

## Meaningful Learning Experiences

Strategic Commitment	✓	Part of a pilot supported by the academy trust
Curriculum Provision	✓	Exam preparation for GCSE Transactional Writing
Employer Partnerships	✓	Providing editorial material for the local paper
Reflective Young People	✓	Helping to develop creativity and staying positive
Informed Career Choices	✓	Giving an insight into the work of a journalist

### Transactional writing for GCSE English creates editorial for local paper

This project supported year 10 students at Tamworth Enterprise College with GCSE exam preparation for Transactional Writing. The teacher brief explained that writing tasks typically involve scenarios that provide the basis for an academic exercise, such as writing a letter to the Minister for Transport about banning traffic from city centres.

The agreed plan was that, *'... students would be challenged to write a piece (balanced comment or letter to the editor) that would be submitted to the editorial team at Birmingham Live/Tamworth Herald. They would need to research facts about the topic using planning documents from Tamworth Borough Council and observe editorial standards from the publications involved.'*

Classroom resources included a recent article in the Tamworth Herald about a controversial housing development on greenfield land, accompanied by a copy of Tamworth Borough Council's 2006-31 Local Plan. The paper's news editor also provided information about her career and tips for writing good editorial, explaining she would select material from their submissions, if it met her standards.

The Covid-19 health crisis rather side-lined this topic and the News Editor suggested asking young people about how they were finding lockdown. She mentioned feedback from readers complaining that youngsters were still gathering together, increasing the risk of spreading infection and disobeying government guidance. *'Are they? What's a year 10's perspective on all this?'*

Five of the initial student submissions – which had been produced while students were mostly studying from home – were selected for publication in the Tamworth Herald.

### Benefits for the Students

The achievement I am most proud of as a result of this experience is:

- *'This helped to decide what career I would like to go in to.'*
- *'Getting my article into the Tamworth Herald.'*

*'I think it's an amazing opportunity and something which will boost the idea of going into journalism in the near future.'*

Student feedback indicates the project helped to develop 'Creativity' and 'Staying Positive'.

### Benefits for the School

- 'Oh wow, this is absolutely wonderful. The students are going to be so excited by this!'
- 'This is such wonderful news. We have had a few more submitted so let me know if Helen would like any more for the feature. Four seems a reasonable number for publication though.'
- 'Our students have benefited greatly from this experience, by gaining a real sense of achievement for having their work recognised ... I am really looking forward to building upon these experiences during the next academic year and beyond!'

### Benefits for the Employer

- 'I'm pleased that you have chosen a Herald story to base your project upon and I look forward to reading your work. Points to remember are accuracy – in your spelling and your grammar – always double-check your work! And make sure you give equal weight to each side of the story – a journalist has to be entirely impartial – your job is to report an issue or event fairly and accurately.' (News Editor)
- 'I should be a really interesting feature - they've done well.' (Executive Editor)

Journalism



We are all starting to think about the future

Journalism Challenge



I look forward to receiving your work

GCSE students applied their English skills in transactional writing to prepare pieces about their experiences in lockdown. Their work was sent to the editor at the Tamworth Herald, which published a selection of the submissions.

