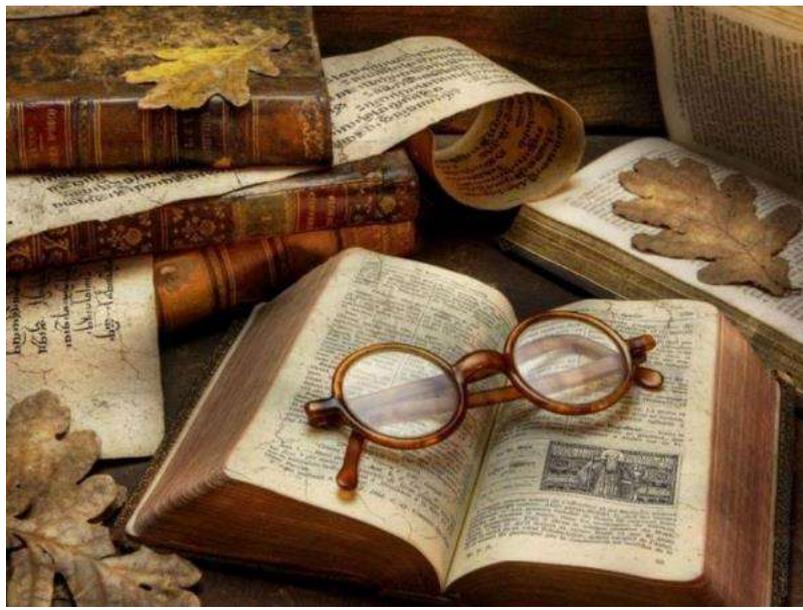# ENGLISH DEPARTMENTAL HANDBOOK

"Language is the army of the human mind. It at once contains the trophies of its past and the weapons of its future conquests." Samuel Taylor Coleridge

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Introduction

Overview: Creating an aspirational culture.

The English Department has an energetic and forward-looking team who strive to inspire a love of reading and writing in students. We aim to promote creativity and self-confidence in a positive and caring environment where every individual is encouraged to progress towards their full potential. Throughout there is a clear focus on the development of literacy skills which underpin all work across the curriculum. At both key stages we aim to engender a love and appreciation of literature but also encourage an awareness of the value of both non-literary and media texts. The programme of study at KS3 is structured specifically to ensure consistent skills progression across the key stage and to develop independence in preparation for Key Stage 4.

Our approach at KS3 is both exciting and innovative. The schemes of work are designed to develop students as independent learners, equipped with the skills to succeed in future life. The curriculum is broad and inclusive; students study a wide range of engaging contemporary and Pre 19th century texts to help them develop into insightful and perceptive readers and writers. The programmes of study are designed to explore at least one fiction text per term as part of their class work. Each year group reads and studies a text by Shakespeare and an anthology of poems by various poets.

Lessons are planned to allow students to participate in a wide range of learning experiences; there is an emphasis on group and independent work with students being encourage to develop as effective communicators and active learners. All students study English Language and Literature at GCSE.

English Department Key Principles

1. Communication empowers us.
   This is central to everything we do. Our department promotes the use of language in all its forms as the medium through which we interact, understand and find our place in the world. We believe, as we expand our ability to use language for specific purposes, we increase our ability to succeed within the world in terms of our academic, working and personal lives. We aim to equip our students with the language tools which allow them to thrive.

2. We develop independence, enquiry and initiative.
   We encourage the development of independence in our students, so that they are able to approach their studies with confidence, leading to success. Through their studies we want our students to develop the spirit of enquiry and curiosity to question the world around them. We also aim to equip

students with the techniques they need to allow them to succeed through their own initiative.

3. <u>If you can't imagine it, it won't happen; if you can, it will.</u>
   We believe strongly in the power of positive thinking and setting demanding and challenging goals for ourselves and our students. We promote the progress and aspirations of all our students; no matter what the starting point.

4. <u>We appreciate Literature and how it broadens our horizons.</u>
   We are aware that our geographical situation in can be somewhat limiting in allowing students access to the wider world in which we live. With this in mind we will always try to give students access to the wider world; its issues, beliefs and values, through the texts we chose. We feel, as English teachers, we have the moral privilege to open up our world and help encourage our students to see their place in it.

5. <u>We celebrate literature and learning</u>
   We aim at all times to value the achievements of our students and make them also value their own progress and success. We believe this recognition of success can be self-perpetuating and can foster further success. We feel it is essential that students know their own strengths and areas for development and we will try to engage students in their own progress and learning wherever possible. Also we try to engender in them an understanding and enjoyment of the literary heritage of our country and language.

6. <u>Our principles embody life-long learning to expand our life chances.</u>
   As a department we feel we should model the concept of life-long learning by showing through our own personal and professional development that we are always able to improve and move forward and this ethos is shared with students in our day-to-day teaching.

Staffing structure:

The Team:

Head of English: Miss Ingham

Assistant Head of English: Miss Lumsden

Teacher in Charge of Media Studies: Mr Kavanagh

English Teacher with assessment focus: Mrs Yates

Additional Needs English Teacher: Mrs Warbrick

English & Media Teacher: Mrs Harper

Assistant Headteacher –Mr Kelly

As a department we are committed to supporting one another whether it be formally through coaching or informally by talking about issues freely and helping with behaviour management.

Department CPD

Every fortnight on Wednesdays from 2.10pm until 5.00pm departments work on professional development. During this time teachers work collaboratively on units, assessment, moderation and planning. There are whole school calendared events too. Below is the schedule for the last academic year which shows the focus for each session and the impact this has had.

Schedule 2016-17

AUTUMN TERM			
Date	**CPD Focus**	**Actions**	**Impact**
21st September	**Curriculum design and review**	• Share new units of work created in the summer term. • Outline the long term plans for Years 7-11. • Clarifying assessment foci and outcomes. • Refresher weeks for Year 11- Discuss the programme and resources for Rome and Juliet. • Develop route maps for minority and majority teachers and classes in Years 7 and 8 precipitated by timetable. • Literacy lessons – develop action plan and scheme of work for literacy/ reading lessons- arsenal of strategies (library, ARR, literacy booklets, powerpoints, intervention sessions).	Clear staff understanding of the new specification and new schemes Increased staff confidence SOW audited, assessments clearly identified and outcomes shared Consistency of delivery and coverage ensured Improved teaching and learning at both phases
19th October	**Assessment**	• Review assessment at KS3. • Discuss Learning journeys and how these might be more impactful and inform planning. • 1-9 Grids at both Key Stages 3 and 4- How are they being used? How could they have more impact and be used by students? • Standardise a sample of student work from Years 7-9 applying AEB, SIMS and the grids. • Discussion of exam data. • Revisit marking policy and amend following discussion.	A more robust system of assessment is in place Increased consistency in assessment Learning Journeys impact more on student progress and aid progression with targets linked to evidence in books Greater consistency in use of Learning journeys

Date	CPD Focus	Actions	Impact
			Greater confidence in the application of AEB and tracking of student progress
9th November	**Standardisation**	• Year 7 catch-up programme – raft of intervention strategies discussed. • Moderation of Romeo and Juliet assessment, using the new 1-9 criteria for Literature. • Assessments at KS3 – Discussion of how the Assessments link to Learning journeys and work in books. • Discussion of how sims is being deployed. • Feedback on homework booklets and monitoring / recording systems. • Individuals work on key assigned tasks relating to schemes.	Greater accuracy and consistency in assessment Identification and diagnosis of areas for
7th December	**Teaching and Learning- Coaching**	• Improve the quality of teaching and learning by sharing and consolidating good practice. • Carry out needs audit (**DIRT, Q & A, Group-work, Oracy, engagement and pace, Behaviour for learning and engaging the reluctant learner, SEND/ G&T).** • Identify individual strengths within the department. • Devise timetable of observations. • Pair staff up. • Arrange initial coaching sessions to identify targets and outcomes. • Feedback from sessions on Blue Sky.	Consolidation and dissemination of key strengths and good practice. Team cohesion and support. Increased motivation and improved practice.
SPRING TERM			
Date	CPD Focus	Actions	Impact
18th January	**Teaching and Learning – informed and under pinned by research and investigation**	• Teaching and Learning strategies- sharing ideas and practice • Feedback on initial coaching meetings and observations.	Injection of fresh ideas Risk-taking and increased levels of student engagement Increased staff motivation.

15th February	Knowledge retention	• Knowledge retention strategies developed and discussed. • Strategies to support Year 11 students • Intervention strategies • Audit and identification of underperforming students in Year 11 based on the mock exams – Language and Literature.	Students have strategies to aid revision and retention. Students underperforming are accessing support and progress is monitored and tracked. Students following programme of intense intervention.
8th March	Spoken Language.	• Training session on marking Spoken Language refresher. • Identification of candidates for videoing- pass, merit and distinction. • Arrange Immersion day of candidates to video assessments. • Moderation of assessments.	Cohort have been assessed using 1-9 grid. Consistency has been achieved across the department in awarding levels. A video of 10 pass, merit and distinction awards has been standardised/ moderated and sent off to AQA.
5th April		• Reviewing homework booklets and their effectiveness. • Review of spring term schemes of work. • Identification of areas for development in schemes. • Moderation of Literature Paper 1 and 2	Homework is consistently set and linked to schemes. Schemes are robust and cover the appropriate skills and assessment foci. Students@ progress in literature is tracked and assessed.
SUMMER TERM			
Date	**CPD Focus**	**Actions**	**Impact**
3rd May	Interventions and exam focus.	• Discuss strategies for intervention- period 7s, master classes etc. • Identify students to work with LUM on refresher activities. • Resources to aid revision. • Question by question resources and exemplar materials – Exam Pro. • Immersion days.	Year 11 students are supported and able to make progress. Bespoke activities are linked to students' individual needs. Diagnostic of students' strengths and areas for development is in place. Resources to support QUESTION BY QUESTION are developed and used to support students.

7th June	**Teaching & Learning.**	• Coaching revisited. • Update and feedback on teaching strategies.	Injection of fresh ideas Risk-taking and increased levels of student engagement Increased staff motivation.
5th July	**Moderation and setting of KS3.**	• Moderate the KS3 exams and assessment data. • Identify students for promotion/ demotion. • Transition events and planned visits to KS2 classes. • Organisation of Shakespeare week, resident writer, performances.	Consistency of assessment. Increased staff confidence. Increased accuracy in setting. Plan of transition activities in place. Shakespeare celebrations planned.
19th July	**Review of year and outstanding tasks**	• Review the schemes. • Identify and work on new units of work.	

Performance Management:

All performance management is recorded on Blue Sky.

Cycle:

- Evidence to support targets should be attached to BlueSky across the year (attach evidence and link with numbers)

- Interim meeting before February half term

- Up to three lesson observations across the cycle

- Final review meeting September 2017

Key information:

- At least two objectives - aspirational staff may have an additional target

- Three objectives for staff with leadership responsibilities

- Objectives for staff on UPS need to demonstrate influence beyond the individual classroom (substantial and sustained)

- Objectives should be recorded on BlueSky and submitted by 21st October (linked to school development targets)

- Agreed in conjunction with your line manager

- Staff moving to UPS (across this cycle) will need to inform the headteacher – appointment SLA

Curriculum:

Key Stage 3

Students have four 50 minute English lessons each week at Key Stage 3. Classes are taught in set groups according to ability based on internal assessments and, in the case of Year 7 students, Key Stage 2 data. Throughout the year they are assessed and their progress monitored. Students requiring additional support are offered intervention sessions; these may be before, during or after school. Some students are time-tabled for additional reading intervention sessions to support their literacy.

The schemes of work enable students to develop their reading, writing, speaking and listening skills through a range of core units which cover many different types of text including poetry, drama, non-fiction and fiction.

Gifted and Talented students are encouraged to become involved in the many enrichment activities offered by the department. A number of Year 9 gifted students have become Literacy Ambassadors to support Year 7 students with reading and writing. Furthermore a number of Year 8 students are involved in a cross-curricular Science and creative writing project which is offered as a residential course, taking place at the observatory in Grange-over-Sands.

The English department runs a number of additional extra-curricular activities for all Key Stage 3 students including: visits to "Auschwitz to Ambleside" for Year 8 students and various Shakespearian theatre visits for Year 9. There are several lunch-time and after-school clubs including: movie-making, choose your own adventure story, reading, creative writing, Blogging and poetry.

How students are assessed at Key Stage 3

Year 7:

Unit	Skill	AO	KS4 LINK	Outcomes
Baseline-Transition unit	Descriptive writing	AOs 5 6	Paper 1 Section B	*Create a piece of narrative writing based on an image. Answer booklet provided for each pupil.*
Novel - Holes	Extract – How writer presents Language analysis	AO 1, 2 & 3	Paper 2 Section B	To research the context of the novel. To explore the different characters in the novel. Discuss how the characters are presented.

Introduction to Chaucer			Literature Paper 2 Section B	
Writing to argue	Room 101 persuasive writing piece	AO5, AO6	Language Paper 1	Use features of DAFOREST Vary sentence openers for effect. Show a clear link between paragraphs
Description of a place	Creative Writing	AO5, AO6	Language Paper 1	Vary sentence openers for effect. Show variations in description for effect. Sensory language for effect
Shakespeare Much Ado	Analysis of extract & or whole play	AO1,2,3, 4	Literature Paper 2	**TASK:** How does Shakespeare present Beatrice and Benedick in the first scene of *Much Ado About Nothing*?
Gothic unit	Extracts from texts Analysis of genre Creative writing	AO1,2,5,6	Literature Paper 1 section B Language Paper 1 section B	Language Paper 1 Section B: Write a description based on an image. Level 1-9 using KS3 assessment grid Literature Paper Section: Comment on writers' use of language. Level 1-9 using KS3 assessment grid
Comparative Writing Pre 1914	Writers' viewpoints and perspectives	AO1,2,3	Language Paper 2 Section B	To analyse two examples of non-fiction, one a modern text and the other pre-1914
Poetry	Analysis of theme, structure and literary devices	AO2,3,4	Literature Paper 2 Section B	How does Tennyson use language techniques to tell the story of the Lady of Shallot? Comparison of structural devices in Lady of Shallot and The Highwayman.

Poetry	Unseen Comparison	AO 1,2,3,4	Literature Paper 2 Section C	
Oliver Twist	Comparison of characters	AO2,3	Literature Paper 1 Section B	

Year 8

Year 8	AO1	AO2	AO3	AO4	AO5	AO6
Baseline Descriptive writing 10 lessons AUTUMN					Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms purposes and audiences.	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Writers' Viewpoints Compare how Joe Simpson and Captain Scott use language to engage and interest the reader. 10 lessons AUTUMN	Lang. P2 SB Identify obvious and implied meaning. Select and give evidence from different texts.	Lang. P2 SB Explain, comment and analyse writers' use of language and structure to achieve effects. Use subject related terminology to support views.	Lang. P2 SB Compare writers' ideas and perspectives, as well as how they are presented, across two or more texts			
Shakespeare Extract analysis with	Lit. P1 SA Maintain an acute style and develop	Lit. P1 SA Analyse language, form and	Lit. P1 SA Show understanding of the	Lit. P1 SA Use a range of vocabulary		

question based on character/theme. 20 lessons AUTUMN	informed personal response. Use textual references to support interpretations.	structure used by a writer to create meanings and effects, using relevant subject terminology.	relationships between texts and the contexts in which they were written	y and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		
A Christmas Carol Explore how Dickens presents Scrooge, tracking the changes in him throughout the novel. 20 lessons AUTUMN	Lit. P1 SB Maintain an acute style and develop informed personal response. Use textual references to support interpretations.	Lit. P1 SB Analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.	Lit. P1 SB Show understanding of the relationships between texts and the contexts in which they were written	Lit. P1 SB Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		
The Boy in the Striped Pyjamas 20 lessons SPRING	Lang. P1 Identify obvious and implied meaning. Select and give evidence from different texts.			Lang. P1 Evaluate texts critically and support this with appropriate textual references	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms purposes and audiences.	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Poetry	Lit. P2 SB Maintain an acute style	Lit. P2 SB Analyse language,	Lit. P2 SA Show understandi			

Respond to an unseen poem Comparison of two poems 20 lessons SPRING	and develop informed personal response. Use textual references to support interpretations.	form and structure used by a writer to create meanings and effects, using relevant subject terminology.	ng of the relationships between texts and the contexts in which they were written			
Exam Prep.???? Do we need full unit or just a couple of lessons to prepare????						
	Lit. P2 SA Maintain an acute style and develop informed personal response. Use textual references to support interpretations.		Lit. P2 SA Show understanding of the relationships between texts and the contexts in which they were written	Lit. P2 SA Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms purposes and audiences.	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Year 9	AO1	AO2	AO3	AO4	AO5	AO6
Baseline: Young people today have become obsessed with social networking. It is a bad influence and takes over their lives. Write an article in which you agree/ disagree. 10 lessons AUTUMN					Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms purposes and audiences	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
OMaM: Exploration of how writers present good and evil in characters. 25 lessons AUTUMN	Lang. P1 Identify obvious and implied meaning. Select and give evidence from different texts.			Lang. P1 Evaluate texts critically and support this with appropriate textual references		
OMaM: Can be completed during or after the full OMaM scheme A07 A08 AO9 Spoken Language presentation 4 lessons. Example of topics: 1. The Wall Street Crash 2. The Great Depression 3. The effect on farms and rural life 4. Migrant Farmers 5. The American Dream					Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms purposes and audiences	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

6. Prejudice in 1930s America. Choose one presented in the novel. **AUTUMN**					
War Poetry: Unseen poetry analysis. Comparison of 2 war poems. 20 lessons **AUTUMN**	Lit. P2 SB Maintain an acute style and develop informed personal response. Use textual references to support interpretations.		Lit. P2 SB Analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.	Lit. P2 SB Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
Descriptive Writing: Timed description of a place- image of the trenches No Man's Land. 5 lessons **AUTUMN**				Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms purposes and audiences	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Writers' Perspectives Comparison of modern and pre-1914 texts 10 lessons	Lang. P2 SB Identify obvious and implied meaning. Select and give evidence from different texts.	Lang. P2 SB Explain, comment and analyse writers' use of language and structure to achieve effects. Use subject	Lang. P2 SB Compare writers' ideas and perspectives, as well as how they are presented, across two or more texts		

		related terminology to support views.		
Shakespeare- Higher: Use of language in Macbeth and Lady Macbeth's soliloquys. Middle: How does Macbeth change over the course of the play? 30 lessons Lower: How does Lady Macbeth change over the course of the play? 	Lit. P1 SA Maintain an acute style and develop informed personal response. Use textual references to support interpretations.	Lit. P1 SA Analyse language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.	Lit. P1 SA Show understanding of the relationships between texts and the contexts in which they were written	Lit. P1 SA Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Modern Drama 20 lessons 	Lit. P2 SA Maintain an acute style and develop informed personal response. Use textual references to support interpretations.		Lit. P2 SA Show understanding of the relationships between texts and the contexts in which they were written	Lit. P2 SA Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

The following 1-9 grid is used for each Year group at KS3:

Grade	Expected knowledge and skills English Literature	Expected knowledge and skills- Critical reading and comprehension in English Language	Section B Writing English Language AO5	AO4 Literature AO6 Language 20%
9. Secure 8 Developing 7 Emerging	*Develop a generally coherent and engaged response to explicit and implicit meanings of texts *Develop a clear understanding of the ways in which writers use language, form and structure *Use apt textual references to support responses *Use understanding of contexts to inform responses to texts *Make credible comparisons between texts	*Summarise and evaluate with accuracy and clear understanding *Understand and make valid responses to explicit and implicit meanings and viewpoints *Analyse and evaluate relevant aspects of language, grammar and structure *Support understanding and opinions with apt references to texts, informed by their wider reading *Make credible links and comparisons between texts	*Communicate effectively, sustaining the reader's interest *Produce coherent, well-effectively-structured and purposeful texts	*Vary sentence types and structures and use vocabulary appropriate to purpose and effect *Spell, punctuate and use grammar accurately with occasional errors
6. Secure 5. Developing 4 Emerging	*Make straightforward comments about explicit meanings of texts *Describe straightforward aspects of language, form of structure *Make general references to obvious details of texts *Show awareness that texts are related to contexts *Make basic links between texts	*Describe and summarise with some accuracy and understanding *Respond in a straightforward way to most explicit information and viewpoints *Make some relevant comments about language and structure *Support comments and opinions with some general references *Make straightforward links between texts	*Communicate simply with some clarity for the reader *Produce texts with basic structures and some awareness	*Show some control over sentence type and structure and use familiar vocabulary to some effect *Spell, punctuate and use grammar with limited accuracy
3. Secure 2. Developing 1 Emerging	*Some familiarity with writer's ideas and obvious features of language *Some awareness of how texts are related to context *Some relevant comments about links between texts	*Explain text with some understanding *Some awareness of writer's ideas supported by textual detail/ quotations *Some comments on the use of language and structure *Some basic links made between texts	*Communicate basic information	*Use a basic structure for writing texts *Use basic vocabulary accurately *Spell simple words accurately. Limited punctuation.

With changes to the GCSE English Language assessment there is now greater emphasis on spelling, punctuation and grammar (SPaG). All students in Years 7 and 8 follow a bespoke literacy lesson that emphasises the importance of technical accuracy. This is something which is important not just in English but in other curricular areas and in the real world.

Setting:

Students have a base line assessment at the start of each year and are assessed for reading through Hodder tests and they are tested for spelling.

There are 3 sets on each half of the year group and a nurture set. These sets are flexible and students are regularly monitored to ensure they are making progress within the group or they are promoted/ demoted.

KS4

At Key Stage 4 students are taught an integrated English Language and Literature course which enables them to leave the Academy with two GCSE grades. The Language course offers all students the opportunity to develop their language and analysis skills through speaking and listening, reading and writing. The course is linear and assessed at the end of two years. There are two distinct Language papers, with integrated reading and writing tasks; but students are assessed internally throughout the year through micro tests to ensure they are making progress. The results are reported to parents annually.

KS4 students have five 50 minute English lessons each week. They are also encouraged to attend after school revision and study sessions (period 7s) which are offered most nights for one hour as well as the catch-up clinics which operate during the holidays.

GCSE Literature is taught as an integrated subject within the Language course. Students are assessed in two literature exams, amounting to 4 hours inclusively. They study a Shakespeare text, a pre 19th century novel, a modern drama and an anthology of poems. To enrich the course and secure student engagement we have planned theatre performances of the exam texts in which students can experience first-hand how these texts would have been received by audiences.

Staff are encouraged to use Sisra to monitor class performance, track progress and to filter different groups within the class to ensure the curriculum is meeting their needs.

There is a raft of interventions to support students:

- 4/5 students are identified for Learning Group intervention, delivering exam-focused sessions 3 times per week;
- Period 7 intervention sessions;
- Parent seminar and letters home;
- An an in-house PET-EX programme suspending timetable for a week to deliver exam focused lessons to identified cohort;
- Master classes – utilise teacher expertise in teaching exam questions and arrange carousel of delivery to classes;
- half-termly clinics for exam practice;
- Exam Intervention scheme of work created with exam focused questions, exemplar and graded work– programme of delivery agreed and adhered to;

Provision for more able students.

Students are encouraged to read extensively and to challenge the quality of the reading materials they use. The ARR programme offers diverse and sophisticated texts and identifies the books which will challenge gifted readers. In the English schemes of work there has been a plethora of pre-nineteenth century texts introduced alongside Shakespearian plays and poetry. More able students in Years 8 and 9 are encouraged to join the creative writing club and participate in national competitions such as Spine Chillers and the Wordsworth Trust. In Year 7 gifted students are invited to work on school blogs to support transition projects. Students are likewise encouraged to engage in debating sessions and become involved in Student Voice initiatives.

SEND

Students with Special Educational Needs will be taught in an appropriate manner in accordance with individual targets where necessary or advice from outside agencies. A Specialist Additional Needs teacher for English teaches students in Years 7 and 8 four lessons of Literacy each week. Students follow a differentiated scheme of work with a greater focus on SPAG and reading skills. In Year 9 there are two identified literacy cohorts withdrawn from MFL to access additional support alongside their 4 lessons of English. The students follow the IDL online literacy programme. TAs run daily 20 minute sessions during registration to listen to students reading and to engage pupils in handwriting exercises.

Year 7 students who enter the Academy with below the expected standard (previously a level 4) in English receive 4 lessons delivered each week by an Additional Needs teacher and two extra lessons with a focus on the basic skills of literacy. The class size is smaller to allow for more individualised teaching and directed support. Lessons are aimed at boosting the students' basic reading and writing skills. Intervention strategies include the deployment of IDL, an online literacy programme, formalised teaching of grammar, punctuation and spelling and Accelerated Reading Recovery (ARR). Students are also engaged in a paired reading programme to test comprehension and offer individualized reading support. The students are monitored and their progress tracked throughout the year. Specific programmes can be accessed at home to consolidate the learning.

ENGLISH MARKING POLICY

Rational:

In English it is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. English generates a lot of marking therefore it requires a differentiated approach in terms of how much time and the level of teacher engagement applied to each task.

What are the principles that guide our approach to marking?

Marking and feedback should:

- ❖ relate to the learning intention;
- ❖ indicate how the student has performed – Above, Expected or Below target or numerical;
- ❖ give recognition and praise for achievement, progress and effort;
- ❖ offer clear strategies for improvement;
- ❖ build in DIRT time to allow students to read, reflect and respond to marking;
- ❖ inform future planning and group target setting;
- ❖ use the Literacy codes to identify SPAG errors.

How we mark students' work:

At KS3 books are marked in the following way:

- ➢ **Process marking of note-taking-** Teacher acknowledges the work with a tick or sticker;
- ➢ **Unit assessments -** marked according to AOs using descriptors and mark scheme. Teachers set clear targets for improvement and students are given post-it notes to up-level work, correct errors and add detail;
- ➢ **Learning journeys at the end of a unit of work –**This affords opportunities for the teacher to offer feedback on key skills and the student to self-assess and reflect on individual strengths and areas to improve;
- ➢ **Peer assessment using DIRT–** students assess each other's work according to success criteria, highlighting strengths and using green pens to suggest improvements.

At KS4 teachers mark:

- ▪ **Process marking of note-taking-** identifying SPAG errors;
- ▪ **Micro tests of the Language and Literature exam papers –**Teacher applies the mark scheme and AQA assessment objectives and descriptors;
- ▪ **Revision books on set texts- DIRT** and peer assessment;
- ▪ **Mock exam papers-** Teachers using mark scheme and students DIRT to diagnose areas to improve.

Dedicated Improvement and Reflection Time (D.I.R.T)

D.I.R.T is integral to marking in English. It is used in formative feedback to focus on improving specific aspects of students' work and to monitor progress.

The timing for DIRT can be from 2-15 minutes at the start or during a lesson.

It can focus on on-going work as well as summative assessments.

The teacher marks the work dialogically, posing questions in the margin which students respond to on post-it notes.

For peer assessment -students use highlighter pens as they proof read the writing to identify errors and improvements, using green for strengths and a different colour for areas to improve. Green pens are used for comments.

The department has developed stickers which equate to the assessment objectives AO 1-5, redrafting work, rewriting sections and SPAG.

The most important part of **DIRT** is the time given to students. They need time to reflect on feedback; to analyse and grasp their targets and to ask questions to illuminate how they can progress further.

Oral Feedback:

It is important for students to have oral feedback. Teachers may initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning.

Frequency:

At **KS3** students books should be process marked fortnightly. Unit assessments should be quality marked on completion but flexibility and professionalism should be applied as the summative assessments take priority.

D.I.R.T should be exploited when and where appropriate.

KS4 marking is an on-going process. Note-taking should be regularly process marked fortnightly (by teachers and/ or students) but during mock exams and micro testing, flexibility and professionalism should be applied as the summative assessments take priority.
D.I.R.T should be exploited when and where appropriate.

Formative assessment

Books should contain regular formative assessment and target setting designed to help students make progress. Formative assessment links to the lesson objective and the specific assessment focus.

Summative assessment

Students will complete formal assessments during the course of each unit of work. Each unit assessment will be summatively assessed and the student will again receive clear targets based on assessment criteria. Progress will be recorded on the learning journeys in their exercise book and on sims. Students are often asked to generate their own targets. All Assessment Focuses for Reading, Writing and Speaking and Listening will be revisited and re assessed during the key stage.

Independent Study

Independent study is an integral part of the learning process at key stage 3 and 4. On a weekly basis they will have spellings to learn and will be reading independently.

Homework:

Homework is **important** to **support understanding**, to help to **develop** research **skills** and promote **self-discipline**.

In English students receive homework tasks weekly. Tasks should last 30 minutes and students are given a departmental day to receive homework. Each student is given a homework booklet and should complete tasks in this. In every scheme there is key spellings to learn at home. There are spelling competitions throughout the year that include key spellings from each unit.

Extra-curricular work:

The English Department offers a wide range of extra-curricular enrichment activities activities:

- Creative writing competitions- Spine Chillers;
- Blogging
- Spelling Bee
- National Literature Quiz

Teaching and Learning

Modelling

Where possible, **teachers should model writing,** emphasising the importance of technical accuracy (basic punctuation and spelling of common words and of specialist vocabulary) and effective organisation of material (sentence structure, paragraphing, headings/ subheadings). Modelling, working alongside students, will help raise the importance and value of the task.
Scaffolding writing using writing frames and sentence starters can be used to help support students. Sufficient time should be given to allow students to complete writing tasks.

D.I.R.T. - Proofreading

It is important that we encourage students to value the writing they do. Students are expected to seek out and correct errors before submitting work for marking. Through DIRT lessons students are encouraged to peer and self-assess, using green pens and post-it notes to correct and improve their work. Staff are encouraged to dedicate reflection and proofreading time after any substantial piece of writing produced.   In addition, all students should be reminded about neat and presentable work; each piece of work should have a clear heading and date.

Reading

Reading for pleasure is important and can be done in form time and some library lessons. The library supports students in their access to and choice of reading material. Students are also encouraged to carry their own reading book with them.
DEAR (Drop Everything and Read), when students across all subjects are required to read independently and/ or in groups are calendared throughout the year for KS3.

ARR - Accelerated Reader Programme

Key English groups in Year 7 and 8 follow the Accelerated Reader programme as part of the 'reading for pleasure' curriculum at KS3. Reading ages are ascertained through baseline STAR testing during induction and are measured at regular intervals throughout the year. Students are guided towards reading books which are relevant to their specific reading age and progress through the levels once they have demonstrated particular skills via online book quizzes.
A millionaire club rewards students who have read a million words and encourages them to read different genres thereby instilling a passion for reading. Data from ARR is used in English to identify reading intervention opportunities.

Coaching:

We are investing in coaching to improve our practice. Teachers' learning and development underpin school improvement and provide a vehicle for raising

achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.

Through coaching teachers:

- experience and develop understanding of an integration of knowledge and skills
- gain multiple opportunities to learn and apply information
- are challenged by evidence which is not consistent with their assumptions
- have opportunities to process new learning with others.

English staff are encouraged to work collaboratively on schemes of work, co-plan, observe each other and analyse each other's marking, offering constructive feedback.