

ENGLISH: CURRICULUM STATEMENT

Intent

In English, we aim to foster an engagement with and appreciation of the English language. We teach pupils the power of the spoken and written word as a way of communicating ideas and evoking responses from an audience. Pupils are taught to be critical thinkers, able to express their ideas effectively and to communicate in a variety of ways depending on the purpose and audience. We strive to foster a love of reading for pleasure and an awareness that in doing so pupils can develop personally, socially, physically, spiritually, morally and culturally.

Implementation

- Pupils at KS3 are taught English in mixed ability groups and have 6 hours of curriculum time across a two-week timetable. There are shared teaching groups in Years 7 and 8.
- All pupils are taught in mixed ability sets in KS4 and currently all pupils take English Language and Literature GCSEs.
- In Year 7 and Year 8, pupils have one Library lesson every fortnight and participate in the *Accelerated Reader Programme* that tracks pupils' reading ages and progress. We encourage parents and carers to take an active role in supporting their child's regular reading and wider reading for pleasure is promoted to all year groups.
- At Key Stage 3, pupils follow the *National Curriculum* and study a range of literature and non-fiction texts. They are taught to write for different purposes and audiences. Drama is taught within KS3 English lessons as there is no discreet Drama provision in KS3. Required GCSE skills are introduced to pupils in Key Stage 3 to ensure a smooth transition to Key Stage 4, including reading *A Christmas Carol*.
- In Years 10 and 11, pupils have 7 or 8 hours of English curriculum time across the two-week timetable.
- Pupils follow *Pearson Edexcel's GCSE Language and Literature* courses.
- All teaching resources are shared and saved in the *Central Resource Library* and can be accessed by any member of the department, to adapt to suit their teaching styles and needs of their groups.

Marking and Feedback

- Marking and feedback within the department follows the *School Marking Policy* in terms of aims, rationale and structure.
- Marking takes a number of forms but does employ the *Star and Target* method, commenting positively on pupil effort and progress but also highlighting clear targets to support progress in terms of knowledge, skills and understanding.
- Self-assessment and peer-marking is also employed to encourage growth mindset, self-reflection and to help pupils develop their understanding of critical assessment.
- Students are encouraged to action feedback and targets in response to marked work.
- Modelling and class feedback, verbally and in writing, are also strategies employed by the Department.

Assessment

- All exam-style written assessments, at both KS3 and KS4, are modelled on aspects of the English Language and Literature GCSEs. Scaffolding is included where appropriate and GCSE mark schemes and simplified for ease of access for pupils if appropriate.
- In both KS3 and KS4, the department agrees key assessment tasks and conditions. Data from summative assessments is recorded and frequently reviewed both by individual teachers and collectively to enable timely and appropriate interventions
- Formative assessment regularly takes place.
- Pupils use record sheets in the front of their folders to ensure that all significant tasks, marks / grades and targets are recorded to understand how they are performing and how they can improve.

Impact

- Assessment data is recorded termly on SIMS, in addition to the dedicated department spreadsheets. The data is used to track progress and inform interventions / referrals to SENDCO / testing / contact with HOY and home if there are any concerns.
- Data is also used to ensure that setting for GCSE is mixed (whilst also prioritising group dynamics to enable a positive working environment).
- The department has consistently performed very well in both Language and Literature GCSEs, and is usually one of the highest performing departments in the school. This reflects the high expectations demanded for all pupils, and the rigour with which they are prepared for the exams.
- All GCSE results are included in the DDP and help to inform any departmental targets for the following academic year.