



## **Departmental Overview – English 2018-19**

The department has a suited area based in the Sycamore Building; predominantly on the K and L Corridors. This suited area consists of 11 traditional classrooms; 1 bank of laptops and mobile phones to aid in learning; and 2 smaller rooms for intervention and A Level teaching.

### **Staffing:**

- ✓ Mr D Walton – Senior Curriculum Leader/Extended Senior Leadership
- ✓ Mr G Perrett – Assistant Curriculum Leader – responsible for Year 9 and 10 English curriculum, and subject tracking.
- ✓ Miss A Mitchell – Assistant Curriculum Leader – responsible for Year 7 and 8 English curriculum, transition from Year 6 and digital revision platforms.
- ✓ Mrs K Roberts – Whole School Literacy Coordinator and Learning Support Assistant
- ✓ 10 x full time English Teaching staff
- ✓ 4 x part time/job-share staff
- ✓ 1 x sickness cover/temp' post
- ✓ 1 x NQT
- ✓ 2 x Learning Support links

### **How the department works:**

The English Department prepares students for examinations on the new AQA 9-1 English Language and Literature specifications. We teach a 5 year curriculum from entry in Year 7 ensuring that content delivered in each year is linked to, and develops the skills required for examination at GCSE. In each year students experience:

- ✓ Study of a key Shakespeare tragedy/poetry
- ✓ Poetry – from AQA Anthology and unseen
- ✓ Non-Fiction from 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century
- ✓ Writing skills – from Paper 1 and Paper 2 GCSE
- ✓ Extended prose study

### **Teaching expectations:**

**Stretch and challenge is at the core of the English department** and since 2015-16 we have worked to build a new 5 year model. All schemes of work are digitally resourced and include:

- ✓ Week by week expectation of content
- ✓ In-built DIRT tasks that build to a termly summative assessment via Big Read/Write/Speak tasks to mirror the best primary school methods
- ✓ Homework schedules
- ✓ Weekly spelling test
- ✓ Digital resources that incorporate challenging anthologies of texts/extracts from GCSE style content
- ✓ Doodle and PiXL Lit App' to support SOL content

Teachers are expected to differentiate the central departmental resources to facilitate progress for their own students and ensure **the highest levels of challenge**. Teaching groups, for the majority of students, are mixed attainment in nature with the exception of identified HAPP and HAP students making up notional 'top sets' and one group of students with very specific pastoral or learning support needs making up a nurture group in each year.

Staff are expected to keep a current 'teaching file' including seating plans, recent assessment data, teaching strategies used for learners and contact home etc. Staff are expected to know every child in the groups they care for in detail.

Teaching **should be fast paced** and place a **strong emphasis on independent working** with modelled exemplar materials used when suitable. Staff are expected to do 'less work' than the students and a balance of around 70/30 work time should be a guide for staff.

### **Intervention and support:**

The English Department have high expectations for all learners. Support systems in place are varied and often bespoke to the needs to students. They include:

- ✓ Coordination of support via 2 x learning support links
- ✓ External support is being provided this year by AQA principal/senior examiners (H Pickering and S Carney) – see schedule of intervention for more information
- ✓ Weekly 'Period 7' revision
- ✓ Weekly SCL detention
- ✓ Good Neighbour rota to support pupils from lesson time
- ✓ Exam Surgery/drop in daily in K6
- ✓ Homework club - weekly
- ✓ Targeted in subject, small group, support
- ✓ Half term exam support sessions
- ✓ Additional lessons for targeted Year 9, Year 11 and Year 13 students
- ✓ Digital and printed revision resources
- ✓ In Year 7, all students use *Lexia* or *Accelerated Reader* in a weekly Library lesson if they have a reading weakness

### **Assessment:**

Assessment in English is continual and our main method of ensuring that pupils understand the own skills is via regular and supportive conversations with teaching staff based on mutual respect and positive behaviour. Assessment in English includes:

- ✓ Regular Big Read or Big Write tasks that feed into regular DIRT tasks
- ✓ Targeted marking in books of DIRT tasks for regular formative assessment
- ✓ Termly summative assessment using GCSE 9-1 style questions at GCSE and at Year 7-9 we use a 'WHIBY LEVELS 9-1' scale to build towards GCSE outcomes – these levels are NOT communicated with students.
- ✓ Assessment coversheets tracking GCSE 9-1 skills and at Year 7-9 we use a 'WHIBY LEVELS 9-1' method using Doodle.
- ✓ Doodle skills tracking
- ✓ PiXL Lit App' to record Year 11 engagement with key revision

## **Development Priorities:**

The department operates a robust self-review process that is in line with that of the whole school. Each half term sees learning walks, pupil voice and work scrutiny takes place as a routine. Moderation and review meetings form a triangulation of self-review to ensure reported and predicted progress is accurate.

For 2018-19 our priorities are:

- ✓ P8 progress to move towards 0.0
- ✓ The progress made by disadvantaged must improve
- ✓ Literature results must move further towards those of Language at GCSE and both to be at least national average
- ✓ Teaching must be stripped back to quality basics to ensure 'good every day' and positive progress
- ✓ A Level Language should be 100% A-C
- ✓ Accuracy of predictions for new 9-1 GCSE/moderation materials