

Improving the attainment of Most Able students in A-Level Law

Background to "Closing the Gap"	Key project activities	Impact																																										
<ul style="list-style-type: none"> 'School Improvement Plan' target in 2018 was to achieve 52% A*-B grades at A-level 'School Improvement Plan' priority 'To further enhance the identification of underachieving students, student groups and key marginal students and to identify and monitor interventions' A-Level Law previous results <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Year</th> <th style="background-color: #0056b3; color: white;">A*-B Achieved (%)</th> <th style="background-color: #0056b3; color: white;">A*s Achieved</th> </tr> </thead> <tbody> <tr><td>2017</td><td>49%</td><td>1</td></tr> <tr><td>2016</td><td>93%</td><td>0</td></tr> <tr><td>2015</td><td>41%</td><td>0</td></tr> <tr><td>2014</td><td>70%</td><td>0</td></tr> <tr><td>2013</td><td>56%</td><td>2</td></tr> </tbody> </table>	Year	A*-B Achieved (%)	A*s Achieved	2017	49%	1	2016	93%	0	2015	41%	0	2014	70%	0	2013	56%	2	<p>Selecting the relevant students: As a department we identified Yr13 MABLE students based on ALPs data, SIMS data and AS results. The aim was to create stretch and challenge activities based on students taking the role as 'independent enquirers'.</p> <p>Structure Students met as a group once a week in an informal setting and were given a prompt sheet with various activities (see below for examples). One week later, having carried out the task, students were to feedback to the Head of Subject, how they could implement their findings in their examinations.</p> <p>Activities Key examination skills:</p> <ul style="list-style-type: none"> <u>Example</u> - focus on evaluation skills by chunking text and then summarising relevant information <u>Aim</u> – to be able to incorporate in exam questions that require extended writing skills <p>Wider Reading:</p> <ul style="list-style-type: none"> <u>Example</u> - students were encouraged to research new case law, aside from those that are on the specification <u>Aim</u> – to be able to incorporate recent cases and their respective points of law to application based questions <p>Synthesising information:</p> <ul style="list-style-type: none"> <u>Example</u> – students were to consider key concepts in Law such as morality and balancing conflicting interests and attempt to extract the concepts from fictitious scenarios <u>Aim</u> – to enhance the validity of decision making which is essential for analysis and evaluation style questions 	<p>Stretch and Challenge Law students:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="background-color: #0056b3; color: white;"></th> <th style="background-color: #0056b3; color: white;">Target Grade (ALPs data)</th> <th style="background-color: #0056b3; color: white;">Actual Grade</th> </tr> </thead> <tbody> <tr><td style="background-color: #0056b3; color: white;">Student 1</td><td>A/A*</td><td>A*</td></tr> <tr><td style="background-color: #0056b3; color: white;">Student 2</td><td>A</td><td>A*</td></tr> <tr><td style="background-color: #0056b3; color: white;">Student 3</td><td>B</td><td>A</td></tr> <tr><td style="background-color: #0056b3; color: white;">Student 4</td><td>B</td><td>B</td></tr> <tr><td style="background-color: #0056b3; color: white;">Student 5</td><td>B/C</td><td>A*</td></tr> </tbody> </table> <p>Student 4 was three marks from an A grade having underperformed in one of the four units and has submitted a request for a remark</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Year</th> <th style="background-color: #0056b3; color: white;">A*-B Achieved (%)</th> <th style="background-color: #0056b3; color: white;">A*s Achieved</th> </tr> </thead> <tbody> <tr> <td style="background-color: #0056b3; color: white;">2018</td> <td style="background-color: #0056b3; color: white;">54%</td> <td style="background-color: #0056b3; color: white;">3</td> </tr> </tbody> </table> <p>A survey carried out by the MABLE students was positive. Summary of comments:</p> <p>"I did not feel it significantly added to my workload"</p> <p>"I felt confident and prepared for my examinations"</p> <p>The intervention MABLE group will be run in the 2018-19 academic year with the possibility of increasing the group size.</p>		Target Grade (ALPs data)	Actual Grade	Student 1	A/A*	A*	Student 2	A	A*	Student 3	B	A	Student 4	B	B	Student 5	B/C	A*	Year	A*-B Achieved (%)	A*s Achieved	2018	54%	3
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<p>Further Readings</p> <p>Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning) - Professor Dylan Wiliam (2017)</p> <p>http://www.sec-ed.co.uk/best-practice/stretch-and-challenge-in-your-classroom/ - Debbie Light (2017)</p> <p>https://www.gov.uk/government/news/schools-not-doing-enough-to-support-most-able-students - (2015)</p>																																												