support pupils and to break down barriers to learning.</p>	Dec 15, 2010 9:05 PM
26	?	Dec 16, 2010 9:53 AM
27	<p>Children should ideally be exposed to a wide variety of literature - variety in styles, authors, genre, poetry, plays, short stories etc. I firmly believe there should be more Scottish literature studied and am a firm advocate of comparative studies. I like Unit Studies where a novel is studied and a great deal of work is done that embraces all areas of the curriculum. This method definitely adds a depth of understanding and the opportunity for introducing a variety of approaches in both teaching and learning. CfE has opened up the doors again for more studies of this nature.</p> <p>Children should be allowed to choose what they'd like to read for pleasure, provided they are given some way of reporting back to others as to whether they would recommend a book or not and why. Library Club oral feedback session where a star rating system is applied worked with the last p7 class I had.</p> <p>Literacy Circles are fast becoming the norm in our school and I think the variety in pupil roles these offer is popular with pupils.</p> <p>Barriers to texts tend to be, in our school, due to parental complaint or that it encroaches on work that will be covered in High School.</p>	Dec 16, 2010 10:22 AM
28	<p>The age and stage of the child is very important and the experiences are based on this information. There are opportunities to join in any activity and gain knowledge in not only English but other languages, eg Gaelic and Scottish.</p>	Dec 16, 2010 10:43 AM
29	<p>I am teaching Art and Design this year and mentor two probationers. I also oversee Modern Languages in the Primary School.</p> <p>I expect a high standard of literacy across the curriculum.</p> <p>When involved in choosing classroom texts, Scholastic has been favoured and all of the above are considered with colleagues.</p> <p>The Scottish context is a crucial and situated.</p> <p>We try to follow GIRFEC as presented by our Depute, Vicky Fish, to prevent barriers to learning.</p>	Dec 16, 2010 3:29 PM
30	<p>When choosing literature in my own class there are a number of aspects I consider. My class do literacy circles, which encourages personalisation and choice in the process of reading, therefore they get to choose their own reading books.</p> <p>We are linked with a class in Orkney which has triggered a large interest in Scottish literature in the class recently. From this we have looked at authors such as George Mackay Brown and Eric Linklater.</p> <p>Personally I always try to choose texts which I think the children will be interested in, i.e. is linked to a current topic, the news, an interest etc. For instance, the children had been investigating natural disasters and had become very interested in tsunamis. I chose to read Michael Murguro's 'Running Wild' to them which included this, as well as many others, as the theme. I think they were more interested in the novel because it was something which they wanted to know more about and could link to their own learning.</p> <p>However, I do believe sometimes it is just nice to read a good book which has no links or hidden learning messages and just enjoy the process of reading aloud and listening which we also do a lot of in class.</p>	Dec 16, 2010 4:30 PM
31	<p>Texts appropriate to age, stage, topic matter, personal interest and a good variety of all genres.</p>	Dec 17, 2010 11:19 AM
32	erg\rsgrgf	Dec 17, 2010 12:44 PM

1. Considering the variety of experience of literature, what do you believe to

	Response Text	
33	<p>Texts should be interesting to the learners, relate to their own experiences, introduce them to new ideas/information/cultures and be aimed at their level of development and understanding.</p> <p>Texts used in the classroom include:</p> <ul style="list-style-type: none"> local texts - dialect rhyme up to date information books easy to read stories interactive stories (lift the flap, textured pages, sound buttons, puppets etc.) 	Dec 17, 2010 2:00 PM
34	<p>Ask children to choose at times</p> <p>Link to class topics</p> <p>Use audio books to assist learners with dyslexic difficulties</p>	Dec 17, 2010 2:06 PM
35	<p>Children should be given a wide variety of real books.</p> <p>These should be made up of fiction, non-fiction, quality novels, Scottish authors, ICT resources and story telling resources.</p> <p>These books should be used to teach literacy skills in a context.</p> <p>Children should be involved in selection of books.</p> <p>It is sometimes difficult to find non-fiction text at the appropriate level for primary school children although there are some good ICT resources.</p>	Dec 17, 2010 2:29 PM
36	<p>There are several key issues but the most importance is relevance. That could be relevance to the individual, to the class, to the local environment or to wider issues. In many ways the important thing is to explain to the pupils the reason for looking at the text and getting them to understand why it is important for them, without that understanding even the most important text may not be utilised to the full.</p>	Dec 17, 2010 3:00 PM
37	<p>Texts which build on children's experience.</p> <p>Quality, updated fiction and non fiction</p> <p>Texts which can be interdisciplinary</p>	Dec 17, 2010 4:05 PM
38	<p>Choosing texts that are appropriate to what the class are doing is always a good start. Using texts that are exciting and will engage the listener as well as pleasing to the eye.</p>	Dec 17, 2010 4:51 PM
39	<p>Since I am an ASN teacher the most important for me is the consideration of barriers to the teaching to texts. Nowadays, there should be little or no problems but this does not seem to be the case. Teachers need to embrace new technology.</p>	Dec 20, 2010 11:22 AM
40	<p>First and foremost, it has to grip the reader - hook them in - I often choose texts based on my knowledge of my learners. I tend to go for texts that are going to have an emotional impact in some way, regardless of what nationality the author is or where the story is set. I might teach a series of short stories or poems that have a commonality but only expect a written response on one - letting the students choose. I think very dense fiction that seems to have little bearing on the students' own life experience tends to be challenging to deliver in a meaningful way - there are very few texts like this - and I find that so-called "classics" can engage learners really well, especially Shakespeare! It's all about the "way in".</p>	Dec 20, 2010 11:26 AM
41	<p>Suitability for each learner - no restrictions to one type or genre.</p>	Dec 20, 2010 11:33 AM
42	<p>Needs to be a move away from core reading schemes as predominant resource for teaching reading. I like to see a rotational programme over the course of a year where pupils experience</p> <ul style="list-style-type: none"> (a) novels - I do not think there is a high enough emphasis placed on reading stamina and providing pupils with quality 'library' times (b) reading non-fiction texts (c) more emphasis on texts which appeal to pupils rather than too much emphasis placed on traditional texts <p>Ultimately the text should be something which engages pupils and is accessible to them</p>	Dec 20, 2010 12:32 PM

Scottish literature still needs a higher profile.

1. Considering the variety of experience of literature, what do you believe to

Response Text		
43	<p>It is really important to offer pupils a range of Scottish texts to show diversity and regional variations in grammar, vocabulary and spelling. It is important to have older Scottish texts available as well as modern texts to illustrate linguistic change and to acknowledge the literary history of Scots.</p> <p>The immense contribution to literature of Scots writers from Barbour, through Henryson, Dunbar, Douglas, Ramsay, Fergusson, Burns, Scott etc to the present day should be recognised and celebrated. Any other language group that had a literature of such quality would be thoroughly literate in their language. Most Scots have no idea that we even had a literary tradition before Burns.</p> <p>Barriers would include differences in teacher knowledge and experience of these texts, accessibility of texts and the paucity of Scots covered in teacher training colleges.</p>	Dec 20, 2010 2:36 PM
44	<p>The pupils experience a wide range of literature within the school. There is a certain times of the year a specific focus on Scottish literature. The children have the opportunity of experience a wide range of literature through the school library. Children are able to make their own choices for book studies etc.</p>	Dec 20, 2010 3:17 PM
45	<p>World literature. Every child will enjoy different literature in different ways as they are all individuals. They need to be inspired to look into the choices of text and see them from different angles and jump off points.</p>	Dec 21, 2010 8:51 AM
46	<p>The literature available to the pupils should be of a wide variety encompassing ideas from the world but not forgetting "home" literature e.g. English and Scottish both of which are rich areas to trawl from.</p> <p>Children's literature is vital as it is aimed at each stages level of interest and even if the reading itself may prove challenging excerpts can be taken by the class teacher for mini topic discussions.</p>	Dec 21, 2010 11:01 AM
47	<p>Children's Literature</p> <ul style="list-style-type: none"> • personalisation and choice <p>Scottish Literature</p>	Dec 21, 2010 12:09 PM
48	<p>Access to the level of language would require to be differentiated to the ability/reading age of the young person. However, pupils should be encouraged to read as much as possible as this natural enthusiasm has a tremendous impact on understanding and application. A rich variety of texts from as wide a range of sources is to be encouraged.</p>	Dec 21, 2010 12:47 PM
49	<p>Relevant subject matter and level of language are the first considerations. Other than including Shetland dialect (very different from lowland Scots) I do not pay much attention to country of origin.</p>	Dec 22, 2010 9:15 AM
50	<p>Texts which are multi functional - ways of showing grammar, use of language etc, but are still motivational</p>	Dec 22, 2010 10:40 AM
51	<p>We are trying to provide a richer broader pupil experience by through CfE literacy planning and in interdisciplinary themes too.</p>	Dec 22, 2010 11:40 AM
52	<p>A variety of experiences of literature depending on resources in school. As an infant teacher we use the ORT reading scheme but also others depending on pupil needs, e.g. Bangers in Mash or Jumpstart. I have one group on little novels.</p> <p>Pupils vote for the class novel.</p> <p>Scottish literature is evident during our Scottish fortnight focus.</p> <p>Pupils choose their own book each week from the library.</p> <p>Each term we have a different focus; fiction, non-fiction, poetry etc.</p>	Dec 23, 2010 8:42 AM

1. Considering the variety of experience of literature, what do you believe to

Response Text		
53	<p>teacher or others reading to having to read with and for others etc. Especially in an age where many children do not learn the skills of listening to and telling stories at home and teenagers have so many media attractions or distractions around them, we have to use a variety of imaginative and challenging tactics to bring texts to life in the classroom and help youngsters discover the magic of stories, drama, poetry etc and the lifelong pleasure of the reading habit. In this respect books still hold the key to all As I've said above, a balance needs to be struck between shared reading and personal choice and between different ways of reading and sharing the reading of texts, from enjoying listening to the learning. I think this is just about the most important aspect of any English teacher's job. In choosing or offering texts, obviously we have to firstly consider basic issues like accessibility and relevance to the lives, stages and needs of our children, but I also think it is crucial that they are given the opportunity to hear and explore the rich and diverse literary voices of Scotland, past and present, as well as having the opportunity to compare these with voices from other parts of the world. I also think too many English teachers in Scotland still have a colonial mindset, instilled in them by an educational system that was far too orientated towards south of the border and the English literary canon, especially Shakespeare.</p>	Jan 3, 2011 12:24 PM
54	<p>Personalisation and choice are very important in choosing and teaching, but we are also constantly seeking to "widen the horizons" of pupils, and introduce them to new texts. Keeping our library lively and appealing is also very important.</p> <p>The cost implications for a small school are considerable as we try to provide a good supply of new texts.</p> <p>We make good use of the Scottish book Trust, and also reading lists for, for example, book awards.</p> <p>Staff at the upper stages make use of the Book Detectives approach to engage readers more closely with texts.</p>	Jan 5, 2011 9:53 AM
55	<p>Opportunities should be given for children to engage with a wide variety of texts and at the same time given choice for them to follow up literature that they particularly enjoy.</p> <p>Often texts can be linked in with topics and literature and topic studies support each other. Children reallyy have enjoyed WW2 fiction and factual books as well as 'texts' such as films.</p>	Jan 5, 2011 10:10 AM
56	x	Jan 5, 2011 10:58 PM
57	<p>While there is a wealth of literature available especially for young adults; unfortunately all too often, English teachers are constrained by what is in their stock cupboard. Exposing learners to a variety of texts and themes - a mixture of modern text and classics ensures that learners can develop an appreciation of all types of literature.</p> <p>In the drive to promote active literacy, I believe it is important to place more and more emphasis on personalisation and choice; showing that pupils can select texts and read them with their peers with minimal input, yet support, from a teacher.</p>	Jan 6, 2011 12:28 PM
58	<p>Mixture of the above. The key is to ensure the text matches the learning outcome as a resource. Eg: If a teaching a skill the text facilitates this. If encouraging enjoyment and reflection of text this involves choice.</p>	Jan 7, 2011 11:38 AM

1. Considering the variety of experience of literature, what do you believe to

Response Text

59 While teaching new literature to pupils can be a joy; most English departments - sadly - have to make choices based on what is available in their stock cupboard; particularly with regard to teaching novels. Jan 9, 2011 3:01 PM

Throughout the English curriculum, pupils should encounter a mixture of classics and modern fiction for young adults. In the days of cross curricular learning, one of the joys of English is that literature can be selected to complement the learning in other subject areas (ie, WW1 in History beautifully ties into a study of Murpungo's "Private Peaceful")

As a principal teacher I am delighted to see an abundance of teaching of Scottish literature, however I do not think that this should be studied in a superficial way or simply shoe horned into the curriculum because CfE requires it. Again, I think this decision lies with the individual teacher and while I myself love to teach Burns, I do not think that any pupil greatly misses out from not studying Scottish Literature in any great detail - however unpopular this view may be.

1. When considering the teaching of language, what do you regard as being

Response Text

- | | | |
|---|--|-----------------------|
| 1 | When teaching Scots - Giving it a contexts has significant value (because there are so many dialects - using a novel study which uses Scots words and phrases would be a good way to begin teaching.) Giving the learners a chance to apply their knowledge of a language and comparing it to Scots e.g. short texts from Dahl's 'The Twits' compared to 'The Eejits' teaches about the differences and similarities between Scots and English.
Grammar - Giving learners rules and rhymes to remember basic grammatical tools help then to transfer the skills learned. Rather than 'text book' work, giving the learning group activities and paired work around grammatical skills is key - It is important to read aloud and to articulate information vocally before being able to write it down - This is far simpler in groups. Using talking frames (Sue Palmer) gives learners a confidence to speak - from this the learners can then begin to write. | Dec 8, 2010 7:49 AM |
| 2 | Grammar, syntax and diction | Dec 9, 2010 8:55 AM |
| 3 | Knowledge about language and grammar skills are key to unlocking meaning and understanding and for this reason a lot of emphasis is placed on these within our department. Every class will have weekly language lessons which are contextualised within their current literature study. KAL workshops run in conjunction with revision classes for senior students to support their own written work and these are not always taught by English teachers but across staff to allow learners to see where these skills are transferrable.

Scots is not given as high a priority in our school, but this is more down to the inability of our bilingual learners to access this. | Dec 13, 2010 11:22 AM |
| 4 | The universality of English behoves us to ensure that our pupils have basic knowledge and skills, along with the basic tools of grammar. Without these out young people are disadvantaged for a lifetime..
Knowledge, understanding and the ability to speak in Scots, is an enriching and cultural aspect of being Scottish and Scottish literature, poetry and song should be part of the curriculum on a number of levels and in a number of areas. | Dec 13, 2010 12:20 PM |
| 5 | I see the repetition of new words / concepts to be most important for me in my subject - use as many real examples so as to make understanding easier - hopefully - for pupils | Dec 13, 2010 12:58 PM |

1. When considering the teaching of language, what do you regard as being

	Response Text	
6	language skills - decoding, inference, comprehension skills to enable the reader/learner to engage with a variety of texts with confidence and success.	Dec 13, 2010 1:18 PM
7	Voice is important when teaching writing, usually the thing I encourage most, engaging with a text, using grammar as a way of making the text more interesting	Dec 13, 2010 1:31 PM
8	Basic tools are most important with scope for personalisation and choice as extras!	Dec 13, 2010 2:03 PM
9	Language K and skills tools of grammar are most significant.	Dec 13, 2010 2:04 PM
10	All of the above, but not in that order. Language knowledge and skills first, then familiarity with grammar. Scots is important but needs to also follow language and grammatical rules.	Dec 13, 2010 2:30 PM
11	Language skills (how to write) are the foundation of the creative process (what to write). Often children will say they know 'what' they want to say but they don't know 'how' to put it down on paper. These foundation skills need to be established at an early stage in order for the child (and the adult they will become) to use written language to effectively communicate in the wide range of circumstances they will encounter throughout their lives (whether that is writing a story for the teacher; an extended response to a question in a History exam; or a letter to accompany a job application).	Dec 13, 2010 2:45 PM
12	As long as everyone understands I dont mind. I may explain how the word has developed and latin meanings relating other words but thias depends on my expertise.	Dec 13, 2010 2:56 PM
13	- we find a focus on reading embraces oportunitites which support grammar, knowledge and skills across all four aspects of literacy	Dec 13, 2010 3:00 PM
14	Scots- relevance, enjoyment In teaching literacy, I rotate reading work, interactive work, writing, handwriting, spelling and grammar activities so to engage pupils, so they can work collaboratively and so I can focus on particular groups at particular times. All aspects of english and literacy are covered- consolidation and extension is essential.	Dec 13, 2010 4:46 PM
15	* definitely not Scots language (unless in pre 20th century texts apart from McDiarmid) - the written language in Scotland for the past 60 years has been English influenced by England, the Commonwealth and the USA but not by the Scots language * concentration on some use of grammar but not excessive - after all many English teachers now don't know grammar themselves and many teachers themselves regularly use informal language inappropriately in formal settings	Dec 13, 2010 7:58 PM
16	Basic language skills and a basic gammar tool kit	Dec 14, 2010 2:53 PM
17	A sense of nuance.	Dec 14, 2010 5:11 PM
18	Language knowledge and skills are extremely important and transferable to all areas of curriculum. Understanding of basic tools of grammar are crucial and currently lacking with many pupils and teaching students. Being able to adjust your language skills to suit occasions should be understood and second nature to pupils.	Dec 14, 2010 7:52 PM
19	Yes we do our fair share of Scots esp around Burns time in January but it is important to distinguish between Scots and bad English! I cringe at the lack of proper grammar used even by some teachers, e.g Has the bell went? We are waiting on you. You's need to hurry up! When you have did that Myself and so and so will do that etc etc I think it's time we got back to basics!	Dec 14, 2010 8:41 PM
20	accurate punctuation spelling- though I don't do enough on this some basic grammar perhaps I should do more on Scots	Dec 15, 2010 8:50 AM

1. When considering the teaching of language, what do you regard as being

	Response Text	
21	This develops as pupils progress. Basic grammatical understanding is key. From this the other skills can be taken forward.	Dec 15, 2010 8:53 AM
22	I do not teach Scots as it is not the language of my pupils in the Highlands. They are aware of it but it is not the focus of my teaching. It is vital that they understand how to communicate and how people choose to communicate. Grammar is important but it is more important that they get it right than that they can parse sentences.	Dec 15, 2010 9:54 AM
23	Writing in grammatically correct sentences is paramount. I strongly feel that a thorough grasp of the rules of Standard English is vital before undertaking any work in Scots.	Dec 15, 2010 11:46 AM
24	Good understanding of basic grammar Familiarity with English language Motivation	Dec 15, 2010 5:37 PM
25	Interactive, multisensory approach to the teaching of all aspects of language.	Dec 15, 2010 8:37 PM
26	All of the above	Dec 15, 2010 9:05 PM
27	?	Dec 16, 2010 9:53 AM
28	I find it very important that pupils can derive meanings of new words from their existing knowledge. As a scientist a lot of our vocabulary is based on similar word stems.	Dec 16, 2010 10:09 AM
29	We had huge concerns in our school over Grammar and Punctuation. They were being taught in isolation and we were seeing the same errors being made right up through the school. This was adversely affecting our attainment. We are at present using VCOP. The prog. has been used for 2 years now and we are now beginning to see the benefits in the writing being done.	Dec 16, 2010 10:25 AM
30	An awareness and encouragement in using language in all areas. Role modelling good language and reading skills are very important.	Dec 16, 2010 10:45 AM
31	It is paramount for learners to become familiar with the basic tools of grammar as these are the building blocks of any written communication. From this, the teaching of language knowledge and skills can be personalised and extended to suit different levels and needs.	Dec 16, 2010 11:37 AM
32	Scots is situated and part of their heritage. Working Groups work on improving all of the above. We use Write to the Top criterion CfE scale, resources and methods in all stages.	Dec 16, 2010 3:31 PM
33	Scots is of very significant value as it is part of the children's culture and heritage and I try to include this as much as possible in my own teaching.	Dec 16, 2010 4:30 PM
34	Grammar Secretarial skills - spelling, handwriting, punctuation Competent knowledge of language - having a wide range of vocabulary and knowing the meanings of words used in order to express what is intended.	Dec 17, 2010 11:24 AM
35	rgtrgrg	Dec 17, 2010 12:44 PM
36	Grammar Scots and local dialects	Dec 17, 2010 2:08 PM
37	I think it is vital to have a structured progressive programme to ensure skills based learning and continuity throughout the school. Although structured the programme should be varied, active and relevant Both staff and children need to be confident in skills progression in grammar, comprehension, fluency and writing. Talking and listening is developed across all these areas. However there is a much wider learning environment where children should have the opportunity to use these skills for a purpose which should be shared with the children.	Dec 17, 2010 2:29 PM

1. When considering the teaching of language, what do you regard as being

Response Text		
38	<p>It is important to remember that Scots has never been the language or dialect of all areas of Scotland. That is especially true here in Shetland.</p> <p>I would agree with the second two, but feel that there also has to be the interaction with the pupils to encourage and engage them in their learning. An academic scholar will not necessarily be as good at teaching as a very enthusiastic lesser qualified teacher.</p>	Dec 17, 2010 3:00 PM
39	<p>planned teaching of Scots language for all children nursery to P7 each year teaching phonics from a planned programme teaching spelling from a planned programme teaching knowledge about language teaching language skills</p>	Dec 17, 2010 4:09 PM
40	<p>It is very important that they have the language knowledge and skills or progression is very slow. They also need the basic tools of grammar as this help to build their writing skills. I feel there needs to be a significant emphasis on spelling as that levels are dropping very quickly.</p>	Dec 17, 2010 4:53 PM
41	<p>In my limited experience, all of the above are important but the teaching of grammar should not be done as an add on but needs to be given consideration throughout learning.</p>	Dec 20, 2010 11:23 AM
42	<p>All of it. I've tried weekly grammar lessons, teaching grammar every so often or when points naturally emerge from literature, doing language challenges and games... it is a huge barrier to attainment in writing when a student does not have a secure grasp of the basics. I've tried both contextualised and decontextualised language lessons - I find embedding these rules and lessons into literary unit to be the most successful way of highlighting technical skills. Students can often spot errors in the work of others - and be highly critical of this - but fail to see it in their own work. Pride in work is key here.</p>	Dec 20, 2010 11:28 AM
43	<p>Use of standard punctuation, rammar, spelling etc is key. Having a wide range of vocabulary and being confident when using it.</p>	Dec 20, 2010 11:34 AM
44	<p>There is a definite gap in core skills for pupils - there needs to be a clear progression for areas such as grammar. Whilst it should be taught through literature etc. pupils still need opportunities to reinforce these skills. This can be done in an interactive, engaging way rather than relying on traditional methods such as hundreds of practice examples in a textbook.</p> <p>I have found pupils respond well to learning appropriate terminology and, again, if taught in a stimulating way can equip pupils with these necessary core skills.</p> <p>I think Scots can be explored through poetry and literature but there should not be too much emphasis on this at the expenses of standard English.</p>	Dec 20, 2010 12:35 PM
45	<p>Post-graduate students at the University of Edinburgh are offered a suite of writing skills workshop including basic English grammar. They are aware of the benefits of understanding grammatical principles for producing clear and unambiguous academic writing. This does not seem to be addressed in sufficient depth in most schools at present.</p> <p>Teaching grammar and other language skills using the differences between Scots and English as a vehicle gives Scottish pupils a great advantage.</p> <p>Knowledge of the basic grammar of Scots and English is important to identify similarities and differences. All teachers, pupils and parents would benefit from having more knowledge about the history of Scots. Scots speakers would have their language acknowledge and this would enhance their confidence and self-esteem.</p> <p>Barriers would include differences in teacher knowledge and experience of these texts, accessibility of texts and the paucity of Scots covered in teacher training colleges.</p>	Dec 20, 2010 2:36 PM

1. When considering the teaching of language, what do you regard as being

Response Text		
46	Throughout the school, children are taught basic grammar skills, phonics etc as part of the core curriculum for literacy and language. Being in a rural area the children are probably exposed to more Scots language than in urban areas.	Dec 20, 2010 3:20 PM
47	Being able to use English in such a way as to enhance their own learning techniques and so be able to express themselves better and learn to listen and understand others points of view around them.	Dec 21, 2010 8:52 AM
48	The basic tools of grammar remain essential but archaic areas such as subjunctive and certain types of clauses are of little use to the average pupil especially in the primary sector although are of some value to modern language pupils in secondary. A sound working knowledge of the basics of grammar and language are vital to allow each pupil to develop fluency and confidence in their own ability to effectively communicate in this modern and demanding world.	Dec 21, 2010 11:05 AM
49	language knowledge and skills • familiarity with the basic tools of grammar	Dec 21, 2010 12:10 PM
50	The basics of grammar, punctuation, sentence construction and spelling. Also, the application of language to real-life contexts.	Dec 21, 2010 12:48 PM
51	I think children need to be equipped with the knowledge and skills to ensure that they are able to articulate what they want to say. Content is important and I think children need to be shown and given a chance to experience how to plan and write and then redraft in order to make the piece interesting and or informative to the reader. Grammar, handwriting, punctuation and spelling are all important but equally so is the ability to construct a well rounded piece of writing. Links to real life and the reasons for learning specifics are also very important.	Dec 21, 2010 1:36 PM
52	Language knowledge and skills which includes grammar in as much as it gives us a shared and accurate vocabulary to discuss language. Scots is a tricky one. As I have indicated earlier in Shetland this would not be the texts of the central belt. Also we feel our children with EAL have as much right to experience text from their own heritage. In transient populations a whole host of language cultures are relevant.	Dec 22, 2010 9:21 AM
53	teaching of grammar is still relevant. Scots language is promoted and celebrated in school. Pupils have the opportunity to write in Scots language.	Dec 22, 2010 11:41 AM
54	All of the suggested above are important. Children must continue to experience Scots language in school or this could fade out over the years. Of course children need taught skills to read and have a knowledge about language in order to access texts. I think Grammar needs a bigger focus and generally could be improved depending on local dialects.	Dec 23, 2010 8:49 AM

1. When considering the teaching of language, what do you regard as being

Response Text		
55	As CfE recommends, our children should be given the opportunity to explore the rich and diverse linguistic and literary heritage of Scotland, past and present, something that should help validate and build confidence in their own language and identity. It would also provide the basis for developing a far more relevant and constructive approach to the teaching of language skills, knowledge about language and grammar, rooted in a descriptive not a prescriptive and negative attitude to linguistic diversity as in the past. Sadly most parents and many teachers have a very limited understanding of language issues, especially about what grammar actually means, as most still think it is something to do with a 'correctness' which must be instilled in our children and any deviation from this condemned and stigmatised. Obviously all dialects have their own peculiar variations and conventions, but only Southern Standard English (a dialect like all the others) is awarded the power and status of being 'correct' when of course it isn't any more 'correct' than any other variety. All teachers should be required to undertake a course on language issues and awareness as part of their teacher training or their CPD. It is after all the essential instrument of their profession, the key to all learning and teaching that is too often taken for granted or simply ignored.	Jan 3, 2011 12:24 PM
56	We consider it important to introduce pupils to books in a range of genre, and Scots is very important. Obviously, it is very important to ensure that pupils have a sound grasp of the Es and Os of Language and Literacy as a foundation for critical understanding and enjoyment.	Jan 5, 2011 10:00 AM
57	Children need to understand the tools of language. This links in well with teaching English as a foreign language where parts of speech can be reinforced and also help children understand how a language works.	Jan 5, 2011 10:12 AM
58	x	Jan 5, 2011 10:59 PM
59	Compentant language skills are the key to success in English and I believe, should be the cornerstone of any literacy across learning programme, whereby learners understand that this is a skill which should be transferred across the curriculum. Language skills are the key to a good understanding of close reading and the importance of them have to be emphasised throughout the curriculum from s1. It is also important that teachers emphasise the importance of effective language skills as a transferrable skill, important in writing pieces as well as comprehension.	Jan 6, 2011 12:51 PM
60	Children must have a basic grounding on grammar. We encourage active learning to promote these skills so that basic rules are learned in a fun way.	Jan 7, 2011 8:19 AM
61	Again all the above are relevant.without the tools accessing language is prohibitive	Jan 7, 2011 11:40 AM
62	I do think that effective language skills are the cornerstone of English teaching and one of the most important aspects of any Literacy Across Learning programme, Reading comprehension and writing skills are simply not possible without an effective understanding of language skills and as secondary teachers, we have to build on the work carried out in primary schools and not allow the teaching of grammar to fall away as we get bogged down in the demands of the curriculum. If we can conquer and highlight the importance of good language skills in s1, it simply makes progression to the senior phase of the curriculum much better and coherent.	Jan 9, 2011 3:07 PM

1. To what extent do you see the wider definition of text influencing your own

Response Text		
1	<p>Critical Literacy will become more embedded in practice. Giving learners the skills they require to consider what trust they place in certain print/pictures is key.</p> <p>Print media is a great way to apply reading skills to a short piece of text and also gives learners the opportunity to begin and complete a piece of reading with different activities... This can be done as group work or individually. The creation of strategies from watching television, film and cinema is as important as reading strategies for traditional texts. This will influence my practice, because it is new... Strategies will have to include reading gesture, tone of voice, setting etc and the effect on the reading/viewer.</p>	Dec 8, 2010 7:50 AM
2	<p>I find the wider definition of text very exciting as it allows us more opportunities to engage some of our more reluctant readers. We have been experimenting with digital narrative, blogs, wikis, twitter and more technological resources which certainly seem to have an impact on boys in the classroom. We have been trialling the use of gaming in the classroom and using games as a stimulus for writing tasks - this has proved very successful.</p> <p>We have always engaged with moving image and seen how successful this can be in developing analysis skills with lower ability students.</p> <p>Graphic novels are next on our hit list!</p>	Dec 13, 2010 11:45 AM
3	I teach reading of a whole variety of texts.	Dec 13, 2010 12:02 PM
4	On a wider scale, the above require young people to exercise judgement and critical analysis which require to be developed through higher order questioning, understanding of genre and the political and social aspects which lie behind these types of text.	Dec 13, 2010 12:24 PM
5	I use a lot of different formats of text in my classes and in the subject of PSE and have done for years so to me it seems normal to see websites, CD ROMS, DVDs, Cartoons etc as text alongside worksheets, booklets, leaflets etc	Dec 13, 2010 12:59 PM
6	wider definition very helpful in providing personalisation and choice. Opportunities to engage with texts from a wider selection allows you to create lessons which are more relevant and engaging for the pupils who themselves work with a huge variety of texts on a daily basis in their own private lives.	Dec 13, 2010 1:20 PM
7	All of the above, stories with no words to encourage children to become storytellers, creating texts using computer software	Dec 13, 2010 1:32 PM
8	Wider definition of text would not inhibit pedagogy and may be useful hook for some learners to become/ remain engaged - however, much of the criticism levelled at Scotland is of functional/ transactional use of language in text which this wider definition would not serve to improve as it stands. Useful as stimuli but see more in media studies/ creative writing/ ICT links	Dec 13, 2010 2:06 PM
9	All of the above are important in the wider definition. Added to this is the internet and social networking, text messaging etc. All of these influence teaching methods greatly as it certainly demands a wider knowledge and approach in order to gain relevance for the students.	Dec 13, 2010 2:07 PM
10	All of the above are used particularly in literacy across the curriculum.	Dec 13, 2010 2:30 PM
11	Language is about communication, and it is essential that pupils value their language learning and see its relevance in a modern context. The advent of new methods of written communication (texting/email) also bring with them new styles/conventions in language. Increasingly different texts are being introduced both to increase pupil engagement and as exemplars of different writing styles.	Dec 13, 2010 2:56 PM
12	Anything that helped give depth to the meaning of text is good, but can take time to find the correct stuff.	Dec 13, 2010 3:00 PM
13	<ul style="list-style-type: none"> - we raise awareness of environmental print from an early age - we are increasing our awareness of the different types of text which can be used 	Dec 13, 2010 3:01 PM

1. To what extent do you see the wider definition of text influencing your own

	Response Text	
14	I use a range of text for teaching and I am fully aware of how different forms can influence children.	Dec 13, 2010 4:46 PM
15	* print media are appropriate texts * film and cinema are appropriate texts (although it would be good to see greater use of and support for classic texts of pre-1980 cinema) * the graphic novel does not have any education value which is not also met by print media and film (plus factor that its popularity among young people whom I have met during last 12 years of teaching is minimal)	Dec 13, 2010 7:59 PM
16	A variety of media can be used	Dec 14, 2010 2:54 PM
17	I dislike the word 'text', which I associate with structuralist and poststructuralist approaches. I like to emphasize the crafted literary work. My approach is bound up with the teaching of creative writing.	Dec 14, 2010 5:13 PM
18	Thinking outside the box to develop language skills is important. The pupils we currently teaching are using a wider range of texts within their everyday lives and incorporating this into class makes learning meaningful and relevant. It also goes some way to developing life long learning skills.	Dec 14, 2010 7:59 PM
19	Reasonably important.	Dec 14, 2010 8:42 PM
20	I'm trying to broaden it out into more visual media but there's a real lack of, particularly, documentaries aimed at and engaging younger teenagers. I also don't have the technology to record TV programmes	Dec 15, 2010 8:52 AM
21	All four noted have an effect in establishing understanding of texts but few are studied in the context of their own form. I have used graphic novels of The Merchant of Venice and Macbeth to increase accessibility for lower-level learners intimidated by the text (modern translations are also available). At examination course level, there is more scope to teach media codes and thus bring the focus on techniques of production and thus develop the learner's appreciation of texts.	Dec 15, 2010 9:03 AM
22	I have always taught film and print media. I am concerned about teaching an even broader range of texts to include television, graphic novels etc. I worry that these are things they have access to and enjoy anyway but there is often no one else to encourage them to read meaty novels and poetry.	Dec 15, 2010 9:55 AM
23	I use text to cover aspects of the media (print & TV ads, film, TV drama), employing a multimodal approach. This has proved extremely successful, especially at Higher. Pupils are more familiar with these texts and therefore seem more engaged. They also feel that giving them the tools to analyse media texts is far more beneficial to their lives; immediately after leaving the classroom they report a change in the way they view these texts. They become more critical of them and can appreciate the craft involved in creating these texts.	Dec 15, 2010 11:52 AM
24	Print Media and Television play a big part	Dec 15, 2010 8:37 PM
25	I think advances in technology allow us to broaden the opportunities we can offer pupils.	Dec 15, 2010 9:06 PM
26	?	Dec 16, 2010 9:53 AM
27	I think we don't use enough variety in media - we need to get away from the notion that text means the printed word. More needs to be done in CPD to promote this. All of the above enrich a study and all are valid. I use T.V, Film and pictures to aid understanding and consolidation. Children respond better to a pictorial image now, rather than a written one.	Dec 16, 2010 10:30 AM
28	We use labels, books, computer and outdoors to influence the awareness of text.	Dec 16, 2010 10:46 AM
29	I try to use various media, including text 'speak' in order to make it relevant to pupils.	Dec 16, 2010 1:07 PM
30	We try to include all of the above where it will enhance the learning.	Dec 16, 2010 3:32 PM

1. To what extent do you see the wider definition of text influencing your own

	Response Text	
31	I recently attended a 'Critical Literacy' course which was very interesting and included resources and advice for considering all of the above to be taught as texts. My class have just finished making animations which included learning about lots of different types of texts, scripts, films, stories etc. I think that with technology moving on so quickly we need to know and incorporate the teaching of all of these 'texts' in our daily teaching. I enjoy teaching the children about films and print media and it is something which they see in their real life everyday outwith school therefore it is interesting to them too.	Dec 16, 2010 4:34 PM
32	All the above are part and parcel of this. Most young people are hooked up to phones and social networking sites continually but this does not mean we should stop teaching them the skills of writing and reading. It means we add new skills to our package and have a full range of communication methods and skills at our disposal. Media study is essential and we should be helping the pupils to explore and understand all forms of 'texts'. This begins in the Early Years and should be part of our curriculum planning throughout.	Dec 17, 2010 11:28 AM
33	rgrwegrgg	Dec 17, 2010 12:44 PM
34	In the Early years environmental print is essential in engaging children to "read".	Dec 17, 2010 2:03 PM
35	Things are moving on quickly and to ensure we have the learner's attention it is important to be as creative and make use of new forms of media.	Dec 17, 2010 2:09 PM
36	Children need to have a wide experience of text. They should use their literacy skills across a variety of text. This can be film footage, graphics to stimulate writing, professional storytellers, film taken by the children of their environment etc. These should be used to develop writing, comprehension, fluency, grammar and talking and listening. Many of the above can be used to share good practice and allow children to interact and learn from this.	Dec 17, 2010 2:29 PM
37	Critical Literacy can come from a huge range of texts. Therefore it is important to be imaginative and creative and incorporate these into our lessons. The texts that young people are familiar with now are ever changing and are very different to our own experiences as children. However there are certain classic texts that continue to be very important in learning e.g. Shakespeare	Dec 17, 2010 3:00 PM
38	Newspapers used frequently across the school to teach about headlines, audience awareness, styles of writing and reporting, fact and opinion. television, film and cinema particularly good for the visual learner and for bringing reality into the classroom.	Dec 17, 2010 4:13 PM
39	Graphs Tables Newspapers and magazines Comic strips/graphic novels Films Books, pamphlets or leaflets Journals or diaries	Dec 20, 2010 11:35 AM
40	Ever-more influential, I would say! I certainly embrace all the listed genres above as part of my everyday teaching now - certainly film from S1-S5, units on print media from S1 - S5, graphic novels are starting to appear more but I think they are often challenging to follow in terms of layout - quite a lot of teaching has to be done before a whole novel is tackled (as demonstrated by the S2 reponse to the NAR literacy assessment on Great Expectations!). Television is studied from S1-S5. I'd like to be a bit more adventurous with these types of texts in the senior school.	Dec 20, 2010 11:49 AM
41	Personally I rely heavily on print since there are limited opportunities for me to teach literacy across the curriculum in the same way a class teacher can. Although I do see a place for all the above examples but think everything has to be in moderation. There is a danger of the 'scattergun' effect where pupils are exposed to a little of everything but are secure in nothing. Perhaps a focus on different aspects as different stages across their learning.	Dec 20, 2010 12:37 PM

1. To what extent do you see the wider definition of text influencing your own

Response Text		
42	<p>It would be excellent to have a wide definition of texts, with Scots in all media. This would encourage engagement in Scots for all. More high quality material in Scots including films and television would provide an excellent context for schools to draw on in teaching. This range would suit a variety of learning styles.</p> <p>However, the place of text should remain paramount, particularly in respect of Scots literature where literacy needs much more support. The pupils already bring spoken competence in Scots into the classroom and this is to be encouraged – but not at the expense of learning to read and write to an acceptable level in both English and Scots.</p>	Dec 20, 2010 2:37 PM
43	The school has been involved in Moving Image Education for 7years now so the wider definition of text influences including film have been well embedded.	Dec 20, 2010 3:22 PM
44	Print media, television, graphic novels, film and cinema are all good to use in different contexts. We need to be able to inspire the pupils to try every avenue of expression.	Dec 21, 2010 8:54 AM
45	Text must include all aspects of media . Moving Image education , ttelevision and the printed word can provide excellent areas for discussion,comment and interpretation throughout the primary school. These rich veins need to be tapped to allow the language skills to develop for each puopils. "Effective contributors"	Dec 21, 2010 11:08 AM
46	print media	Dec 21, 2010 12:11 PM
47	All tije above have a role to play as part of the rich and diverse mix of sources of literature available. Would like to see more use of work-related language skills e.g. report writing.	Dec 21, 2010 12:49 PM
48	Not nearly as much as it should. I have used video editing of pages of reading books to explore genre.by getting children to change the style to horror.sci fy etc. However I think we all need to think about how to help children read in the non-linear ways that internet research requires.	Dec 22, 2010 9:23 AM
49	Influences for these sources are significant and valued	Dec 22, 2010 11:42 AM
50	Again all of the above are very influential. I feel some of which can be negative, for example, shop signs which say phones 4 u and text messaging is detrimental as this is often the first experience of written language that children experience.	Dec 23, 2010 8:52 AM
51	All texts, print or media should find a place in the English classroom if they help children to communicate and make sense of the world around them and also hopefully increase their appreciation of the creative arts involved in their making, just like poems, plays and novels which other media might help to bring alive and possibly even help develop a greater appreciate of traditional art forms as well. On the other hand, visual media dominates the leisure time of youngsters to such an extent that reading for pleasure is in danger of becoming an archaic activity, but I think the most constructive approach is to view all media forms as complementary to each other and hope that the skills acquired in watching or usng them can transfer to print texts as well.	Jan 3, 2011 12:24 PM
52	Print media still forms the backbone of our teaching. We are still in the early stages of developing the wider aspects of text.	Jan 5, 2011 10:04 AM
53	Though I am not entirely convimced that 'text' is the correct term for communication via film, I accept that it is being used in a very broad sense. Certainly children use comics, graphic novels, DVD, cinema, TV, computer searches, messaging, social network sites, shortened words, certain vocabulary fro texting and all of these are part of English Lnaguage education now.	Jan 5, 2011 10:17 AM
54	x	Jan 5, 2011 10:59 PM

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Response Text		
55	Digital media has an increasing importance in today's society and it is important that teachers embrace the multimedia approach to learning and teaching so as not to be left behind by pupils. Traditional texts are and remain the cornerstone of English teaching, however, film, graphic novels and moving image education are all vital in ensuring that pupils are exposed to a range of texts they are more familiar with,	Jan 6, 2011 12:53 PM
56	Very excited. staff have embraced this and are are now using a mixute of text to improve comprehension skills - songs, film.	Jan 7, 2011 11:41 AM
57	Quite simply, without paying attention and learning the skills associated with digital media, we are leaving ourselves wide open to falling dangerously out of sync with how young people read and learn these days. For many young people, most of their reading and communicating takes places online and teachers must be able to show pupils how this can be relevant in the classroom. In my previous post, I was lucky to be in a school where Moving Image Education was given a high priority; this was an exception tool in allowing pupils to enhance both their reading comprehension and their ICT skills in a truly active and pupil led way of learning. While the graphic novel and film and cinema are certainly popular with pupils, tapping into the wealth of opportunities available via digital media is something all English teachers should try to do	Jan 9, 2011 3:19 PM

1. What do you see as the opportunities afforded by digital media in the

Response Text		
1	Social networking dangers should be taught in classrooms so that learners are well protected and understand that internet usage has a 'trail' back to them... A barrier to this is that most social networking sites are banned by local authorities... Social media is an ideal way of peer assessing and self assessing on a grander scale. Children at different schools/different levels can make suggestions about work on a public forum. major barriers to this are the policing of it - It could not just be a medium for bullies to prosper. Web 2.0 - means that learners can add to the information on the web - A great cross curricular topic is to create a Wikipedia site about the school or local area... This not only means that the learners have their work published straight away, but also reinforces that anyone can publish to the internet (again, showing the importance of critical literacy.) Glow has huge implications for teaching and learning in Scotland - It is an intranet with resources, opportunity for meeting as well as discussion. There is more scope for transition projects and interagency working. At the moment ONLY pupils and teachers have access and a lot of training is required, because the resource is not as intuitive as it could be.	Dec 8, 2010 7:50 AM

1. What do you see as the opportunities afforded by digital media in the

	Response Text	
2	<p>Digital media offers so many different opportunities to our learners. Use of the web 2.0 allows our students to have a real purpose for writing and gives them the opportunity to look for feedback from a wider audience than simply their teacher and peers. I have found blogging to be a very powerful tool and hope that this will be recognised in the senior phase.</p> <p>GLOW has a great deal of potential but our authority has just begun to roll this out and most of our pupils cannot log on yet. This is very frustrating as we have used studywizz as a VLE for many years and the students love it but can no longer access this. Hopefully GLOW will have a much bigger impact as staff are trained up and pupils have their log ons.</p> <p>I have already mentioned our use of games-based learning. Hand held devices such as the nintendo DSi allow pupils to take responsibility for their own learning and can be highly motivational. They allow for whole class and individual challenges and narrative games such as 'Hotel Dusk' have allowed us to create collaborative approaches to writing.</p> <p>The biggest barriers we face with digital media lies in resources and the lack of money to increase our resources. English departments really need more than a simple interactive white board in their classroom. We need classrooms in boxes and access to IT suites in and around the school for these approaches to work. Given our current economic climate it seems unlikely that we will be able to progress much further in this area at the moment.</p>	Dec 13, 2010 11:54 AM
3	I think it is very important that we engage with and use digital media... however, the main barrier is that we do not have the facilities or equipment.	Dec 13, 2010 12:03 PM
4	<p>The opportunities for DM are:-</p> <p>In the young person's own world</p> <p>investigative skills</p> <p>rapidity of response</p> <p>sharing ideas on GLOW</p> <p>Barriers</p> <p>Belief that if it's on the internet it's true</p> <p>Teachers need to develop in children the ability to see behind the internet</p>	Dec 13, 2010 12:42 PM
5	<p>Opportunities happen when classrooms have access to technology so this is also the barrier - if schools or depts. or rooms don't have certain things.</p> <p>Opportunities exist as well to put resources online - very handy considering recent cold weather and attendance issues</p>	Dec 13, 2010 1:01 PM
6	Communication across schools, with parents and community much easier using ICT. More engaging lessons using digital media. Biggest barrier - inadequate computer systems in schools and security on school computers too tight so can't access some useful sites.	Dec 13, 2010 1:22 PM
7	The opportunities afforded by digital media are phenomenal. The teaching of English using the digital media has been enhanced greatly. GLOW is limited at the moment, I feel owing to the speed of connections and system faults. The children are used to faster speeds at home which is not replicated at school. Games-based learning has to be carefully used and monitored/assessed.	Dec 13, 2010 2:11 PM
8	Social media excellent for many learners as tools for expression but has limited application as without many of the conventions for writing - similarly games based learning which would make standardisation/ certification of these as contexts for literacy writing skills very difficult and not credible to employer community as evidence of literacy. No problem with them for learning and teaching opportunities but must then guard against assumptions that learning contexts = literacy qualification evidence in these examples	Dec 13, 2010 2:11 PM
9	These are useful tools to enhance English in the classroom. The biggest barrier is the reliability of access to digital media.	Dec 13, 2010 2:32 PM

1. What do you see as the opportunities afforded by digital media in the

	Response Text	
10	Digital media is a popular stimulus for pupils. Many enjoy and are keen to participate in on-line games, and these often include useful tracking tools for teachers. Pupils also enjoy the opportunity to write articles to be included in the school blog. The principle barriers are access: both to sufficient hardware; and to suitable sites - access to social media sites are generally blocked.	Dec 13, 2010 3:01 PM
11	Fantastic but the time spent organising these things and the expertise needed can be vast. Students respond to digital media and can make a big difference to their motivation. (think they still need the person to direct them)	Dec 13, 2010 3:03 PM
12	-GLOW is difficult to use with P1 as the log on name is too long!!! - GLOW is beign develoepd in clas but staff require more training, perhaps online -programmes such as Mathletics and Accelerated Reading support the use of ICT in the curriculum. They require careful monitoring to ensure progression and to avoid complacency.	Dec 13, 2010 3:03 PM
13	Opportunities- shared learning , e.g. GLOW live events Barriers- ?	Dec 13, 2010 4:47 PM
14	* Glow is excellent innovation - surely that removes any need for use of other Web 2.0 technology and social media * some evidence that Glow is not as popular with pupils as hoped - the creepy treehouse syndrome? * schools need to decide now whether they are in favour of mobile phone technology in school or not - some pupils are confused by message * no additional educational value in computer games which is not covered by TV/film * use of digital media needs investment in hardware like laptops, as many pupils do not have suitable hardware at home or prefer not to use it for school work	Dec 13, 2010 8:05 PM
15	With digital projectors the type of media you can shre with pupils is vast.	Dec 14, 2010 2:55 PM
16	For me these are just ways of delivering literary work.	Dec 14, 2010 5:14 PM
17	Technology enhances all areas of the curriculum. Although it may not be inclusive as some pupils may have no access to specific technology. Budget impact, advances in technology develop quickly and it cost money to keep up to date. For those who can access from home to GLOW, School Blogs etc continuity of learning	Dec 14, 2010 8:02 PM
18	Games are good.	Dec 14, 2010 8:42 PM
19	Glow is a great idea, but unintuitive and not user friendly. in this day and age, i expect technology to be easy to use	Dec 15, 2010 8:54 AM
20	Pupil safety and appropriate content are obvious barriers. An open Twitter feed that allows all users to all Tweets allows parental involvement and monitoring. Social media that is selective or closed off raises issues of suspicion and appropriateness. GLOW still needs an easier-to-use interface. It looks like a 1990s website and this dissuades pupil use. It is also unintuitive to navigate. Games can be used as a stimulus to creative writing. Ideal for teaching First/ Third Person narrative. Can also be used to develop logical flow of writing.	Dec 15, 2010 9:06 AM
21	Glow is rubbish and doesn't work easily. It is time consuming and the technology gets in the way of the teaching. I am not sure that other methods don't do the same. We e-mail each other a lot and that works well.	Dec 15, 2010 9:57 AM

1. What do you see as the opportunities afforded by digital media in the

Response Text		
22	teacher confidence using technology; I have had HMI inspection visits reliant on the use of digital resources. And then the internet went down! There are some good games I have recently found that would be beneficial but I struggle to find the time to 'play around' with these; I feel my time is better spent marking and planning lessons. I do not have an understanding of GLOW or WEB 2.0	Dec 15, 2010 11:57 AM
23	social media	Dec 15, 2010 8:38 PM
24	All of the above	Dec 15, 2010 9:07 PM
25	?	Dec 16, 2010 9:53 AM
26	Major barriers- lack of access to ICT,	Dec 16, 2010 10:10 AM
27	GLOW is great when it is up and running and is working properly but I have to say I have been let down a lot by GLOW and my confidence has been shaken by this. There is nothing worse than having something all planned and ready then GLOW starts failing,you have to then mess about with it while your class are swinging off the lights because they are fed up waiting. GLOW needs to be made a whole LOT more simple to use and if it was - I think it could be a great asset, not the hindrance I feel it is at present. I love game based active learning. I think it is fun and engages pupils no end - I use this approach a great deal more nowadays - I just need to be braver in thinking up the ideas for each of the contexts I need to apply it to.	Dec 16, 2010 10:38 AM
28	Our children do use computer games that have text but as reading is not yet achieved, in most cases, it helps with letter recognition.	Dec 16, 2010 10:47 AM
29	Opportunities: Fast and detailed communication for all Interactive learning Barriers: Faulty resources Offline issues Lack of resources by whole school community	Dec 16, 2010 3:33 PM
30	I use a lot of digital media in the class, to stimulate imaginative writing, to support reading, to encourage independent learning etc, I think all sources of digital media are vital to the classroom across all curricular areas. They are fantastic sources for teaching, learning and inspiring. We use Glow daily for news, playing games, completing activities, homework tasks and communicating with our Epals in Orkney. I think there can be security issues, but local authorities have blocked many of these sites so within school these cannot be accessed. Due to this I think the disadvantages to the opportunities digital media provides in the classroom is far outweighed by the advantages.	Dec 16, 2010 4:39 PM
31	There are huge opportunities and we have to ensure our workforce is able to facilitate the pupils' access to these and use them as teaching tools. Most pupils will not write a novel during their lifetime but they will use these sites, they will still write letters, they will post blogs and use wikis, they will use games as part of their social interaction and they will use the internet as their primary source of information. It would be very foolish to ignore these in our schools.	Dec 17, 2010 11:33 AM
32	rgregrsdgrg	Dec 17, 2010 12:45 PM
33	Children need to be taught the advantages of the internet but also the dangers of using it too i.e. bullying. GLOW is a great way of communicating with others in different parts of the country, but needs to be used regularly to gain the most from it. Games based learning is a great way of grabbing the attention of some pupils who don't have the motivation to read, write etc. However, it should be used as an additional resource and not as the only way of learning.	Dec 17, 2010 2:07 PM
34	money and time. Not every school has the money to purchase or to train staff in the areas. Some staff are also very reluctant to change GLOW would be an excellent resource but a lot of time is required to overcome the glitches	Dec 17, 2010 2:11 PM

1. What do you see as the opportunities afforded by digital media in the

	Response Text	
35	Glow is a good medium for children to share good practice with children in other areas although problems can arise with the ICT network. Games learning again is another good medium as it is an everyday activity for our children. The main problem is ensuring clear aims and objectives and tracking progress .of all. It must impact on the childrens' learning	Dec 17, 2010 2:29 PM
36	Fantastic potential but the opportunities need to be planned and developed and not used as superficial add-ons, i.e. coherence . I think if we can all gain access to GLOW and it works when we try to use it then this has huge potential for pupil and teacher learning.	Dec 17, 2010 3:00 PM
37	The points below are good for sharing learning however children need a quality direct teaching experience to build and consolidate using these other points, .	Dec 17, 2010 4:19 PM
38	GLOW could be useful when it works properly, however, more often that not there has been so many problems with it that it has caused more hassle than benefits. Games based learning is very good, especially with the little ones.	Dec 17, 2010 4:55 PM
39	Barriers are cost and confidence of staff when using them. In schools, often this technology must be 'booked' causing difficulties. Opportunites are for pupil engagement and enjoyment.	Dec 20, 2010 11:36 AM
40	GLOW is a theory at the moment - it's something that we have only just started looking at and have not embraced fully at this point. It certainly has potential to be fabulous. The main barrier is lack of access to 30 computers at once - class sizes S3-6 are often close to 30 and there is nowhere in school to take a class that big to do work online etc. I do find I'm using things like Youtube much more than ever as a teaching resource, especially when you want a clip or just a part of a film to show a class.	Dec 20, 2010 11:52 AM
41	It means that all communities including remote areas and economically disadvantaged areas can have access to high quality material. GLOW can connect teachers and pupils enabling all Scots voices to be heard. Older Scots texts as well as modern Scots texts can become available to all at minimal cost. Ideas, information and expertise can be shared. Interactive learning, multi-sensory and programmed learning is ideal for some learners such as those with dyslexia. It is ideal for individual learners who can work at their own level and can work independently. Assessment can be built into exercises and can be immediate. Games can be motivating for learners. Not all areas have easy access to GLOW. Parents and the wider community do not have easy access to GLOW. Frustrations in linking up to on-line events and technical difficulties can frustrate learners. It does not suit all learners or activities, with some learners preferring conventional lessons.	Dec 20, 2010 2:37 PM
42	GLOW is used within all stages of the school for a variety of activities. While in the school there is no problem using this but some pupil;s may be restricted at home as they neither have a computer or ainternet.	Dec 20, 2010 3:24 PM
43	Opportunities are to expand the base of learning, major barriers will be money and space.	Dec 21, 2010 8:55 AM
44	Games based learning p[lays an importnat part in many pupils' learning as it allows them to develop their skills in a non classroom / teaching type setting. This is often not seen by the pupils as learning but the learning experiences are still taking place. GLOW has a place in this and overall is an untapped resource due to its wide variety of possible oppertunities. Perhaps this is the problem. It is too large and teaching staff with all the other pressures upon them can find it difficult to really get to grips with these possibilities.perhaps targetted PCD on specific GLOW areas of use would be beneficial and eventually lead to a better uptake of this resource.	Dec 21, 2010 11:13 AM
45	Games - based learning	Dec 21, 2010 12:11 PM

1. What do you see as the opportunities afforded by digital media in the

Response Text		
46	Digital media has a role to play - but only if the basic principles are understood by the learner to enable them to maximise the use of digital formats and understand and relate to the content. Just because the literature is in a digital media has no bearing on the impact of the content to the reader. Many young people still prefer to read from hard copy than from computer screens, and as a teacher of Computing I am sensitive to this with regard to the needs of all my pupils.	Dec 21, 2010 12:51 PM
47	I am not familiar with WEB2.0(sorry but the others already have a place in our children's lives and therefore in our classrooms.	Dec 22, 2010 9:24 AM
48	We are developing digit media. Much work to be done in the school.	Dec 22, 2010 11:43 AM
49	ICT is essential in the classroom, especially as we live in the 21st Century and a massive form of communication now is through computers.	Dec 23, 2010 8:54 AM
50	Ideally they should enhance teaching and learning and feature alongside other forms of communication, especially as they play such a large part in the lives of our youngsters. I think we also need to consider the advantages and disadvantages and help youngsters develop a critical set of skills and tools in their handling of them, though possibly children could teach most teachers in this respect.	Jan 3, 2011 12:24 PM
51	Pupils are enthused by the use of GLOW, and some work has been done here on this already, and we will continue. For example, we have used blogs on texts being read, online book reviews, GLOW messaging on texts being read, and "posts" from pupils. these have proved very successful in engaging readers, and including the whole class in debate and response. Very limited use has been made of other areas mentioned above.	Jan 5, 2011 10:10 AM
52	Games are a very good way for children to learn. They are motivated, interact socially and learn social skills as well as particular curricular areas the games were designed for e.g fractions. Teachers have to select the games carefully to ensure children are meeting specific outcomes in curricular areas. Teachers have to become skilled at using a variety of assessment techniques to ensure children are meeting their targets and are being challenged. Glow can take time to navigate. Main barrier is that not all children can access it at home as they may not have computers or internet.	Jan 5, 2011 11:08 AM
53	x	Jan 5, 2011 10:59 PM
54	While it may be tempting to say that there are some issues with staffing in that teachers may lack the confidence in their own computing skills to embrace digital media, however, the main barrier is the availability of material and resources.	Jan 6, 2011 12:55 PM
55	Digital media is an excellent means of learning when working! Teachers need to ensure that there is clear differentiation.	Jan 7, 2011 8:29 AM
56	Feel we need to embrace this as this is pupils' communication medium. Main barrier is the effectiveness of IT in school and the financial implications.	Jan 7, 2011 11:43 AM

1. What do you see as the opportunities afforded by digital media in the

Response Text

57 There are boundless opportunities in the English classroom for digital media that goes far beyond the traditional use of word processing or even powerpoint presentations. Digital media, is only effective, in my view, when it is genuinely interactive and not simply a replacement for activities that could easily be carried out in a more traditional manner. Jan 9, 2011 3:27 PM

There are three major barriers to digital media. The first is teacher confidence, the truth is many pupils are have better ICT skills than their teachers and this does not fill teachers with the confidence required to try new types of teaching. The second is the availability of resources. Budgets are being squeezed and while ICT equipment is expensive initaly, schools are not as well resourced as they should be or as they would be ideally to press ahead with the new type of learning required. Finally, the reliabilty of such resources - networks going down, GLOW's unreliabilty and shortage of digital storage can mean that the best intentions need to changed and more traditional types of lessons reverted to.

1. What do you identify as the major barriers to learning in the English

Response Text

- | | | |
|---|---|-----------------------|
| 1 | Learners already disillusioned by reading and writing because of learning difficulties/ poor teaching of language and literature... Using games and websites to teach reading strategies and then applying it to a short piece of text often helps, once learners are comfortable with this, then a book that is easy for them to read can help them to develop more high order skills. From an early years perspective - teaching reading to children who have never been read to/ seen a book... Important not just to begin with phonics and teaching children to read, but instead giving them the opportunity to hear books read - To look at picture only books and begin to read the clue from pictures. e.g what is happening in this picture - Can they invent a story... This will stimulate their imagination. When coming to tach phonics - imporatnce of multi sensory approaches - Not just reading, but making letters from plasticene, cutting the shape of the letters - developing fine motor skills is very important so that learners can then come to hold a pencil correctly etc. | Dec 8, 2010 7:51 AM |
| 2 | The unsuitable nature of the exams. | Dec 13, 2010 12:04 PM |
| 3 | Social exclusion. Many young people come from homes where learning is not valued and the need tfor greater parental involvement in children's education has never been greater. | Dec 13, 2010 12:50 PM |
| 4 | Barriers can be when pupils with spcific learning needs do not get full support - the same goes for Pupils who are EAL - real staffing issues with this just now | Dec 13, 2010 1:02 PM |
| 5 | The biggest barrier for us in the classroom certainly lies in the high level of bilingual learners in the classroom. However a number of the strategies suggested to us by our ESOL colleagues are great strategies for supporting literacy in all students - use of visuals etc. | Dec 13, 2010 1:14 PM |
| 6 | Class sizes, especially in small schools where teaching up to 19 children in a fully composite class P1-7 should not happen. | Dec 13, 2010 1:23 PM |
| 7 | For younger children more staffing to allow for different styles of learning and have different areas set up within the classroom, meaningful role play, writing areas, sand and water etc | Dec 13, 2010 1:34 PM |
| 8 | Poverty and resultant social exclusion. This is by far the biggest contributory factor that international (eg PISA)and national studies (eg Scottish Survey of Adult Literacy) have found. | Dec 13, 2010 2:14 PM |

1. What do you identify as the major barriers to learning in the English

	Response Text	
9	The major barriers are social exclusion and attitudes to learning basic English. Teaching of English in a multi-disciplinary setting such as Drama is important here when working on communication skills etc. This also develops self awareness and self esteem. The skills and levels of literacy of the parents are a huge barrier which is more difficult to break through. Many children think that speaking proper, standard English is speaking 'posh' and therefore do not engage.	Dec 13, 2010 2:18 PM
10	Social exclusion. Many pupils do not come from families who rate English literature etc as important to develop at home. This leads to difficulties within the classroom. Parent workshops sometime help, but it is usually the interested parents who turn up anyway.	Dec 13, 2010 2:34 PM
11	-We feel that our main barrier to learning is the one which has an impact on most lessons- learning within a multi-stage, multi-ability grouping. It can be difficult to motivate all and ensure all are progressing as you would like.	Dec 13, 2010 3:05 PM
12	Not being able to read the text and or not being able to understand what you have read. It is obvious in new english speakers but it is the same for every student. Vak is still a good way to overcome barriers. I do worry about kids who are dyslexic not being able to text. In maths easier to overcome as you can show number examples. Classes need to pull together these days to look after all members of class as a teacher can not solve everyones problems. Students do respond to each other very well. They are more accepting of each others problems.	Dec 13, 2010 3:10 PM
13	We tend not to have many barriers that might be specific to learning English; most barriers are those that affect learning across the curriculum, eg, ADHD, Austistic Spectrum Disorders. We are increasingly seeing children in school who need some form of Additional Support for Learning to fully engage with the curriculum, and the demands on this service are high. Teachers use strategies appropriate to each individual child.	Dec 13, 2010 3:11 PM
14	Barriers- pressure from parents, no support available for those who need one to one attention. Approaches- advice from a range of staff, communication with parents and pupil, planning a range of activities to accomodate the needs of all children	Dec 13, 2010 4:50 PM
15	* wide range of abilities within one classroom * many pupils with very little interest and appetite for reading and sustained writing	Dec 13, 2010 8:05 PM
16	Pupils have a variety of skills in language. if the basics are not in place a lesson can become difficult.	Dec 14, 2010 2:56 PM
17	Unambitious teachers.	Dec 14, 2010 5:14 PM
18	Probably lack of time! We have to juggle so many plates and therefore nothing really gets done properly!	Dec 14, 2010 8:44 PM
19	background - an unwillingness to engage. Is it really right that nearly half the population don't really have a command of basic grammar after ten years of education. This can't really be just an issue of intelligence	Dec 15, 2010 8:55 AM
20	Time for preparation is a must. Use of audio is useful for listening skills while also allowing involvement in a more direct way for the hard of hearing. Audiobooks, songs, poetry, podcasts all useful. Production of podcasts very simple with Audacity/ Garageband. Choice of texts to address issues of inclusion broadens the emotional range and acceptatnce of pupils. Cross-cultural texts very effective.	Dec 15, 2010 9:08 AM
21	Apathy and the fact that pupils arrive from primary school without much enthusiasm for books and reading.	Dec 15, 2010 9:57 AM

1. What do you identify as the major barriers to learning in the English

Response Text		
22	Time for planning and preparation: multi-sensory approaches and co-op strategies often require resources created / prepared in advance, some of which the school cannot afford to provide in light of recent budget cuts.	Dec 15, 2010 12:00 PM
23	?	Dec 16, 2010 9:53 AM
24	No barriers as such, as we adapt to each child's needs.	Dec 16, 2010 10:49 AM
25	<p>I feel children who have English as a second language face a lot of difficulty as there is not enough provision or support for them. We did not really experience this very often but lately, with the advent of so many Polish, Latvian children in our schools, it has made me realise that we are not as prepared or equipped to deal with this as we could perhaps could be. Our teaching of English presupposes that our children can speak English to begin with and takes them forward from that point. Also, there is not nearly enough support from the ESL dept. - 1 short session a week in a 1-1 isolated lesson is simply not enough and does not support the child's teacher either. Needs to be far more joined up thinking in this area.</p> <p>We have tried to overcome this problem by getting support from websites and downloading materials wherever we can get them. Classrooms are labelled in 2 languages and support for learning and pupil support workers become involved and are timetabled to assist in the classroom as much as we can manage. We employ translators at Parents Meetings to help promote home/school links. However, I do feel the barriers to learning English are huge and children make very slow progress - the language being their greatest obstacle to attainment.</p>	Dec 16, 2010 11:37 AM
26	<p>Barriers: Having to cover much ground (i.e. to teach a certain amount of material) within limited time constraints. This is particularly true when the pupils' needs are at different levels (needs are of course affected by the social and linguistic background of pupils).</p> <p>Approaches: Strategies should include cross-curricular activities and be based on active learning principles.</p>	Dec 16, 2010 1:18 PM
27	Absence Not following GIRFEC	Dec 16, 2010 3:34 PM
28	<p>Wide range of ability in our composite and multi composite classes in Primary. Time and budget - there are many activities we would love to be able to offer but have neither the time nor money to do so.</p> <p>Everything else is negligible.</p>	Dec 17, 2010 11:36 AM
29	rgrg	Dec 17, 2010 12:45 PM
30	IT Multi sensory Intensive interaction	Dec 17, 2010 2:12 PM
31	<p>Children need to have success in literacy as they need literacy skills in every walk of life. Children can become disengaged through meaningless tasks. We have a multi-sensory approach to the teaching of phonics which gives children confidence to make and break words, read and write them. Alongside this they are taught strategies to enable them to spell common words. This builds together to enable children to then make sentences which they are confident to read and write. We build in a fun element to learning spelling. Our tasks are varied and make use of a wide range of materials in which the children are supported and develop confidence.</p>	Dec 17, 2010 2:29 PM

1. What do you identify as the major barriers to learning in the English

Response Text		
32	<p>There are always many barriers to learning in the classroom and it will be important to know where children are in their own learning and have the dialogue with them to ensure that they participate fully.</p> <p>Each child should have equal access to the curriculum and should work towards the same Es & os as another of the same ability but the great thing about the CfE is that there are plenty of opportunities to work towards these in different ways. The evidence to be collected is now, say, make, write and do which means that children are able to show in their own appropriate way how they have achieved.</p>	Dec 17, 2010 3:00 PM
33	<p>Vsariety in quality of staff Variety in experience of staff Interest of the children lack of differentiation to meet need English as a second language</p> <p>Well planned work and differentiated to meet a variety of need with a keen and motivated teacher using ICT and quality resource</p>	Dec 17, 2010 4:24 PM
34	<p>Confidence and self esteem of pupils in literacy. Social/demographic factors. Reluctance to change didactic methods.</p>	Dec 20, 2010 11:37 AM
35	<p>ESOL needs - I try to meet them using Google Translate plus any ESOL support I can get. Absenteeism is the main issue for me - this is usually not due to exclusion but daily absences - exacerbated at present by the severe weather conditions. I will go the extra mile and email work, contact parents, go through Support for Pupils or the year head etc. but with all this effort, the student being in class every day is key. I try to vary my teaching style to cater for all learning styles - expertise in the Critical Skills Programme has given me the confidence to do this.</p>	Dec 20, 2010 11:55 AM
36	<p>If pupils do not have core litearcy skills then they are unable to access all aspects of the curriculum, There needs to be a heavy emphasis on early intervention to ensure pupils can at the very least be functionally lilterate. Multi-sensory approaches are advocated in Marie Clay's Reading Recovery model - our authority has invested in a model adapted from this (Anne Neil - Clsoing the Literacy Gap) and currently our service is looking at how to ensure this model is effective as Primary 2 and the transition stage (primary/secondary) to provide appropria intervention for pupils highlighted as at risk.</p>	Dec 20, 2010 12:40 PM
37	<p>Recognising Scots and using it in the classroom can motivate youngsters and raise their self-esteem. Official recognition of Scots as a language would help teachers feel confident about using it. If de-motivated youngsters related well to texts in Scots, a barrier to literacy would be overcome. An awareness of the similarities and differences between Scots and English can create an interest in all languages. For children whose first language is Scots, the difference in the sounds of Scots can create barriers to reading and spelling in English, and these can be overcome if the learning opportunities are understood and repected.</p> <p>Speakers of South British English are usually unaware of the differences between their own standard and Scottish Standard English (as opposed to Scots). This is a particular problem in relation to the sound system but can also affect vocabulary and grammar. A short course on Scottish English should be mandatory for primary teachers, English Secondary teachers or Modern Language teachers coming into Scotland. Support for learning has a vital role to play.</p>	Dec 20, 2010 2:38 PM
38	<p>Co-operative learning has made a great difference within the classroom as it allows all pupils to participate in an activity Moving Image \education has also helped as children who were perhaps a little reticent with laanguage and literacy activities</p>	Dec 20, 2010 3:27 PM

1. What do you identify as the major barriers to learning in the English

Response Text		
39	Attitudes through wrong perceptions of what education is about both from the parents and pupils. Patience and enthusiasm for ones subject and trying different approaches even outside our own safety zones will break down these barriers.	Dec 21, 2010 8:56 AM
40	The school ethos is critical to the breaking down of such barriers. In a time of diminishing support from outside agencies the school can often greatly assist in this. ESOL is under enormous pressure to deliver an effective programme despite a tiny staff and large demand and the school can work with the families to support them as often is very successful. The school cannot " do it alone" but with its partners great strides can be made.	Dec 21, 2010 11:17 AM
41	language / ESOL	Dec 21, 2010 12:11 PM
42	Over emphasis on fashionable active learning approaches combined with incessant demands to continually change approaches to learning. Traditional methodology is simple, effective and should remain a part of the mix of teaching approaches. Just because learning is more active one cannot assume that better learning of English has taken place.	Dec 21, 2010 12:54 PM
43	I think the very diverse range of existing skills can be a difficulty. The answer has to be differntiation. This will not take every child to the same end point but at least we will be meeting them where they are at and taking them forward. They need very good role models for spoken English. We also need to be very clear about our aims. Do we honestly value dialect speakers from every ethnic group? How far to we go in accepting/correcting grammar differences among speakers of different styles? Personally I think we do need a formal language as well but feel there is a real tension between the two aims.	Dec 22, 2010 9:31 AM
44	ASN - dyslexia, ADHD can be signigicant barriers which require early intervention and support planning. Multi sensory approaches - very relevant	Dec 22, 2010 11:44 AM
45	fgfrgffgfg	Dec 27, 2010 10:23 AM
46	I do not wish to downplay in any way the difficulties faced by children with learning or behavioural problems or the huge challenge faced by children from different cultural backgrounds in coping with mainstream education. Yet, in my opinion, the most deep rooted form of social exclusion that has long been a shameful part of Scottish education is the marginalisation and stigmatisation of the native languages of Scottish children, especially urban dialects. For generations of Scots, the language of the school has not included their community language / mother tongue and even today, in spite of a more positive attitude being encouraged in 5-14 or CfE Guidelines, as well as other official documents over the past 20 years or so, far too many teachers continue to perpetuate an inherent snobbery, prejudice and ignorance about indigenouse Scottish language varieties. Until the language of all Scottish children is appreciated and valued as highly as Scottish English in education, until they are taught to read and write in it alongside English and until they also hear teachers using it, they will continue to feel that their own language is an inferior form of communication and that they too are inferior for speaking it. Unless this changes, many of our young folk will continue to reject an educational system that rejects who they are as people.	Jan 3, 2011 12:24 PM
47	Social exclusion can be tricky as this comes from the children themselves and they have their own reasons for acting in this way. This has to be addressed through PSA lessons and the whole school ethos. Social exclusion will inhibit learning in all areas of the curriculum.	Jan 5, 2011 11:11 AM
48	x	Jan 5, 2011 10:59 PM

1. What do you identify as the major barriers to learning in the English

Response Text

- | | | |
|----|---|----------------------|
| 49 | main barrier is additional support needed and the lack of support available for pupils. How do we overcome this? We do our best with what we can and ensure teachers' are trained to deliver the highest quality experience for pupils. | Jan 7, 2011 11:45 AM |
|----|---|----------------------|

1. To what extent do you feel your classroom is enriched by partnerships,

Response Text

- | | | |
|---|--|-----------------------|
| 1 | I think that this is an aspect of my practice that could be developed. Parental workshops and teaching evenings to aid the implementation of homework projects and engagement with them are important in a learner's development. Parent volunteers can bring insight to topics and can be a 'fun person' to work with rather than the teacher. Arts organisations can bring a different depth to topic work and therefore can create more scope for English tasks such as creation of texts, encouraging listening and talking. However, with budget cuts - these amazing and inspirational organisations are being cut in many areas. Librarians are becoming far more instrumental in the delivery of English and Literacy skills, esp in secondary schools - Primary schools should also take advantage of local libraries and audit their own school libraries (many books and resources in Primary School libraries can be dated in some cases outwith the learner's experience. It is good to use these resources to develop critical thinking... What is different about the characters in this book as opposed to people today etc. | Dec 8, 2010 7:51 AM |
| 2 | Arts and culture are absolutely vital to the development of oral communication skills. | Dec 9, 2010 8:57 AM |
| 3 | I do not have much additional input in my classroom. I would love to have some but the time that it takes to organise the additional input is so consuming that it is very rare. | Dec 13, 2010 12:04 PM |
| 4 | All the above are highly effective, although I would prioritise bullet points one and three as the principle priorities. | Dec 13, 2010 12:51 PM |
| 5 | In my subject I usually rely a great deal on partnership working - whether it be for drugs issues, money issues or housing issues. Pupils respond well to outside agencies on the whole plus they can bring in a fresh perspective | Dec 13, 2010 1:03 PM |
| 6 | I think this is an area I really need to work on. We have made links with organisations such as the Scottish Book Trust and Edinburgh Book Festival in the past but could certainly do more here. We have begun to include parents a lot more - sharing our curriculum development plans with them and we have a parent group on our Literacy Across Learning school improvement group. | Dec 13, 2010 1:16 PM |
| 7 | Enriched by business partners in the community very well - provision of opportunities and materials for outdoor learning. Not enough engagement with arts and cultural sector due to closure of Arts Centre and geographical situation of our school. Mobile library is excellent resource. Museums have been hugely supportive, developing great opportunities for learning and coming out to the school. | Dec 13, 2010 1:24 PM |
| 8 | local library is a good resource, local poet has come to school, book lending service from the council, parents (both supporting at school and at home) | Dec 13, 2010 1:35 PM |
| 9 | Especially the Arts and Cultural areas with visiting theatre groups both performing and providing workshops etc. No local library for children to frequent which is a disadvantage. Mobile library is available and used by the community. | Dec 13, 2010 2:21 PM |

1. To what extent do you feel your classroom is enriched by partnerships,

	Response Text	
10	Partnerships help enhance English experiences, particularly Arts and Cultural organisations. These tend to promote more active learning which motivates children.	Dec 13, 2010 2:35 PM
11	- parent volunteers support reading in the classroom - we would like more input from cultural sectors to share their good practice - the library provides useful kit boxes for learning- these would be useful if they contained both fiction and non-fiction titles in a mixed ability box.	Dec 13, 2010 3:06 PM
12	I think schools in which kids are taught in isolation do not benefit from the wisdom of others. Society is a very diverse culture and to teach in isolation stops us immersing in a natural education. Learning is all around and students must learn from experiences.	Dec 13, 2010 3:16 PM
13	Projects involving external agencies provide valuable stimuli for writing. eg, tree planting. We also have parent volunteers who help with our library. Links have been made with our local playgroup where our P6s visit once a week to read to the children. Author visits also provide a useful insight into the writing process, however, can be expensive to arrange - we have tried using Glow Meets to take part in centrally organised events however the quality of the transmission was very poor and meeting had to be abandoned on a couple of occasions.	Dec 13, 2010 3:24 PM
14	Parents Local community	Dec 13, 2010 4:51 PM
15	* classroom assistants are valuable support * parental support is essential for pupil success in English * visits from authors and theatre groups are valuable	Dec 13, 2010 8:05 PM
16	External agencies, parents etc need to be given guidance on what is acceptable.	Dec 14, 2010 2:57 PM
17	I tend to rate schools by their libraries and by the sorts of writers they invite.	Dec 14, 2010 5:15 PM
18	Well supported and enhanced by all of the above on a regular basis Partnership working with outside agencies, support agencies and colleagues from other schools Cluster initiatives	Dec 14, 2010 8:04 PM
19	In our school the children do have many opportunities, in that we have experience of Arts and Cultural organisations. We often have theatre companies in and invite authors to come and speak to the children.	Dec 14, 2010 8:47 PM
20	only slightly, which is a shame because there is such a wealth of info and opportunity out there	Dec 15, 2010 8:56 AM
21	Very little interaction beyond specific learner intervention. Some contact with local theatres helps pupils to engage with the format of play-writing and production. Local libraries (and school library) very active in encouraging the reading habit in pupils. This is an absolutely essential participation.	Dec 15, 2010 9:34 AM
22	We live in the Highlands - most of these things are not locally available. Scottish Youth Theatre comes round annually but they are now charging for that. Our local library is small and not easily accessible during school time. The nearest Museum is in Fort William and most local trips have been exhausted by primary schools by the time we get pupils. However, every 3 years we fund-raise like mad to take pupils to London for a week and that allows them the chance to experience the theatre, museums etc.	Dec 15, 2010 9:59 AM
23	A great extent!	Dec 15, 2010 8:38 PM
24	At present we find it difficult to encourage parents into school to support learning because of their work commitments. We do use many resources in the community including the local theatre and museums where appropriate.	Dec 15, 2010 9:09 PM
25	?	Dec 16, 2010 9:53 AM

1. To what extent do you feel your classroom is enriched by partnerships,

Response Text		
26	We have input from parents who come in and speak to the children and also various visitors including Police, Health and outside companies such as Zoolab. We visit the library regularly with the children and have a good relationship with them.	Dec 16, 2010 10:50 AM
27	We have a very open door policy in our school and have forged good links with the wider school community. We are happy to have additional help from anyone who is able and willing to do so. Our MasterClasses, which are a 2 day focussed study experience in a particular subject of the pupil's choice, has been a great way to use the help and expertise of others eg. artists, police, dancers, musicians and parent and the children have benefitted greatly from their input. However, funding continues to be the big bad wolf with all our endeavours. We rely heavily on these people giving freely of their time - we could not afford to pay them. We use the local area and the council initiatives a lot eg. Libraries, Enterprise, Business, LTS Scotland, RBS etc because they tend to be free. We have stopped going further afield as we used to as the costs are just too prohibitive.	Dec 16, 2010 11:45 AM
28	We welcome the whole school community, include them in 360 audits, invite them to various open surgeries, evenings, sports, social events and the like. I showcase pupil art and invite local art into school.	Dec 16, 2010 3:36 PM
29	rwsgrg	Dec 17, 2010 12:45 PM
30	Community visitors are a great bonus. We have a super Schools Library service that makes a big difference too. We have joined some of the author sessions on Glow - they have been excellent and held our pupils attention. Some authors we have had in school have not been very good and others have been great - it hinges on their interpersonal skills and ability to relate to our learners.	Dec 17, 2010 12:46 PM
31	Quite well resourced with libraries, resource boxes, parent helpers...	Dec 17, 2010 2:10 PM
32	N/a	Dec 17, 2010 2:12 PM
33	We make use of every opportunity with visitors from and visits to the local library, author's visits, online links with scots' writers. We have local community links to learn together with parents and children. Our parents and children enjoy focussed maths/literacy sessions in nursery and P1	Dec 17, 2010 2:29 PM
34	There is a lot of that here in Shetland and we make the most of it. Again this brings in the relevance of school work to the wider world and enables children to work in depth.	Dec 17, 2010 3:01 PM
35	There needs to be a purpose and a plan if and when other parties , groups and agencies are involved to ensure that these partners enhance understanding, learning and excellent English work.	Dec 17, 2010 4:27 PM
36	We have been very lucky to have a lot of support in the classroom in the area I work from parents, Arts and the local community, however I fear that this support will be cut due to various reasons.	Dec 17, 2010 4:57 PM
37	Parents are the most fundamental form of support for me. It is wholly beneficial to achievement to have parents on-board with work and with any punitive action that is required. Having strong links with my QIO is also hugely beneficial. I think having meetings as a group of Subject Leaders is also enriching. I'd like more time to organise links with community and arts groups but the amount of paperwork/cover needed is extremely off-putting.	Dec 20, 2010 11:57 AM

1. To what extent do you feel your classroom is enriched by partnerships,

	Response Text	
38	Classroom practice is enhanced by partnership with arts organisations and the wider community. It means that perspectives are challenged and widened. In working with SLD, learners can take part in cutting-edge research by being part of the Scots word collection process and develop pride in their own linguistic heritage. They can learn about their language from the staff of an internationally respected organisation. Cross-generational work (involving parents, grandparents and the voluntary sector) on Scots can increase the self-esteem of all groups. Respect for cultural traditions, diversity in linguistic use and for modern developments in language can enrich the school experience. By hearing about the stages involved in maintenance and production of dictionaries, youngsters gain insights into an unusual but fascinating occupation.	Dec 20, 2010 2:39 PM
39	We have a strong cohort of parents who work within the school, running the library, working with small groups of children etc. We also expose the children to a range of literacy activities through author visits, WHICH WRITE WINS EVENTS ETC.	Dec 20, 2010 3:29 PM
40	Everyone is different but also has fear. The fears need to be seen as a way of growth and as different points of view are expressed they need to be listened to objectively. People need to have the right attitude to start with and look for the positive influences of partnerships that can enhance everyones learning in the situation.	Dec 21, 2010 8:58 AM
41	Support from the local community can take place in a variety of ways . Business experiences, Appropriate visits to local companies and establishments enhance the learning experiences of the pupils especially as CfE allows this breadth to develop through Enterprise. In sports the local volunteers and clubs provide excellent opportunities for the children to take part in coaching and taster sessions in sports that they may have never thought about taking part in. Parent volunteers work tirelessly throughout the school helping staff and pupils alike both within the classroom and providing insights to their hobbies or indeed jobs. All these enrich the learning experiences of the pupils adding to their enjoyment and learning by showing the relevent links between the school work and " outside " life.	Dec 21, 2010 11:36 AM
42	Parents <ul style="list-style-type: none"> • Voluntary sector • Arts and Cultural sector organisations, and creative individuals • Resources in the Local Community i.e. Business, Libraries, Museums 	Dec 21, 2010 12:12 PM
43	To an extent, but only if the learner has a command of the basic principles.	Dec 21, 2010 12:54 PM
44	Lots. However it has to be used wisely. Children need the links and the connections articulated for them or it can just be a bit of a "jolly".	Dec 22, 2010 9:32 AM
45	Classroom practice is enriched by partnerships e.g links with town library- Arts and Cultural, Scottish Book Trust, Glow Meets East Ayrshire Council - Arts dept - have cultural events for school Community Learning and Development and Active Schools Co-ordinators have a role too	Dec 22, 2010 11:47 AM
46	I think my class/classroom is very fortunate and has many links within the community. We have lots of visitors to the classroom and regularly venture into our community.	Dec 23, 2010 11:20 AM
47	They all have a huge role to play in the education of children, part of the cultural resources of our community, but unfortunately often undervalued and underused.	Jan 3, 2011 12:24 PM
48	Parents play an outstanding role in supporting their children at home, and the school works in partnership to support this. We are supported by our local library service in a number of ways - speakers, advice, events. We make use of the Scottish Book Trust, which is a fantastic resource, with online events etc.	Jan 5, 2011 10:12 AM

1. To what extent do you feel your classroom is enriched by partnerships,

Response Text		
49	English language has been greatly enhanced through the use of drama and working with Cultural contacts. Feelings, and issues such as bullying have been explored through expressive arts -drama , PE art.	Jan 5, 2011 11:13 AM
50	x	Jan 5, 2011 10:59 PM
51	We are very fortunate here and have many parent helpers. We also have retired teachers who volunteer to come in and help - this is a great resource! Every session we book a theatre company to come in and we visit the theatre. We invite storytellers in and we visit the local library.	Jan 7, 2011 8:32 AM
52	Feel we need to develop this further. I would want to involve more business but due to disclosure checks find this a financial burden.	Jan 7, 2011 11:46 AM

1. What are the major challenges in the successful teaching of English? In

Response Text		
1	<p>Lack of imagination - making English interesting. Many children come to school with the idea that all English and Literacy is about is reading books and writing essays... Trying to make the teaching and learning appropriate to them is extremely important.</p> <p>With Literacy skills becoming the Responsibility of All teachers it is important to establish a common concept of how to teach the skills and to have a consistency of approach between departments. This is a challenge - Particularly in a large school. SMT backing is absolutely key - with literacy leaders in each school to drive this forward.</p> <p>Understanding the pupils and the world that they live in is important in the teaching of all subjects, but especially in English - Using the technology that the children have to teach means that they can apply it in their every day lives - again though, many websites such as youtube/wikipedia etc are banned by many LAs - Lifting the ban will make teaching critical literacy skills far easier. Contextual learning is key in all aspects of the curriculum - If learners can not see the relevance of what they are learning they will not remember it. making connections in learning (not just in different curricular ares, but to the world of work and every day life) is very important e.g. using leaflets for financial service products is a great way to teach persuasion and bias.</p>	Dec 8, 2010 7:51 AM
2	There are widespread misconceptions concerning the difference between pronunciation and enunciation. Many Scottish pupils receive an impression (from the broadcast media) that affecting an English accent will improve their prospects. Rather than being careful to pronounce all phonemes clearly, they resort to dropping post-vocalic -r and adopting other accent markers which are standard in England. It is preferable for them to focus on their diction and other skills in speaking, such as facing the person(s) to whom they are speaking and avoiding repetitive fillers (eg 'like').	Dec 9, 2010 9:06 AM
3	Time for preparation and marking.	Dec 13, 2010 12:05 PM
4	Enuring literacy across learning especially in the secondary sector. A whole school strategic approach in which all staff participate is absolutely imperative.	Dec 13, 2010 12:54 PM
5	The balance between course content and strategies to ensure all are involved / included - time is always a factor. Making sure that strategies are dealt with consistently by staff	Dec 13, 2010 1:04 PM
6	professional development needs to be made easily available in some form or other to meet the needs fo teachers in implementing curriculum for excellence (approaches to learning, teaching and assessment) class sizes!	Dec 13, 2010 1:26 PM
7	engaging all children, promoting the idea that 'English' is not just writing but essential in all areas of learning	Dec 13, 2010 1:36 PM

1. What are the major challenges in the successful teaching of English? In

Response Text		
8	<p>Knowing how all these things combine to challenge an individual's development of learning and what to do about them with a mixed group of learners! All important challenges and not just for children as pupils but also for adults returning to education, particularly those that have been damaged by their school experiences of being a learner.</p> <p>Question - why is it that creativity in kindergarten/ preschool children appears to be very high and instead of getting better ie kids getting more creative as they go through our education system. they get less creative and we have to try to teach them something they had lost through growing up in our ways???</p>	Dec 13, 2010 2:20 PM
9	<p>Literacy across learning and Context are major challenges. We must strive for relevance by recognising the skills in everyday life and practice. Creativity is stifled as children do not read as much as they used to/should, especially in areas of deprivation.</p>	Dec 13, 2010 2:24 PM
10	<p>Individual teacher skills. CPD may help.</p>	Dec 13, 2010 2:36 PM
11	<p>-creativity can be tricky. How do you teach creativity if you yourself are not creative?</p> <p>-literacy across learning is developed through a more planned approach to develop outcomes and experiences, with a clear focus on a rich task for assessment</p> <p>-emotional intelligence continues to be a focus for the teaching of literacy.</p> <p>-CPD is limited and budgets are tight to send staff to courses in the central belt which look motivating and inspirational!</p>	Dec 13, 2010 3:07 PM
12	<p>Major challenge when you are not an English teacher is knowing what you should be teaching and how. Have come to the conclusion that if I am remembering CPD and thinking about the literacy and doing my best to use what I know then I am doing the best I can.</p>	Dec 13, 2010 3:22 PM
13	<p>A major challenge is poor level of language within the environment which strongly influences pupils such as:</p> <p>the use of adjectives rather than adverbs - particularly in American TV and footballers!</p> <p>frequent omission of initial capitals on proper nouns - children don't appreciate that this is a graphic design device is not correct grammar.</p> <p>children tend to write as they speak - many parents do not correct inaccuracy in speech and to many pupils "we done that" or "I seen you" sound perfectly correct.</p> <p>Children also seem less inclined to read for pleasure, and as a result have less experience of a varied vocabulary and range of writing.</p>	Dec 13, 2010 4:07 PM
14	<p>being trained in use of resources</p> <p>motivating children who are less able and low self-esteem</p>	Dec 13, 2010 4:52 PM
15	<p>* major challenge is lack of literacy in many pupils - due to lack of reading and sustained writing in</p> <p>primary school and at home</p> <p>* cross curricular support for literacy as planned by CfE has potential to improve - pupils often</p> <p>unusually find difference between literacy in Geography and Science and literacy in English</p> <p>* varied learning activities can be successful strategy - but one is aware that this is diluting what</p> <p>learning and understanding of language and literature is taking place</p>	Dec 13, 2010 8:06 PM
16	<p>Knowing what pupils should know age versus stage when they interact across learning</p>	Dec 14, 2010 2:58 PM
17	<p>Capturing pupils' imagination.</p>	Dec 14, 2010 5:16 PM
18	<p>Consideration of active learning and use of a range of assessment strategies</p>	Dec 14, 2010 8:05 PM
19	<p>Again as expressed earlier, time!</p>	Dec 14, 2010 8:48 PM
20	<p>maintaining the balance between repetitive learning of core ideas and engaging the students with creative ideas and experiences</p>	Dec 15, 2010 8:57 AM

1. What are the major challenges in the successful teaching of English? In

Response Text		
21	Poor writing skills. If we are still teaching them how to use a full stop in the High School then there is little time for more exciting and interesting things.	Dec 15, 2010 10:00 AM
22	The biggest issue with all of the above is time and funding: teachers do not have enough time to properly develop lessons, create resources and liase with colleagues to ensure a consisitent approach and cross-curricular links	Dec 15, 2010 12:02 PM
23	As with all courses, the challenge is often found in finding a compromise between examination preparation and more creative learning experiences. English lends itself to personal reflection and development and solo/ one-to-one work is effective in drawing out pupil views. Discursive activities with strict rules also work. I recorded a series of podcasts whereby the result of talking over one another would be to the overall detriment of the recording kept the discussion focused and measured. These can also be hosted on website for pupils to assess their own talk performance. Development of a mature approach to behaviour, which I explicitly phrase as professionalism to the pupils, is a necessity across all subjects in order to prepare pupils for adult life in a variety of contexts.	Dec 15, 2010 1:13 PM
24	All of the above play a part in what is a complex yet exciting area of the curriculum!	Dec 15, 2010 8:39 PM
25	Curriculum for excellence encourages us to link literacy across learning but I think this is something many teachers have always done well. Range of resources available and ICT has and will continue to help us engage pupils. The challenge is to make learning relevant to pupils needs in the 21st century. This is also a challenge the curriculum for excellence encourages us to meet. Teachers need to keep up to date with new initiatives through CPD opportunities and also to share best practise and work together to develop resources,programmes of study etc.	Dec 15, 2010 10:14 PM
26	?	Dec 16, 2010 9:53 AM
27	Through observations and also the introduction of the Literacy Grid, these tools enable us to monitor children's progress and adapt the curriculum to suit these needs.	Dec 16, 2010 10:52 AM
28	please see answer no.1	Dec 16, 2010 11:45 AM
29	The teacher's skills and approaches are all paramount to ensure the successful teaching of English hence creativity, EQ, CPD, classroom strategies are to be considered. The materials used must reflect the diversity of pupils within each group (class) so I would expect a combination of different types of media, textbooks, commercial/professionall brochures/booklets to be used. Also, activities based on cross-curricular learning would further make the teaching/learning more relevant to pupils.	Dec 16, 2010 1:34 PM
30	Rigid planning Our chartered teacher, Christine Bruce, has had a book published this year on Emotional Literacy and I regard the main challenges of this is the perception of some learners to this environment. It can, in my experience, prevent some success in English as one or two can be off task. However, when feelings are acknowledged and dealt with, learning can start to take place. I am undertaking a Management and Leadership post grad certificate and this includes all of the above.	Dec 16, 2010 3:42 PM
31	rergr	Dec 17, 2010 12:45 PM

1. What are the major challenges in the successful teaching of English? In

Response Text

- | | | |
|----|--|-----------------------|
| 32 | <p>Context is a current challenge - ensuring relevance and how the skills relate to real life particularly when you are thinking about some of the classics but many teachers are very creative and can engage pupils in Shakespeare very easily. This clearly shows that ensuring our teaching staff have the right qualities, skills, knowledge and understanding is paramount in the successful teaching of English. More time is needed for CPD. It is not a luxury and should be budgeted for accordingly.</p> <p>There is also the challenge of engaging some young people in reading when there are so many demands on their time and attention. Again, a skilled teacher can do this well.</p> | Dec 17, 2010 12:51 PM |
| 33 | <p>engaging all pupils in pieces of work
Ensuring it is taught in a relevant way
Time for marking with learners so feedback is as meaningful as possible</p> | Dec 17, 2010 2:13 PM |
| 34 | <p>To understand that children can develop creativity even though they are not all naturally creative. They need to be taught and given the appropriate tools to be successful.
To ensure skills development as well as providing relevance through real situations - too much of either does not provide a balanced approach.
Tp provide varied tasks and learning experiences which engage pupils and impact on their understanding
Professional development which provides understanding of theory and methodology to support whole school progressive programme of skills development.
We are developing our programme using childrens' novels to develop fluency and comprehension.
ICT and non fiction to teach comprehension and presentation skills
Professional storytellers to develop talking and listening/writing and drama
Ongoing professional dialogue to ensure theory and methodology is worked out in practice.</p> | Dec 17, 2010 2:29 PM |
| 35 | <p>All of the above</p> <p>Most important is engagement, and this will happen because of the creativity, imagination, and relevance of the tasks.</p> | Dec 17, 2010 3:02 PM |
| 36 | <p>Ensuring progression
Encouraging children to read out of school
Ensuring pace
Ensuring depth of learning</p> | Dec 17, 2010 4:30 PM |
| 37 | <p>Variety is a big challenge but important one to help keep the learners engaged. A major challenge is lack of opportunities in the area I work for professional development in Language.</p> | Dec 17, 2010 4:59 PM |
| 38 | <p>English lends itself to being creative and varied and while coming up with new innovations can be quite demanding, the results are always worth it. I find pupil apathy to be a huge challenge - despite all these varied approaches to pupil engagement and all these "you can use English in this practical way" speeches, some will simply switch off. This is not singular to English though.</p> | Dec 20, 2010 11:59 AM |
| 39 | <p>Literacy across learning is key - all staff (especially in secondary) need to take responsibility for this. There needs to be clear consistency across subjects to ensure pupils have consistency of approach.</p> <p>At an authority level (across Scotland) someone has to have responsibility for ensuring there is a clear vision of the big picture. Too many pockets mean it is a lottery.</p> | Dec 20, 2010 12:43 PM |

1. What are the major challenges in the successful teaching of English? In

Response Text		
40	The biggest challenge is ensuring teachers feel confident in teaching Scots with appropriate teacher training and professional development of teachers. Changing attitudes to and improving and the status of Scots is still a challenge. Maintaining and developing work has started in the primary sector in the transition to secondary school. More research is needed to collect evidence of the benefits of using Scots to motivate learners and more research is needed on the cognitive benefits of being bilingual. Developing a coordinated approach to teaching Scots in schools would help ensure progression for learners. A network of Scots Coordinators and a Scots Desk at Learning and Teaching Scotland would help ensure that interesting practice is shared. Finding time and money to support the coordination and development of materials in Scots is a challenge for teachers.	Dec 20, 2010 2:40 PM
41	All staff use literacy across learning and this is evident in their planning. A wide range of approaches are used and are flexible to meet the learning needs of different pupils. Much of language work is carried out within a context.	Dec 20, 2010 3:32 PM
42	Time, money, attitudes and an unhealthy attitude to reading and books which has been infiltrated by too much computer, TV to the overshadowing of learning to focus on something and settle quietly to reading and using the imagination for oneself rather than at someone else's exposition of a book. TV and films are a useful jump off point, but then these need to be used to experience deeper meaning into discussions in the classroom and extending the areas of understanding by looking at the text and what is being said behind the initial picture and the wider meaning of life and the depth of meaning behind that.	Dec 21, 2010 9:01 AM
43	Successful learning depends on the enthusiasm and commitment of teachers and the way they engage their pupils. Contexts need to be relevant to the pupils as well as having some pupil ownership. Currently teachers have a wide range of skills and expertise to draw upon and have a willingness to further develop their skills through good quality CPD. Capture all that and the teaching of English will be successful, meaningful and enjoyable and the pupils will have the communication skills to meet the challenges of this modern and future world.	Dec 21, 2010 11:59 AM
44	creativity <ul style="list-style-type: none"> • literacy across learning • varied approaches to gauging pupil engagement and understanding • emotional intelligence • context - how to ensure that learning incorporates relevance and application to real life • professional development 	Dec 21, 2010 12:12 PM
45	Retaining an element of traditional and effective approaches which are not deemed to be actively engaging.	Dec 21, 2010 12:55 PM
46	At the risk of sounding trite...these are not the challenges....these are the solutions.	Dec 22, 2010 9:33 AM
47	I think interdisciplinary learning is very important - motivating ways to use language skills in a meaningful context Teaching of skills still relevant	Dec 22, 2010 11:49 AM
48	For me, it is differentiation. Due to a range of abilities within the classroom it can be difficult to offer extra support to those who need it and at the other end provide further challenge.	Dec 23, 2010 11:23 AM

1. What are the major challenges in the successful teaching of English? In

Response Text		
49	<p>Literacy across Learning is vital but often much feared and misunderstood by many teachers - see 3 above. It shouldn't be all about hugely time-consuming and sometimes counter-productive cross curricular projects and it certainly shouldn't involve English teachers correcting work done in other areas of the curriculum. A successful whole school language policy which supports and encourages talking, listening, reading and writing in many different contexts holds the key to effective teaching and learning in secondary.</p> <p>So too does creativity in its many diverse shapes and forms across the curriculum, but an educational system suffocated by testing and exam targets leaves far too little time or energy for creative activities and projects which in the long run are far more inspirational, far more likely to develop a greater range of skills and at the same time develop a life-long love of learning than the narrow range of drills and skills required to pass exams. Scottish education needs to be saved from an unhealthy obsession with testing, improving 'performance' in league tables and trying to 'prove' that standards are rising, when it is far more likely to be a paper only improvement via coaching the kids through the tests and ticking the right boxes. This is a pernicious disease that is destroying education, incubated on the outside by politicians who use education for their own grubby party political ends, but the contamination is multiplied by myopic collaborators from within who only really understand what served them well and who realise that it is in their professional interests to continue trying to build a more efficient production plant to satisfy the system's targets and of course their own career targets. Secondary schools have long been mainly exam-passing factories, but if CfE is to succeed, they have to be reclaimed as educational sanctuaries or communities of real learning that teach a far wider range of skills and value many different types of ability and intelligence.</p>	Jan 3, 2011 12:24 PM
50	<p>Multi-composite classes can prove very challenging, as the reading ages, and chronological ages of pupils make it difficult to meet needs. Time for teachers to engage with new ideas, create new teaching resources (or locate these online) and pupils expectations of the pace of change / new ideas / new resources etc are both issues.</p>	Jan 5, 2011 10:15 AM
51	<p>In a primary school literacy across learning is built into easily. Creative is an essential part of learning and teaching in the primary school and children can contribute to this very well.</p> <p>Again in a primary school language is put into contexts and not taught in isolation. Particular rules -for spelling, grammar can be taught but then they must be applied learning is to be internalised. This is done through looking at children's own work and through using in the rules in contexts and across the curriculum.</p>	Jan 5, 2011 11:18 AM
52	<p>I have recently come from a school where digital media was given high priority and we had access to excellent ICT resources. I found that digital media was particularly effective in engaging reluctant learners or learners who struggled with spelling and other aspects of English language skills.</p>	Jan 6, 2011 2:40 PM
53	<p>We are very aware of the limited life experiences some of our children have.</p>	Jan 7, 2011 8:33 AM
54	<p>Time - time to reflect, time to train and time to work one to one with pupils</p>	Jan 7, 2011 11:47 AM

1. What do you identify as the major challenges in terms of progression and

	Response Text	
1	No clear progression routes in the experiences and outcomes, No guidance on reporting to parents transition projects don't always focus on teaching SQA and HMle models must correspond with the curriculum in order for it to succeed (universities and colleges must be involved in the assessment moderation as well.) AifL has to be the major driving force to assessment supporting the curriculum rather than driving it. Finding a way to track and report this is more difficult.	Dec 8, 2010 7:52 AM
2	The fact that we have no idea what the external assessments will involve/include.	Dec 13, 2010 12:06 PM
3	All are still challenging. Schools and local authorities require to continue to raise these as priority developmetn areas	Dec 13, 2010 1:00 PM
4	Planning actual course structure for S2/S3 pupils - don't know how many periods in week I will have - still very open just now	Dec 13, 2010 1:05 PM
5	My biggest concern iat the moment is the link between 3-5 and the senior phase. I know that there are a number of areas which currently do not link together and someone needs to address these. There needs to be a great deal more time built in for moderation to allow teachers to share the standards and expectations. Another key concern is in transition. Clusters need time to discuss how they are going to be passing on information, and ensure a consistency in the way information comes from the primary to the secondaries.	Dec 13, 2010 1:22 PM
6	Inadequacy of technology support and systems means that even when you have a great idea for using technology to support AifL, transition information and high levels of pupil engagement, you cant' do it because computers won't connect to internet, memory is too small on the system and speed of internet is frustratingly slow for pupils.	Dec 13, 2010 1:27 PM
7	assessment - meaningful, purposeful and useful for SMT and teaching staff	Dec 13, 2010 1:37 PM
8	Internal assessment skills/confidence may be a major challenge to preparing for all assessment models in senior phase. This perceived lack of confidence/ de-skilling in staff may result in over assessment which could be translated into never ending (aka continuous) assessment and repeated concerns about little time for learning/teaching. Need to be more joined up in culture of learning and assessment - that all are important and benefit from each other, in formative and internal/external models	Dec 13, 2010 2:25 PM
9	Moderation is important here. However this is a grey area as far as CfE is concerned. I fear that there will be a variety of practices concerning this area. Formative assessment will, and should, play a key part in CfE. There is a huge amount of work to be done here reagrding Learning Intention and outcomes especially in the area of transition. The children must play a vital role in self and peer assessment and recognition of next steps.	Dec 13, 2010 2:28 PM
10	Again individual teacher knowledge and confidence in all of the above.	Dec 13, 2010 2:37 PM
11	-the biggest challenge we have is assessing using the limited guidance we have currently. We are still refrerrign to 5-14 models as guides but when do we stop and identify our own sample of each level. Should we be tghis in our cluster- surely this is a more national requirement?	Dec 13, 2010 3:09 PM
12	Nobody sees to know what they are doing, far to ad hoc for my liking. Thinking about first year and hoping it will filter down and expecting teachers to make the changes. Very odd to me, not all teachers are equiped for this sort of challenge.	Dec 13, 2010 3:25 PM
13	I feel that the major challenges are the same for CfE as have always existed in assessing language skills. Consensus of opinion is a particular issue in assessing writing - often teachers will have varying opinions (especially as regards to assigning a level/grade) to the same piece of work. This is often evident at times of transition between schools.	Dec 13, 2010 4:11 PM

1. What do you identify as the major challenges in terms of progression and

	Response Text	
14	Transition information being passed on and used effectively	Dec 13, 2010 4:53 PM
15	<p>* major challenge is many pupils' reluctance to read and write outside the minimum - thus harming their own progression - an inevitable consequence of a culture which has become more visual and aural?</p> <p>* another major challenge is pupils' reluctance to tackle more challenging reading material - and teachers' and parents' inability to persuade them to change their minds</p> <p>* AifL is perfectly satisfactory teaching strategy</p>	Dec 13, 2010 8:06 PM
16	Using strategies like Aifl to show how pupils have progressed. Assessment should take in all Responsibility for All to ensure a valid CfE assessment	Dec 14, 2010 3:00 PM
17	Assessment	Dec 14, 2010 8:05 PM
18	I'm sad to see the 5-14 levels go, they were a good bench mark.	Dec 14, 2010 8:48 PM
19	assessment and how that fits in with the outcomes - 'experienced', 'secure' etc.	Dec 15, 2010 8:58 AM
20	How to work with everyone else and ensure that pupils have achieved all outcomes for literacy. The fact that we don't know what is coming makes teaching unnecessarily stressful and it makes me angry as a parent that I don't know what my child is going to be doing in exams in 3 years. I am not sure that the whole experiment isn't going to lead to pupils who are not as well qualified.	Dec 15, 2010 10:09 AM
21	Engagement with assessment models - ensuring consistency across all schools and indeed ensuring breadth, balance and progression!	Dec 15, 2010 8:39 PM
22	As a result of National tests no longer being the benchmark the challenge within our schools is to ensure standards are set and sustained. The NAR will provide some guidance but we need to ensure standardisation across councils and nationally. AiFL has been an essential part of monitoring progress and providing next steps. This will continue to be a valuable tool for teachers. Teachers within schools will need to support each other by cross marking and assessing pupils work. This can then cascade out within cluster groups and councils.	Dec 15, 2010 10:20 PM
23	?	Dec 16, 2010 9:54 AM
24	assessment- not understanding what the required standards are to have met an outcome so difficulty assessing pupils.	Dec 16, 2010 10:11 AM
25	We have a good transition policy in place involving our local school and parents also join in with this process. Parents do need encouragement to be involved in some projects but the vast majority participate in their child's learning enthusiastically.	Dec 16, 2010 10:53 AM
26	<p>I see huge problems with assessment and transition and this continues to be my major concern with CfE. There are now no yardsticks by which attainment can be sensibly measured which makes tracking, monitoring, reporting to parents and transition from other schools and to High School very woolly. Sorry - the NARS do not meet this need. Parents continue to be very confused by CfE and as we don't have a reporting format from our Local Authority as yet, none of my fears have been abated.</p> <p>Schools are making huge inroads with their own assessments at each stage but this means little to parents and these assessments have little or no worth outside of the school in the wider community. It all just seems a bit of a free for all and far too vague for words and I have huge concerns how this will translate into secondary education. It all needs to be firmed up and assessments that are standardised throughout have to be devised so that tracking, reporting and transition have meaning and worth. Yes, we really did need to make education far more of an engaging experience for children and I do believe CfE has done this - but, the next bit needs sorted out.</p>	Dec 16, 2010 11:59 AM

1. What do you identify as the major challenges in terms of progression and

	Response Text	
27	I do not know enough about the structure of assessment within Cfe to comment on this.	Dec 16, 2010 1:35 PM
28	We are trying to use AiFL, NAR, NFER data, moderation.	Dec 16, 2010 3:43 PM
29	<p>We have been moderating pieces of writing and it is clear that a strong understanding of the importance of setting clear learning intentions coupled with appropriate and relevant success criteria is paramount to ensuring assessment and moderation are successful. The skills progressions on LTS website have been very useful in our work on assessing writing and we have adapted them slightly as a work in progress to improve them for using in our school.</p> <p>The challenge is not CfE, it is the confidence of the workforce to pick it up and develop their own knowledge and skills. We all need to continue to plug away with embedding AiFL and formative assessment as well as rethinking how we go about our summative assessment to make it more formative and thus a more proactive part of learning.</p> <p>I think transition to secondary poses a challenge to us all but it's not insurmountable - it will involve a bit more dialogue, the pupils themselves and probably will develop more closer and joined up working - all of which is an improvement.</p> <p>Finally, tracking is seen as an issue and I do struggle slightly with it myself BUT we need to re-evaluate the purposes of tracking and then develop the systems instead of the current model of panic development of reams of paperwork without a notion of what its true purpose is.</p>	Dec 17, 2010 1:08 PM
30	AiFL in early years - introducing techniques to very young children.	Dec 17, 2010 2:11 PM
31	Moderatiion	Dec 17, 2010 2:13 PM
32	<p>To ensure understanding of skills development there must be clear aims and objectives understood by staff and shared with pupils. Assessment must be embedded in daily routine to enable discussion between staff/pupils/parents. This dialogue encourages confidence in children to set their own targets. Staff should be aware of the whole school programme to understand skills development and their role in this process. With a sound understanding of skills development staff are then able to record and track individuals' progress. This is transferred throughout the school using records, evidence and dialogue.</p> <p>It is essential for staff and pupils to view evidence of good practice and share good practice at local and national level.</p>	Dec 17, 2010 2:29 PM
33	I think the major challenge seems to be getting teachers to reprofessionalise and engage with this fantastic new curriculum, based on sound research and knowledge of how children learn. Teachers need to be more confident about what they are doing and break away from the old spoon-fed 5-14. We have to move away from the tick-box mentality and look at what really is important in 'learning' not just 'remembering'.	Dec 17, 2010 3:06 PM
34	<p>Transition from P7 to S1 moderation across the cluster group of schools making sure all assessments are relevant and that they give the correct picture of a child</p>	Dec 17, 2010 4:33 PM
35	Assessment is still an issue for staff as there has been less time and opportunities to focus on this.	Dec 20, 2010 11:38 AM
36	External Assessment - at the moment, we are trying to share the standard across the department but are doing so without any "criteria" other than notions of what developing/consolidating/security at a particular level might be. I am longing to know what changes to external assessment will look and feel like - it is quite a scary thought to be teaching CfE without really knowing what those S1 students will have to sit in terms of examinations as they go through the school.	Dec 20, 2010 12:01 PM

1. What do you identify as the major challenges in terms of progression and

	Response Text	
37	<p>AifL is a viable way of improving pupil experiences by ensuring teachers are reflective practitioners, building on prior learning, creating an ethos in the classroom where enjoyable, quality learning takes place. Teachers need to go beyond the superficial with this and this has to be managed/monitored - accountability.</p> <p>There should be an assessment framework which monitors and tracks pupil progress as well as an element running alongside it which identifies pupils at risk of literacy difficulties throughout their schooling. An effective model which highlights those at risk and puts in appropriate interventions can and should mean that no pupil leaves primary unable to read.</p>	Dec 20, 2010 12:47 PM
38	<p>Formal assessment in schools would need to include the assessment of knowledge and understanding of Scots. It would be good to have recognition of school commitment to teaching Scots with an award for engagement with the wider community. There needs to be HMI recognition of school achievement in Scots. The study of Scots Literature should be an examinable requirement for Higher English and eachers need particular targetted support and encouragement in order to put pupils forward for the Scots Higher.</p>	Dec 20, 2010 2:40 PM
39	<p>Within the school we have used AiFL so this will continue with curriculum for excellence. There is very good transition arrangements which inform the next stage staff .</p>	Dec 20, 2010 3:34 PM
40	<p>The challenge of set minds who see education as a set of instructions rather than a broadening of the mind and insight. The lack of funding and the cutting of time and staff to try to save money, meaning that there are more children to a class and so less time to a pupil. The attitudes of many who see school as a type of baby sitting service which is necessary so that they can go to work and earn enough for the crust of bread. That intellectual education rather than a grounding for life is the only type of education necessary. Not every pupil needs to go to university and get a degree, but all children need to learn to learn.</p>	Dec 21, 2010 9:06 AM
41	<p>Meaningfull and accurate assessment of pupils is the major challengs as parent are quite correctly wishing to recieve a comprehensive report about their children. To date real "firm" assessment bench marks are not yet evident and the three definitions of developing, consolidating and secure currently have wide ranging criteria Therefore moderation of these assessment areras soon is vital if schools are to deliver accurate reports to which teachers can confidently discuss with paernts. and not just relying on their " professional " Judgement which may have little evidentce to back it up. This must be addressed as a priority as to date any discussions and guidance from authority / national bodies is general to say the least.</p>	Dec 21, 2010 11:59 AM
42	<p>AifL</p> <ul style="list-style-type: none"> • transitions • engagement with (external) assessment models • routes / pathways to engagement 	Dec 21, 2010 12:13 PM
43	<p>Same as previous.</p>	Dec 21, 2010 12:55 PM
44	<p>The challenge in progression is that expectations through individual levels have not been articulated. We have done this for ourselves but the rigour will vary from school to school. Also , children moving from one school to another will not necessarily come to new skills in the same order. This also makes national assessments less valid. If we are teaching skills in, what could be markedly different orders, any assessment within a level can only be interpreted against what that school has covered.</p>	Dec 22, 2010 9:38 AM
45	<p>Staff here trained in Critical Skills approaches which encompass all leaning and approaches including AifL. Assessment - still to be clarified following National Assessment withdrawal</p>	Dec 22, 2010 11:51 AM

1. What do you identify as the major challenges in terms of progression and

Response Text

- 46 I think the CfE is an improvement from 5-14 with the exception of assessment. Dec 23, 2010 11:27 AM
Formative assessment is worthwhile to the class and their teacher but I think there is a place for summative assessments to allow pupils to get the recognition they deserve in terms of their abilities. Testing appears to be disappearing and this will cause problems for transitions and reporting to parents. I think it is good teachers have the power to use their professional judgements but there is also a place for concrete, nationalised evidence to allow for consistency across authorities.
- 47 Unlike spurious 5-14 target-driven 'results', genuine and helpful information about achievement and progress is very important, based on the principles of Assessment is for Learning, especially in the transition from primary to secondary. CfE should be all about AiFL and have as little as possible to do with testing and assessment models. It is up to the SQA etc to engage fully with CfE and to develop more imaginative and diverse ways of describing or recording achievement, strengths and weaknesses, rather than just assessing via conventional exams, endlessly torturing young people to pass them and thereby losing sight of what education should be all about, something that goes well beyond CfE's four aspirations. Jan 3, 2011 12:25 PM
- 48 The assessment particularly of writing is a major issue as we grapple with the Es and Os of CfE. Jan 5, 2011 10:17 AM
AiFL strategies are extremely helpful.
Our cluster of schools has worked on a project very successfully from sessions 09-10 to 10-11.
- 49 Training the children to be skilled in setting targets and assessing how well they are meeting them takes time Children are trained in the skills from Nursery. Jan 5, 2011 11:22 AM

Time has to be allocated for children to be reflective and for feeding back to the class. This can be challenging.
- 50 x Jan 5, 2011 10:59 PM
- 51 This has been a difficult session but we are happy with the assessment we have in place for listening and talking and writing. We have a cluster working party looking at the moderation of writing. Our main concern at present is the assessment of reading. We are currently looking at the examples on NAR. Jan 7, 2011 8:37 AM
- 52 with pupils coming from a variety of nurseries ensuring transition and tracking progress through the outcomes will be challenging Jan 7, 2011 11:48 AM
- 53 I think standardisation and the ensuring that internal assessments are suitably robust to ensure clarity are major issues with CfE. Teachers are not confident in assessment and reporting aspect of CfE and I think measures need to be put in place to ensure schools are kept informed of latest development. All too often information from QIOs and HMIe are at odds with each other and this undermines the value of the work being carried out by so many across Scotland. Jan 9, 2011 3:34 PM

Teachers agree with CfE in principle but it can be difficult to fight against the swarm of negativity CfE courts.

1. Think about the best English lesson you have ever taken part in. What was it about and what did you do?

	Response Count
	19
answered question	19
skipped question	0

2. Why did that particular lesson motivate you?

	Response Count
	19
answered question	19
skipped question	0

3. What did you learn in this particular lesson?

	Response Count
	19
answered question	19
skipped question	0

4. What was different about this lesson that means you remember it? Was there something in particular that you found challenging or enjoyable?

	Response Count
	19
answered question	19
skipped question	0

5. What skills do you think you should learn in English?	
	Response Count
	19
answered question	19
skipped question	0

1. Think about the best English lesson you have ever taken part in. What was

	Response Text	
1	The best lesson I have had in English was when we were doing 'The Pet Project' which is over a 3 week period and you make a PowerPoint Presentation about a chosen pet.	Dec 15, 2010 6:37 PM
2	We talked about a play called " An Inspector Calls" and worked out the main themes which were class , responsibility , Age and another main theme. We discussed the younger and older generation and how the main characters took responsibility for their actions , but the older generation did not. We also worked in groups and looked at a main character , ours was " Mrs Birling " and we found quotes to back up our answers.	Dec 17, 2010 10:54 AM
3	It was about a play and we were reading it	Dec 17, 2010 10:56 AM
4	We learned about attention to detail.we wrote down what we seen and then discussed it with the class.	Dec 17, 2010 10:56 AM
5	Group discussion about a novel we had been reading previously. we spoke about the main themes and topics of the book in groups	Dec 17, 2010 10:57 AM
6	The best English lesson I've had was when we had to write a gothic story because we were reading a gothic book called "Darkside".	Dec 17, 2010 11:01 AM
7	Reading the merchant of venice because it was funny trying to pronounce the funny words.	Dec 17, 2010 11:02 AM
8	doing the readathon to get money for charity and then we watch a movie and we made 50 pounds.	Dec 17, 2010 11:03 AM
9	well we had to make a christmas card a cant remember the company but i didnt win but it was fun	Dec 17, 2010 11:03 AM
10	we just read the the titanic story	Dec 17, 2010 11:05 AM
11	The best lesson in English is when I was writing a story about my holiday.	Dec 17, 2010 11:05 AM
12	On computer writing essays.	Dec 17, 2010 11:05 AM
13	The best English lesson i have taken part in was when my teacher was teaching our class how to learn quotes for our Higher exam. We were struggling to try and remember poems ect, therefore the whole class had to stand up and each individual person had to memorise two quotes at a time then say them to the person next to you without looking at the poem. This proved very fun as the teacher would then ask random people different parts of the poem.	Dec 17, 2010 3:11 PM
14	The best English lesson I took part in was the play 'The Diary of Anne Frank' in 1st year. This was a play that everyone in my class took part in, as we took turns to act. I played a several characters in it.	Dec 21, 2010 2:18 PM
15	In primary seven at Dunrobin Primary School i participated in a english lesson to do with my topic on ancient Egyptians our task was to think of as many words that came into our heads when our teacher said Pyramids.	Dec 21, 2010 9:18 PM

1. Think about the best English lesson you have ever taken part in. What was

	Response Text	
16	i really enjoyed making a power point presentation on[how to look after your pet].I enjoyed it because we got to work in groups,and we had the responsibility to work on our own and show how well you could produce a piece of work and it was over all afun thing to do. My group chose reptiles, we all got given a role to play like editor and art and graphics.We all researched an animal and made a few slides , then in the end the slides got joined together. We then presented it to our class and got rated. The group with the most points won a prize.	Dec 21, 2010 9:34 PM
17	The best english lesson I have ever had was when we read the novel Private Peaceful and did different tasks on it.	Dec 26, 2010 2:30 PM
18	The best English Lesson I took part in was about Christmas. We worked in groups discussing and debating traditions at that time of year.We noted it down and elaborated on one of the traditions. We found out more information and listened to other groups tell us there findings .	Jan 4, 2011 7:49 PM
19	We were talking about lots of different fairy tales, because the teacher had given us the task of doing a rewritten fairy tale. I did a realistic version of Little Red Riding Hood.	Jan 5, 2011 8:26 AM

2. Why did that particular lesson motivate you?

	Response Text	
1	They were fun lessons, and I enjoyed working in a group.	Dec 15, 2010 6:37 PM
2	I knew some of the themes and responsiblitys so i was able to answer the teachers questions etc.	Dec 17, 2010 10:54 AM
3	Because it was fun and it also got the message across	Dec 17, 2010 10:56 AM
4	Because we got to use our imagination.	Dec 17, 2010 10:56 AM
5	because I had the full plot explained through the teachers words and the my classmates	Dec 17, 2010 10:57 AM
6	It motivated me to write more stories because I really enjoyed being able to use my imagination.	Dec 17, 2010 11:01 AM
7	because it was good fun.	Dec 17, 2010 11:02 AM
8	i likie to give money to charity its great fun.	Dec 17, 2010 11:03 AM
9	it was good because it was fun and we got to chat whilst we done it	Dec 17, 2010 11:03 AM
10	i found it very interesting about why he decided to write the story	Dec 17, 2010 11:05 AM
11	I like writing about my hoildays and wanted to tell the rest of the class about my hoilday.	Dec 17, 2010 11:05 AM
12	not in class so enjoyed being in a different location.	Dec 17, 2010 11:05 AM
13	This motivated me as i was then able to take the skills i had learned in class home and use them to learn qoutes for my exams.	Dec 17, 2010 3:11 PM
14	This lesson motivated me because I found this play interesting, maybe because I haven't taken part in a play before or because I haven't seen a play acted out and I always have read it as a book in Primary.	Dec 21, 2010 2:18 PM
15	The lesson motivated me because we were in groups and it wast our friends so we concentrated more and it made me confident.	Dec 21, 2010 9:18 PM
16	What motivated me was that there was a prize to be won and also to show the class and teacher how well we could work.An other thing is that we got to work with friends.	Dec 21, 2010 9:34 PM
17	It motivated me because not all books can be boring and that it is good to read books.	Dec 26, 2010 2:30 PM
18	Because we were working in groups	Jan 4, 2011 7:49 PM

2. Why did that particular lesson motivate you?

Response Text		
19	I wouldn't say it motivated me; just that I really enjoyed it - it returned me to my childhood: times of simplicity and control.	Jan 5, 2011 8:26 AM

3. What did you learn in this particular lesson?

Response Text		
1	My group learned all about Birds, because they were our chosen pets. We also learned how to co-operate well in group, and we also learned about other animals during other groups presentation.	Dec 15, 2010 6:37 PM
2	We learned the themes and the characters responsibilities.	Dec 17, 2010 10:54 AM
3	How plays work	Dec 17, 2010 10:56 AM
4	attention to detail	Dec 17, 2010 10:56 AM
5	how to groups discuss	Dec 17, 2010 10:57 AM
6	I learnt about using alot of description and what sort of detail you would use in a gothic story.	Dec 17, 2010 11:01 AM
7	how to read shakes spear.	Dec 17, 2010 11:02 AM
8	i learned about not to think about my self and help people around the world.	Dec 17, 2010 11:03 AM
9	spelling we had to think hard about what we were gonna do so it was hard we had to think if it was a winner	Dec 17, 2010 11:03 AM
10	what actually happend on th titanic	Dec 17, 2010 11:05 AM
11	I learned to spell harder words and how to put in to paragraphs.	Dec 17, 2010 11:05 AM
12	No new skills.	Dec 17, 2010 11:05 AM
13	I learned how to memorise qoutes for my higher exam	Dec 17, 2010 3:11 PM
14	I learnt that if you act things out you may understand things better than just reading it out, if someone else doesn't know what a word meant, the teacher wouldn't need to repeat themself over and over again.	Dec 21, 2010 2:18 PM
15	I learned howto co-perate with other classmates and it made me try to aim for cirriculum for excellence it also helps for making new friends.	Dec 21, 2010 9:18 PM
16	Team work and interesting facts about reptiles also we revised and progressed our work with power point.	Dec 21, 2010 9:34 PM
17	I learned about what happened during the story and different ways in how the author had written the story.	Dec 26, 2010 2:30 PM
18	e.g. On Christmas day, people sometimes make big bonfires and dance around them to the playing of bagpipes. Bannock cakes made of oatmeal are traditionally eaten at Christmas in Scotland.	Jan 4, 2011 7:49 PM
19	Very little; we merely had a discussion. However I did learn the story of the Princess and the Pea, which I was not familiar with.	Jan 5, 2011 8:26 AM

4. What was different about this lesson that means you remember it? Was

Response Text		
1	I remember it as fun because as well as learning, we had a good time, and I liked the people in my group, so it was fun.	Dec 15, 2010 6:37 PM
2	I found that the themes were intresting , and that their actions werent always right.	Dec 17, 2010 10:54 AM
3	it was fun because it was a good play	Dec 17, 2010 10:56 AM

4. What was different about this lesson that means you remember it? Was

	Response Text	
4	We had to really look at the picture and study it well so we could find every bit of detail.	Dec 17, 2010 10:56 AM
5	I found it enjoyable figuring out the hidden plots in the story	Dec 17, 2010 10:57 AM
6	It was different than usual because you could write about anything as long as it was gothic and it was really enjoyable because I could use my imagination instead of reality or things that I need to include.	Dec 17, 2010 11:01 AM
7	we were reading shakes spear . reading the funny words they were hard to read but it was funny when we could not pronounce the words.	Dec 17, 2010 11:02 AM
8	it was not challenging it was lots of fun and learned alot.	Dec 17, 2010 11:03 AM
9	it was really enjoyable it was so fun and i thought i was gonna win but i didnt	Dec 17, 2010 11:03 AM
10	i found it enjoyable becaus i got to learn about one of the most emportant events in life	Dec 17, 2010 11:05 AM
11	I liked this hoilday because it was my best hoilday ever.Trying to put it into my own words.	Dec 17, 2010 11:05 AM
12	Had a change of scene.	Dec 17, 2010 11:05 AM
13	We got to work as part of a team and work with people we wouldnt normally work with, this was rather enjoyable..	Dec 17, 2010 3:11 PM
14	I am normally shy in classes but this lesson had boost my confidence as I took part in it and I enjoyed it.	Dec 21, 2010 2:18 PM
15	It just made me fit in and i really enjoyed my techer in primary seven and the people i was participating with have been my best friends for seven years.	Dec 21, 2010 9:18 PM
16	For me it was both challenging and enjoyable because i have always enjoyed using power point but it was challenging because wehad to get it fineshed in a short period of time and everyone wants theres to be the best.	Dec 21, 2010 9:34 PM
17	It was enjoyable because we got to all take part inreading a part of the story and disscusing the different techniques used.	Dec 26, 2010 2:30 PM
18	working in groups	Jan 4, 2011 7:49 PM
19	I have already mentioned that it was enjoyable. The teacher I had at the time has unfortunately left our school now. She was, and still is, my favourite teacher at secondary school. She enjoyed the topic exceedingly and dutifully acheived us to find enjoyment in the topic.	Jan 5, 2011 8:26 AM

5. What skills do you think you should learn in English?

	Response Text	
1	I think you should learn any basic English skills like writing and reading at a good level for your age, as well as about the basics of writing essays and stories.	Dec 15, 2010 6:37 PM
2	ive learned how to set out an essay , answer the essay question fully , look at the characters in detail etc.	Dec 17, 2010 10:54 AM
3	punctuation	Dec 17, 2010 10:56 AM
4	Spelling,reading,writing,speaking aloud and answering questions.	Dec 17, 2010 10:56 AM
5	speaking,writing and reading skills	Dec 17, 2010 10:57 AM
6	I think that we learn all the things we need to learn in English.	Dec 17, 2010 11:01 AM
7	how to spell and how to read sheaks spear.	Dec 17, 2010 11:02 AM
8	spelling writing and reading. english is the best subject in the school.	Dec 17, 2010 11:03 AM
9	how to work in a group, grammer, how to write really good storys , how to read better write good essays about books about or self what we like , poems like love, winter and reding scripts	Dec 17, 2010 11:03 AM

5. What skills do you think you should learn in English?

Response Text		
10	close reading exercises	Dec 17, 2010 11:05 AM
11	To spell harder words.	Dec 17, 2010 11:05 AM
12	how to read .	Dec 17, 2010 11:05 AM
13	I think you should mainly learn communication skills as you need this no matter what you are going to do in the future. Also adequate language, writing, reading and speaking skills.	Dec 17, 2010 3:11 PM
14	I think you should learn acting and reading (reading things out) skills in English.	Dec 21, 2010 2:18 PM
15	I think you should learn about reading,writing cumunication and story writing	Dec 21, 2010 9:18 PM
16	Reading ,spelling writing , poetry , punctuation, how to describe something from your imagination or from reality and confidence in reading out loud.	Dec 21, 2010 9:34 PM
17	The skills I think you should learn in english is how to use different techniques when wriiting.	Dec 26, 2010 2:30 PM
18	expressing yourself (drama) reporting skills	Jan 4, 2011 7:49 PM
19	Basic reading and writing, obviously, intially. In secondary school however, I think we need to learn more grammar - how our language works. I, personally, rather enjoy it, however find myself doing the sheer minimal at school due to everyone's - even the teacher's - hatred towards it. I believe we should learn how to correctly use punctuation, such as semi-colons and apostrophes, the difference between a dash and a hyphon and so on. This is what makes our language what it is - not talking about "My First Memory" in front of the class.	Jan 5, 2011 8:26 AM