

**ENGLISH PLT – RATL/REN PROJECT  
EMMANUEL COLLEGE  
2009**

**Focus:** To use the available literacy data to inform the teaching and learning process in Year 8 English.

We are engaged in a three step process:

- 1) Using data to identify student needs
- 2) Differentiating resources and lesson delivery to meet these needs
- 3) Tracking progress through testing and developing clear curriculum standards based on our teaching practise

To facilitate this, a second English teacher is assigned to each class for three out of the five lessons in the cycle and the Yr 8 English team meet regularly through Professional Learning Team sessions.

**Available data:** Yr 7 NAPLAN  
ACER Grade 6 testing data  
TORCH Plus

Each teacher has organised a data folder that includes the above information for their class. Colour coding was used to visually identify students who scored above, at or below the expected level on NAPLAN tests. A PLT session was allocated to reviewing this data before the academic year began, providing teachers with important knowledge about their students in advance of teaching.

Subsequent PLT sessions were used to analyse NAPLAN Reading and Writing results. These confirmed that inferential comprehension remained an area of weakness for our students. This data was also used to identify 'representative' students (those who had made errors typical across the cohort) who then re-sat parts of the test before being interviewed by a teacher about their reasoning processes.

Having a second teacher present in 60% of Yr 8 English classes has allowed for experimentation in lesson delivery. Each teaching partnership has investigated different ways of utilising this resource with experiences being shared in PLT sessions. Common approaches include:

- Dividing the class into ability groups and then delivering differentiated materials to each group
- Providing assistance to students who are struggling with particular concepts
- Providing assessment feedback to individual students while the other teacher delivers the lesson to the wider group

When forming groups or identifying students in need teachers have used both the data sources listed above as well as formative data gathered through assessment tasks and teacher observations.

PLT sessions have been used to develop differentiated resources that (according to our reading of NAPLAN and TORCH Plus data) are required to engage the full spectrum of abilities in our cohort. We have trialled multiple versions of comprehension questions written for one of the studied texts. Different levels of questions are colour-coded with students self-selecting the level to be completed. Anecdotal evidence suggests that this has increased engagement and student motivation as it has fostered a sense of efficacy with their reading, comprehension and writing.