



# **The GCSE English Transformation Programme**



# Why We Exist

The Resit Project exists because too many post-16 students leave education feeling like GCSE English was the qualification that closed doors for them. For these students, GCSE English is not just another qualification. Achieving a Grade 4 can mean progressing to university, securing an apprenticeship, accessing employment or continuing onto the next stage of their education. By the time they enter a post-16 classroom, they already understand what's at stake. They don't need convincing that GCSE English matters; they need an approach that gives them the best possible opportunity to succeed.

The Resit Project was built around a simple idea: if we can help more students finally achieve a Grade 4, we can genuinely change the opportunities available to them afterwards. But achieving that at scale requires a teaching approach designed specifically for the realities of post-16 education, which is why we developed The Grade 4 Method.

We believe post-16 GCSE English resits require a different approach. Most students have already spent five years studying the subject, often experiencing disappointment more than once. Colleges are then tasked with helping those same students succeed within a very different environment, where teaching time is limited, attendance can be inconsistent, confidence is often low and departments are balancing staffing pressures, large cohorts and increasing pressures to improve outcomes.

We exist to work alongside colleges, strengthening the excellent practice already taking place and helping departments build consistently effective GCSE English resit provision through practical implementation, high-quality resources, staff development and ongoing support.

Ultimately, our mission is to help more students achieve the Grade 4 they need to move towards university, apprenticeships, employment and the opportunities that the qualification makes possible.

# Our Belief

We believe students make the greatest progress when classroom routines are familiar, expectations are consistently high and teaching approaches remain stable over time.

We believe confidence is something that takes time to build for most students. It is something they develop through repeated and sustainable success. Every carefully designed lesson, every deliberately sequenced activity and every opportunity to apply learning contributes to that confidence over time.

We also believe teachers achieve the greatest impact when they are supported by a coherent teaching framework. Great teaching should be enhanced by high-quality systems, not replaced by them. The Transformation Programme is designed to reduce unnecessary workload while giving teachers the flexibility to bring their own expertise, personality and professional judgement into every lesson.

Above all, we believe consistency is one of the most powerful tools available in education. Consistency in language. Consistency in routines. Consistency in expectations. Consistency in how students approach the exam. Predictable structures free students to think more deeply, practise more effectively and develop greater independence over time.

Everything within The Transformation Programme has been designed around this philosophy, because when systems become consistent, teaching becomes more sustainable. And when teaching becomes more sustainable, students are given the best possible opportunity to succeed.

***The question isn't whether students are capable of achieving a Grade 4...***

***It's whether we're giving them an approach designed for the reality of where they are today.***



## | The Programme

The Transformation Programme has been carefully designed to support every stage of GCSE English resit delivery, from the first planning meeting through to students sitting their final examination.

At its heart is a simple principle: every component should support every other component. Lessons reinforce the methodology. Workbooks mirror the lessons. CPD equips teachers to deliver the approach with confidence. Digital learning extends and reinforces classroom teaching. Progress tracking provides leaders with meaningful insight throughout the academic year.

## | How it Works

From implementation to evaluation, we work alongside your team throughout the entire academic year. We begin by establishing a clear implementation plan, reviewing your current provision and equipping staff through CPD. As the year progresses, we provide ongoing support, monitor implementation, launch student e-learning, track progress and help prepare students for the November and June exam series. At the end of the year, we evaluate outcomes, measure impact and work with you to plan the next stage of your improvement journey.

# What's Included

1

## CPD FOR TEACHERS

Teachers receive implementation support, coaching and CPD to embed resources into their existing lesson delivery.

2

## ACCESS TO RESOURCES

Access to a complete resource library for the academic year, including lesson PowerPoints, student workbooks and assessment material.

3

## TEACHING ROUTINES

Lessons follow a repeatable structure centred around retrieval practice, exam question routines, live feedback and deliberate practice.

4

## ONGOING SUPPORT

We provide ongoing implementation support, from Quality Assurance, lesson observations & feedback, staff CPD and half-termly reports.

5

## MONITORING & PROGRESS

Leaders receive termly reports, an end-of-year evaluation of impact and a plan for sustained and continual improvement.

6

## BITESIZE E-LEARNING

Students access workbooks, self-paced e-learning and purposeful activities designed to reinforce classroom learning.



# | The Grade 4 Method

The Grade 4 Method is built on six interconnected principles. Together, they create a consistent, responsive and effective approach to GCSE English resits in post-16 education.

1

## PURPOSE DETERMINES PEDAGOGY

Teaching begins with the knowledge or skill students need to secure, and lessons are deliberately sequenced towards that outcome.

### This includes:

- Curriculum sequencing
- Clear learning objectives

2

## ASSESSMENT DRIVES RESPONSIVE TEACHING

Teachers continuously embed assessment to check what students know, misconceptions they might have and then adapt teaching in response.

### This includes:

- Cold call questioning
- Responsive re-teaching
- Whole-class assessment
- Regular retrieval checks

3

## STRUCTURE SUPPORTS INDEPENDENCE

Consistent routines, carefully designed scaffolds and high expectations reduce cognitive load while helping students become independent.

### This includes:

- Predictable lesson structures
- Teacher modelling
- Chunking & scaffolding
- Guided, low-stakes practice

4

## PRACTICE SECURES LEARNING

Students experience repeated opportunities to retrieve, apply and practice learning over time.

### This includes:

- Retrieval practice
- Deliberate practice
- Application-first learning
- Repeated practice

5

## FEEDBACK LEADS TO IMMEDIATE IMPROVEMENT

Feedback is most effective when students understand it, act on it and improve their work while learning is still fresh.

### This includes:

- Live marking
- Whole-class feedback
- Immediate redrafting
- High impact targets

6

## CONSISTENCY IS KEY TO SUCCESS

Shared language, common routines and stable approaches help students retain knowledge, transfer skills & perform independently.

### This includes:

- Common terminology
- Consistent lesson routines
- Whole team alignment
- Consistently high expectations

# Why Colleges Use TRP

## **YOUR DEPARTMENT HAS INCONSISTENT TEACHING APPROACHES**

When different teachers use different resources, lesson structures and approaches, students can experience an inconsistent journey through their GCSE English resit. TRP provides a shared methodology, common lesson routines and consistent response frameworks, helping every teacher deliver lessons with greater consistency while still bringing their own expertise and personality into the classroom.

## **STAFFING CHANGES ARE DISRUPTING LEARNING**

Recruitment challenges, staff absence and changing timetables can make it difficult to maintain continuity throughout the academic year. With structured lesson PowerPoints, student workbooks and a consistent teaching approach, lessons can continue with minimal disruption. Even when teachers change, students experience the same routines, expectations and learning journey.

## **YOU WANT INTERVENTION THAT REACHES EVERY STUDENT**

Traditional intervention often supports a relatively small number of students, meaning many students receive little additional exam preparation. TRP combines classroom teaching with scalable intervention through structured lessons, retrieval practice and, from January, student intervention via Grade 4 Online. Every element follows the same methodology, reinforcing classroom learning rather than introducing a different approach.

## **STUDENTS STRUGGLE WITH CONFIDENCE OR ATTENDANCE**

Confidence grows when expectations are clear and routines become familiar. The Grade 4 Method provides consistent lesson structures, response frameworks and flexible learning opportunities that help students engage with English in a way that feels manageable and achievable. From January, Grade 4 Online can also support flipped learning, helping students build confidence before they even arrive in the classroom.



# Measuring Success

Throughout our partnership we look at a range of indicators that show progress is being made for students, teachers and the college.

We work alongside colleges to monitor the indicators that matter most. From learner engagement and teaching quality to GCSE outcomes, we focus on the progress being made throughout the academic year, not just on results day.



## STUDENT ACHIEVEMENT

Synoptic assessments, mocks and final GCSE outcomes to track student progress throughout the academic year.



## TEACHING CONSISTENCY

We measure consistent implementation, teaching approaches & routines are embedded across the department.



## STUDENT ENGAGEMENT

We track attendance, lesson participation and work scrutiny to identify student engagement and progress.



## INCLUSIVE LEARNING

We review how consistent routines, flexible learning opportunities and accessible resources reduce barriers to success.



## STUDENT & STAFF FEEDBACK

Feedback from students and teachers helps us identify what's working and opportunities for improvement.



## GCSE RESULTS DATA

The ultimate measure of success. We evaluate examination outcomes alongside progress made throughout the year.

# Good To Know

## **IS THE RESIT PROJECT SUITABLE FOR ALL COLLEGES?**

Yes. The Transformation Programme has been designed specifically for Further Education providers delivering GCSE English resits. Every college is different, which is why we begin by understanding your current provision before recommending how the programme can best support your department.

## **WHICH EXAM BOARDS DO YOU SUPPORT?**

Our resources are available for AQA, Pearson (2.0), Eduqas and OCR GCSE English specifications, ensuring teaching remains aligned with your chosen examination board.

## **HOW DO YOU KNOW WHETHER THE PROGRAMME IS WORKING?**

Implementation is monitored through student engagement, attendance, e-learning completion, progress/internal assessment data and regular review meetings with department leaders. More importantly, we work alongside colleges throughout implementation, helping refine the approach as students progress towards their examinations.

## **WILL THIS CREATE MORE WORK FOR TEACHERS?**

Our aim is the opposite. The Grade 4 Method provides teachers with structured resources, lesson routines, response frameworks and implementation support that reduce planning time while increasing consistency across the department. Teachers spend less time creating resources from scratch and more time supporting students.

# Pricing

We recognise that every college and cohort is different, so we offer tailored pricing based on your needs. We will work with you to explore the most appropriate option for your cohort size, delivery model and available funding.

Right now, our pricing is discounted for colleges who join the Pilot Partner Programme 2026-27.

## MEET THE TEAM



### **RACHAEL BURNS | CO-FOUNDER**

I have spent over twenty years working within the heart of the FE sector, working in senior leadership and strategic consultancy. I've spent much of my career stepping into colleges to help stabilise high-risk provisions and lead rapid quality turnarounds. I'm passionate about taking the pressure off both staff and students by providing a clear, realistic path to that essential qualification, helping colleges meet their achievement targets while ensuring no student gets left behind.



### **LEAH DYKE | CO-FOUNDER**

Having served as a Head of Department for English, I have lived the reality of the 'resit' challenge, and I understand the unique complexities that come with it. Our approach works because it is focused on results: I have consistently achieved an ~80% pass rate for students re-sitting in November, with 100% of the cohort completed and passed by June. I believe that GCSE English Resits should take on a 'no-fluff' approach, so students are not being held back by a single subject.

## How does the writer use language here

Look again at the final paragraph of the source, lines 19-27.

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

How has the writer structured the text to interest you as a reader?

Extension: How does the writer's use of language and structure

# Contact Us

**Email:** [hello@theresitproject.com](mailto:hello@theresitproject.com)

**Website:** [www.theresitproject.com](http://www.theresitproject.com)

**OR** Scan the QR code to learn more

