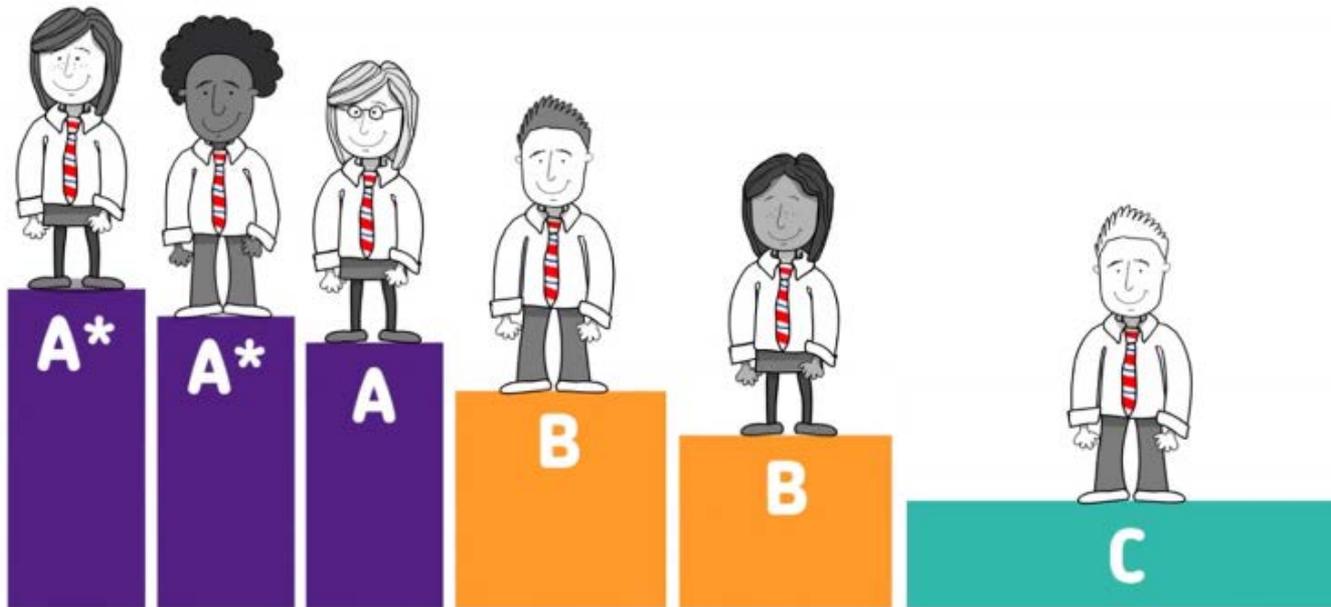
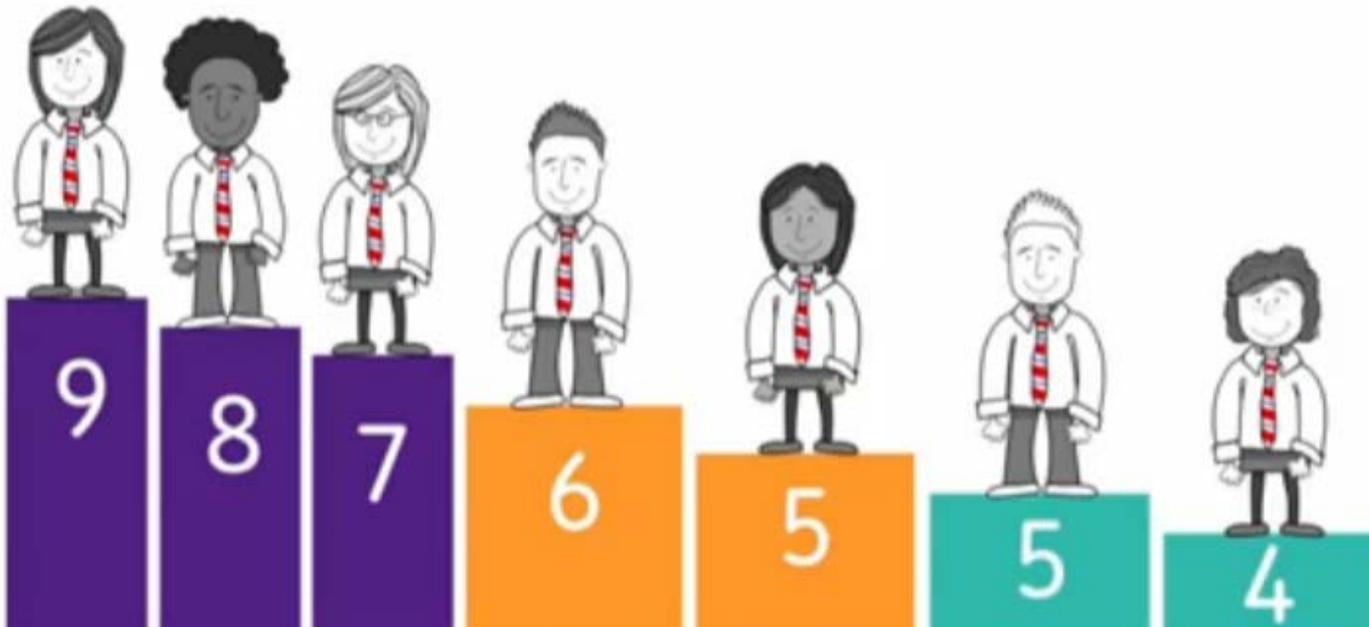


HARTON
TECHNOLOGY COLLEGE
TRADITION - INNOVATION - EXCELLENCE

Joanne Maw - Deputy Head
Sarah Smith - Deputy Head of English







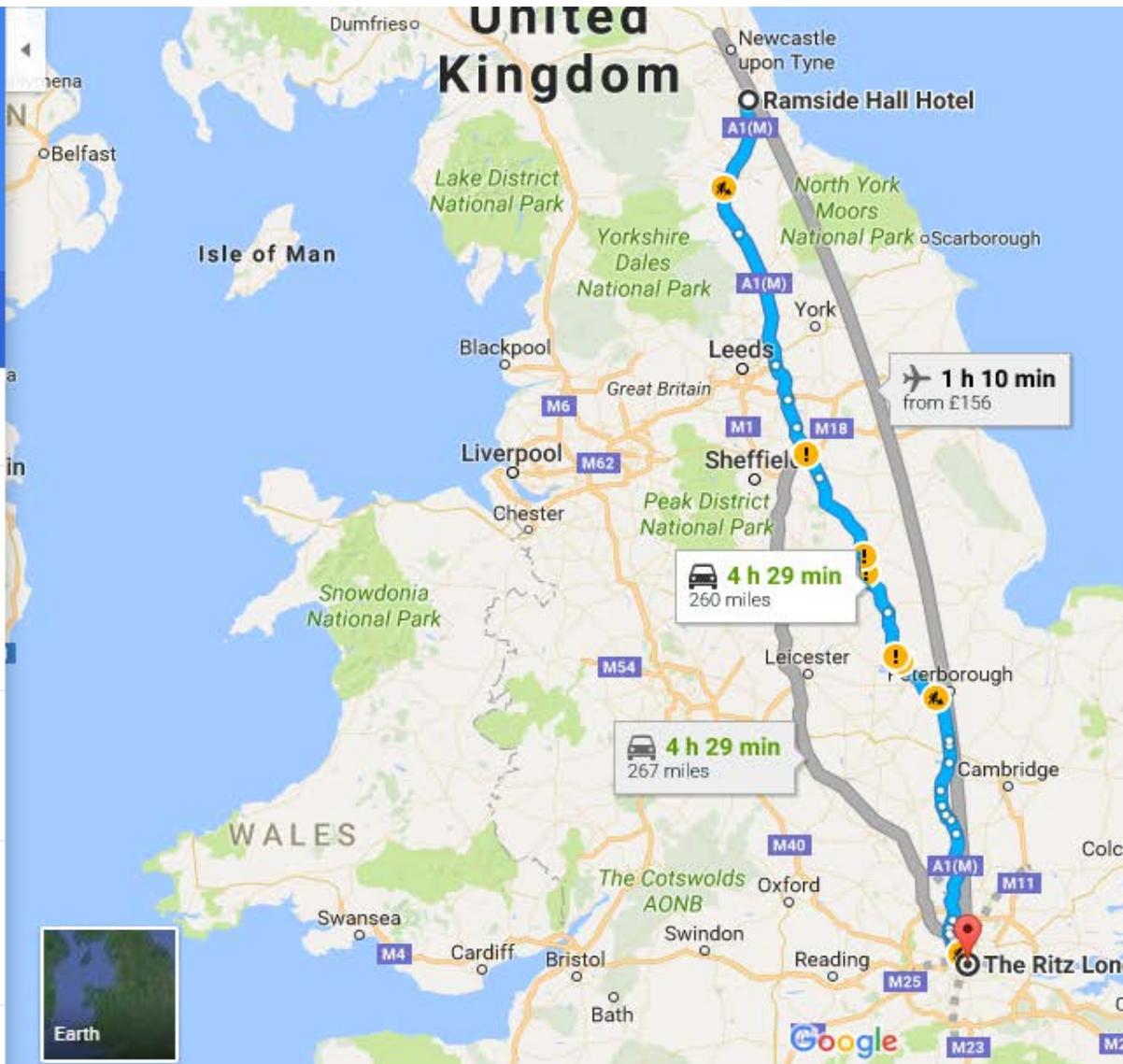
Ramside Hall Hotel, County, Durham DH

The Ritz London, 150 Piccadilly, London

Leave now OPTIONS

Send directions to your phone

	via A1(M) and A1 4 h 23 min without traffic ⚠️ This route has tolls.	4 h 29 min 260 miles
DETAILS		
	via A1(M) and M1 4 h 23 min without traffic	4 h 29 min 267 miles
	Newcastle upon Tyne, United Kingdom—London, United Kingdom	1 h 10 min from £156





Previous National Curriculum Level	Current GCSE Grade	New GCSE Grade	HTC levels
	A*	9	9 - / +
	A*	8	8 - / +
	A	7	7 - / +
	B	6	6 - / +
8	B/C	5	5 - / +
7	C	4	4 - / +
6	D	3	3 - / +
5	E	2	2 - / +
4	F/G	1	1 - / +
3	G		Working towards (W) -/+
2			Entry Level (E) -/+
1			

KS3 Progress Ladder Writing

<p>2</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I am beginning to use an appropriate written style for purpose and audience.</p> <p>I am able to organise my writing to build appropriate structure.</p> <p>My writing shows developing use of varied sentence structures, features of grammatical accuracy and spelling of common words.</p> <p>I am able to build my vocabulary and show evidence in my writing.</p>
<p>1</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I am able to show some understanding of task purpose and audience.</p> <p>I am able to order my ideas logically.</p> <p>My writing shows some evidence of varied sentence structures, punctuation and use of phonic knowledge to attempt my spelling.</p> <p>I am able to apply existing vocabulary and show signs of developing vocabulary.</p>
<p>Starting Block</p>	

KS3 Progress Ladder for Writing

<p>5</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I am able to show mastered style, tone and form in my writing.</p> <p>I am able to consistently structure my writing for clear purpose and audience.</p> <p>My writing demonstrates mastered use of varied sentence structures, grammatical accuracy and accurate spelling of familiar and unfamiliar words.</p> <p>I can accurately and consistently use a wide range of vocabulary to achieve effects.</p>
<p>4</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I am able to show a confident style, tone and form in my writing.</p> <p>I am able to show confidence when structuring my writing for a range of purposes and audiences.</p> <p>My writing displays confident use of varied sentence structures, grammatical accuracy and accurate spelling of familiar and unfamiliar words.</p> <p>I can use a wide range of vocabulary to achieve specific effects.</p>
<p>3</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I am able to show an appropriate written style to engage my reader.</p> <p>I am beginning to develop the structure of my writing for purpose and audience.</p> <p>My writing displays use of varied sentence structures, grammatical accuracy and correct spelling of common words with an attempt at unfamiliar words.</p> <p>I am able to use interesting vocabulary to achieve effects in my writing.</p>

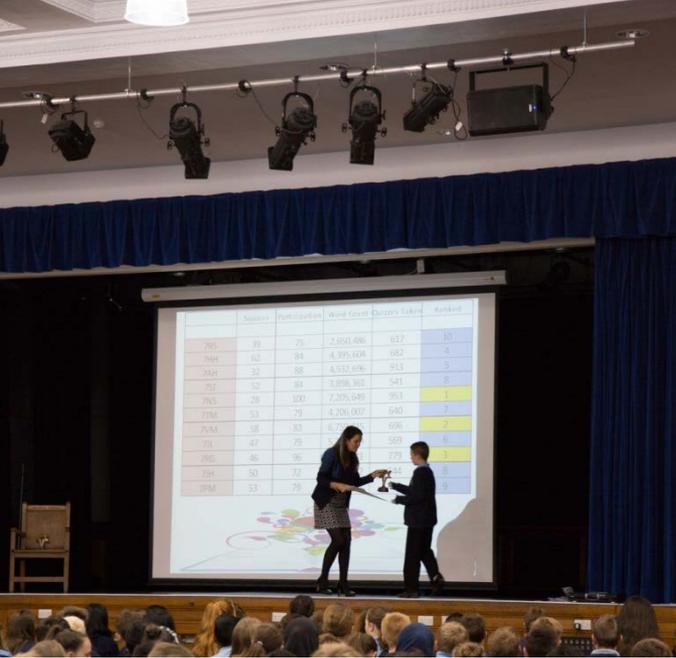
KS3 Progress Ladder for Reading

<p>5</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I can select, summarise and develop hidden meanings from a range of challenging texts.</p> <p>I can explore and sustain intelligent and thoughtful links between meaning and context.</p> <p>I can explore in detail the importance of structure in challenging texts.</p> <p>I can use accurate vocabulary when studying the effectiveness of the writer's language choices.</p>
<p>4</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I can select and summarise hidden meanings from a range of challenging texts.</p> <p>I can explore and develop links between the meaning and context of a text.</p> <p>I can explore how writers present ideas through structure in difficult texts.</p> <p>I can explore how language is used effectively for purpose and audience.</p>
<p>3</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I can select and summarise arguments and ideas from a range of texts.</p> <p>I can evaluate writers' ideas and the relevance of context.</p> <p>I can begin to assess how writers present meaning through the organisation of a text.</p> <p>I can evaluate how language is used effectively for audience and purpose.</p>

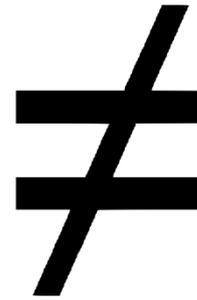
KS3 Progress Ladder for Reading

<p>2</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I can identify and summarise key ideas presented in texts.</p> <p>I can begin to make suggestions and assumptions based on textual evidence.</p> <p>I can understand how language can vary according to audience and purpose.</p> <p>I am able to recognise how writers present meaning through different organisational devices.</p>
<p>1</p> <p>+ (Mastering)</p> <p>5 (Improving)</p> <p>- (Developing)</p>	<p>I can read and understand texts for specific audiences and purposes.</p> <p>I can begin to identify and summarise the key ideas of different texts.</p> <p>I can identify key features of different texts.</p> <p>I can understand how a text is organised for purpose and effect.</p>
<h2>Starting Block</h2>	





Lots of reading



Love of reading



How do we balance a love of reading with a restricted assessment system?

Name: Courtney Mycock
Subject: English
Primary School: Westoe Crown Primary
Secondary School: Harton Technology College



HARTON TECHNOLOGY COLLEGE

Established 1936
Lisle Road, South Shields, Tyne & Wear NE34 6DL
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web: www.harton-tc.co.uk



National Teaching School
designated by
National College for
Teaching & Leadership

Executive Head Teacher
Sir Ken Gibson B.A. (Hons), M.Ed., NLE
Our Ref: KAG/IN/ADM152

Dear Courtney Mycock
Welcome to Harton Technology College!

Although you will feel sorry saying goodbye to your friends and teachers at Westoe Crown Primary, we know that you are also feeling incredibly excited, and possibly a little nervous, about meeting new friends and teachers here. We promise that you will soon be very confident and enjoy the new learning challenges offered every day. Also, we expect you to work as hard as you always have to achieve great things in the future!

By starting to work in this exercise book now, your new teachers can get to know you a little better and see the high quality of your work. We want to ensure that you are challenged to complete tasks to your very best ability from the very first day.

Hopefully, you enjoy your last few weeks at Westoe Crown Primary and have a wonderful summer. We look forward to personally offering you a warm welcome in September. It will be the start of a great year!

With best wishes
The Staff at Harton Technology College

National Support School
designated by
National College for
Teaching & Leadership



NETWORK OF
EXCELLENCE
TECHNICAL COLLEGE

June 2016
a narrative on 'Wednesday' following on from...

Wednesday
clock struck eight o'clock and everyone was in their houses. Everypodday
so calm! The calm people who lived in a huge town called London - was next
a beautiful beach. The sky was red, orange and yellow and the waves were
fluffy flowing with the wind. It was the calmest night ever!

quietly, in the huge brown trees, there
The birds were quietly cheeping in it
going to sleep except one small man
while the post-man was doing his
beautiful singing birds on the beach,
dark smooth ocean.

A young girl called Callie, who was
an enormous garden one of the big
was not in bed. She went outside
stars like evernight. Suddenly, leaves
"Mam!" she shouted, "Mam!" Her m
"What are those?"

Quietly, Callie was still looking at
single word. When her mother came
they? The sky was a beautiful orange
huge pigs flying in the air, her mouth
have opened.

While the strange creatures were flying
making a sound. The mother said to
house and go to bed. When the girl
stopped her. When her mother Lisa...

Friday 24th June 2016
L.O - To Write a Letter to Y7 Teacher.

Westoe Crown Primary
Sea Widdings Way
South Shields
Tune and Wear
NE33 3NS

Wednesday 22nd June.

Dear year 7 teacher,

At my name is Courtney Mycock, I can't
believe that I and all my friends will be leaving Westoe Crown
primary and will be coming into year 7 in Harton Technology
College in September. The reason I am writing this letter is to
tell you a little, but about myself.

Well in my house there are six people who are me, my dad, my
Mam, Chloe Mycock who you might know, my little sister Caitlin, my
little brother Connor - and a rather girl on the way called Callie
so soon it will be seven people in my house - hold.

All this year, in year six has been amazing for the end of year six
we are all doing a amazing, massive performance of Aladdin

this girl in my
is a good choice
in year six we
about WU2. I'll
all these hear

When I come
Fear is, is that
come into year
has been tell

that makes me even more excited. I am not just excited to
meet some more friends I am also excited to meet you and some
other teachers. What I come into your school the subject I am
most excited about is Science. While I am at Harton I hope
that I will get better at the one thing I am bad at which is
art, maths, English and much more!

Thank you for reading my letter

Thank you for such a lovely
letter Courtney! It is
a pleasure to meet
you.

June 2016

Key Observations in Primary Schools:

Leading us to consider:

The development of essential, foundational skills, building longer written tasks

We tend to rush too much work at the expense of quality.

Clear expectations of success criteria for each writing task

How explicit are the essential requirements of good writing?

Consistent focus on specific skills / how to embed these

Are our expectations high enough?
Are we consolidating and building on prior learning effectively?

Provision of Literacy-centred targets

The importance of accurate and meaningful feedback.

Guidance toward independent reflection on areas for development / 'Mastering' targets

How to promote a culture of reflective learners.

We asked Primary Teachers, 'What would you wish to achieve if you were teaching the students for another year?'

Aims:	Outcomes & Impact: Autumn 1
To sustain consistent focus of written accuracy (SPAG) and sentence constructions	Transition Unit to establish a love and enthusiasm for the subject
Continue development of cohesive devices to enable written structure	Consolidation of written accuracy / Building challenge through content
Introduce students to more adventurous vocabulary	Inspire students to be creative – establish a ' voice ' in their writing
Empower students to be creative, encouraging independence and freedom of expression	Inform student and teacher alike of meaningful, personalised targets
	Baseline 'in action', supporting student well being and attainment







Thank you!
Questions?