ENGLISH DEPARTMENT HANDBOOK 2022-23

"A place where students always come first"

Curriculum intent:

Our vision is to promote a love of learning in English which enables pupils to understand, enjoy and be fascinated at the world in which we live in. We aim to cultivate curiosity through delivering engaging lessons that challenges thinking. We encourage our pupils to be curious learners and to develop a positive and practical approach to promote learning. We build understanding of the '*Big Ideas*' in English that are relevant to pupils' lives during and beyond school. *Our purpose is to develop pupils who are equipped with both theoretical knowledge and the practical skills needed to thrive in any field.*

Vision: 'Everything is possible. The impossible just takes longer.'

The Rockwood Academy English Department is committed in ensuring all pupils make greater than expected progress across all Key Stages in the subject of English. We believe in helping pupils become critical readers, creative writers, and confident speakers. Our aims are to:

- Empower pupils to take responsibility for their own learning by engaging with a diverse range of texts and becoming reflective and independent individuals.
- Nurture curiosity, empathy and creativity through discussion and critical thinking.
- Foster a love and appreciation of literature and language to broaden their understanding of other worlds, lives and experiences.

Our department comprises of excellent practitioners who are passionate about their subject and strive to inspire and educate all pupils; not just as part of the curriculum but as a very important life skill for the future. Our curriculum is such that it provides the opportunity for all our students to embark on a journey of success. As Malcolm X famously stated: *"Education is the passport to the future, for tomorrow belongs to those who prepare for it today."*

Studying English Language and Literature provides many benefits since words can control your life, your progress, your success and even your mental and physical health. As well as effective preparation for GCSE exams, it will develop the skills and understanding required for studying the subject and enable you to communicate effectively in a wide variety of other subjects and situations. It examines not only pupils' academic rigour, but creates a space for the imagination to be lived out unhindered by any known limitations. As Wordsworth once said: *'Reading a book can transport you anywhere in this global village without leaving the classroom.'*

The study of English is essential, not only in terms of helping individuals make sense of who they are, but also in learning how to communicate successfully with the world. English Literature teaches a great deal about life, history and society and fosters tolerance and understanding, which is a vital part of a balanced education. Reading, spoken language and writing are the cornerstones of success and we aim to equip our pupils with the skills to read critically, confidently and for pleasure; to be articulate in their spoken language; and to write effectively with style and accuracy for a wide range of purposes and audiences focusing on vocab.

The Curriculum is firmly rooted in the National Curriculum. Within our long and medium term plans we provide a scaffold on which our schools build specific and sequential learning for their pupils in reading, writing, speaking and listening whilst providing a rich experience of literary heritage and cultural capital through the texts and resources chosen. It is also our intent that through the careful sequencing and layering of learning pupils have many opportunities to secure the application of their knowledge and understanding through planned recall.

The framework operates on three levels to address all pupils' academic, personal and social development.

 - *EDUCATIONAL EXCELLENCE*: Subject teaching which has depth and breadth and helps ensure pupils have the opportunity to access the highest levels of attainment.

 - *CHARACTER DEVELOPMENT:* Through the subject teaching pupils' broader personal development is enhanced as part of a whole school approach.

- SERVICE TO COMMUNITIES: Structured development of citizenship, social enterprise, and service back into communities with 'hands-on' and participative learning.

As a minimum, the requirements of the National Curriculum are covered in the long term and medium-term planning. The order of the units in the MTP is intentionally designed to ensure that prior knowledge, skills, and conceptual understanding is revisited, recapped and reinforced so that over the full extent of the subject curriculum pupils know more and can do more in an intentionally planned way and, as a result, achieve higher outcomes.

The principles which underpin our English curriculum are:
 - Essential subject knowledge and terminology is carefully sequenced year-on-year.
 - Key subject skills and subject concepts are introduced sequentially and logically.
 - Content and coverage is planned to enable progress to be demonstrated and measured.
 - Age related expectations can be defined (i.e. what subject learning should be mastered in each year).
 - 'Catch-up and keep up' is a driving principle of the curriculum design.

A key element of our curriculum is the focus beyond skills and knowledge development in the subject to the embedding of our CORE values (Collaboration, Opportunities, Respect, Excellence) and the whole school focus on embedding leadership as our specialism as opportunities within and beyond the taught curriculum. There are planned opportunities for pupils to demonstrate civic, moral and performance leadership attributes built into the curriculum.

The teaching of the curriculum based on the LTP and MTP plans is based on four key elements that look to ensure that pupils' learning is secure but where there are gaps, misconceptions or errors these are quickly addressed. To that end, the four elements of our teaching cycle are as follows:

• **Plan:** each lesson is planned around learning outcomes linked to the scheme of work and activities are planned to deliver those outcomes for all pupils.

• **Teach:** a range of teaching strategies and resources are used to ensure all pupils are actively engaged in achieving the planned learning outcomes.

• **Assess:** pupils understanding is checked through informal 'in lesson' opportunities as well as formal tasks and/or tests in line with the school's policy.

• **Intervene:** where pupils do not grasp key knowledge or are falling behind, follow up is swift in or beyond the lesson to ensure pupils catch up and keep up.

We intend to expose pupils to critical content over and over again in increasingly complex ways through our rich curriculum and we believe spiralling throughout it is a flexible and potent curriculum mapping strategy for our pupils.

Collaboration	Opportunities	Respect	Excellence
• Working collectively to complete speaking and listening examination • Working together during planning and marking to develop accurate moderation. • Drama Workshops with the Royal Shakespeare Company	• English Pathways • English ambassadors • All students follow GCSE route • University Workshops and Master classes • Drama Performances with Shakespeare Festival/ theatre performances • Poetry and Writing Competitions • Leading speeches for example on Open Evening to Parents and Families • Read widely from CORE reading list and from external children's reading awards- e.g. Carnegie shadowing. • Become involved in writing competitions- for example Young Commonwealth Voices • Challenge in class and for homework tasks: personal challenge in meeting targets.	• Tolerance of differing views and perspectives. • Considering cultural and religious values. • Cultural Awareness • Discussion of British values lies at the heart of these texts in order for pupils to understand writer's intentions. •	• Securing English capital • Key literature books cover key topics including the importance of avoiding discrimination • Pupils learn about empathy as they learn about others • We use poetry to teach about important issues such as the Holocaust and the lessons from it. • English Ambassadors represent the department during key school events such as Open Evening • Pupils are able to articulately form links between themes in modern text and paper 1 Language study which relate to current social and political actions which pupils might contribute to addressing within their communities: e.g. poverty (Blood Brothers) social responsibility (An Inspector Calls) gang culture and behaviours (Animal Farm).

Enrichment and extra-curricular activities:

Enriching opportunities are esteemed within our department as they motivate and engage pupils outside the classroom environment.

Activities include:

- A reading club for both lower and higher ability readers.
- A debate club to encourage critical thought and develop speaking and listening skills
- World Book Day - a schedule of fun reading-related activities
- Poetry/Creative writing competition entry opportunities through Young Writers
- Educational visits and trips planned to support and deepen students' knowledge of literature
- Participating in the Shakespeare Schools Festival, where pupils have the opportunity to engage with professional actors, deepen their knowledge and understanding of theatres and live performances.

'Learning is a treasure that will follow its owner everywhere.' – Chinese Proverb
''I admire people who dare to take the language, English, and understand it and understand the melody' –
Maya Angelou

CORE Values:

At Rockwood Academy, the English department promote and engage pupils' learning with challenging literature. From the Rastafarian British poet Benjamin Zephaniah, to the Dust Bowl fictional works of John Steinbeck, our students not only explore differences in the UK, but from around the world too. The English department's syllabus extends far beyond the national curriculum. We offer our pupils a wide breadth of language exploration and literary texts that are explored across pupils' school life.

Offering a capacious English curriculum, we at Rockwood expand the minds of our students with interesting issues that affect our lives and the lives of others. We believe every pupils' opinions matter. Which is why in lessons, we believe in amplifying their thoughts about issues that pupils can actively debate and verbally participate in. Not only does this allow them to formulate their opinions, but it also grants students to confidently express themselves without prejudice. This fosters an environment of collective learning in order to work together to help build a brighter future for professional development and higher education.

Our English curriculum provides our students with the opportunity to recognise and develop empathy and relationships that are fundamental values in and outside of the school environment. Through diverse cultures and storylines, the English curriculum builds students' universal feelings of struggles and triumphs and teaches students how to portray, deal and respect these feelings of the human condition.

Part of the English team's best practises include sharing specialist knowledge to enhance pupil learning. As a department, we implement contingent strategies to create and share teaching pedagogy to ensure we achieve maximum engagement for our students. This collaborative approach to teaching and learning ensures we adhere to Rockwood Academy's highest standards.

This includes offering educational visits to local and regional theatres such as the Canon Hill Park MAC and Shakespeare's Globe. We also actively encourage students to use the written and spoken form to illuminate their voices by visiting Poetry Live! These opportunities allow students to increase their horizons in relation to their own localities and communities. A comprehensible advantage of this style of learning is to give our students the opportunity to creatively understand the world around them.

By nurturing our students' learning through skills of analysis and reinvention, the English department create an atmosphere of inquiry and responsibility for our students. We believe that allowing our students to independently reflect on their assessed work, we challenge our students' expectations. This allows teachers to reflect, whilst allowing students to proactively improve their skills of resilience and determination. Within the English department, we ultimately want our students to rise above our high expectations which will prepare students for the challenging demands of the working world.

SNAPSHOT Lessons that are well pitched use imaginative teaching strategies. I'd never tried to make story-telling part of my lesson planning. But how can we integrate engaging strategies into our lesson plans to hold our students' attention while also supporting their learning? Having a clear rationale to work with is essential, and it can make all the difference with lesson planning and delivery in the classroom.

Robin Williams as Mr Keating in the film Dead Poets Society

Just when you think you know something, you have to look at it in another way. Even though it may seem silly or wrong, you must try.

Grabbing attention

Every teacher must consider how they can secure students' attention in class. Stories will help gain your students' attention at the start of a term and throughout all the lessons you will be together. They build relationships that are exciting and meaningful and you can use them to lure students into learning.

The curricular rationale

It's essential to have a clear rationale about how the story you want to tell will be used in class and how it links to your lesson content. When using storytelling in your classroom, make sure you ask yourself these questions:

➜ Do your lesson plans incorporate links to real-life experiences or examples?

➜ Is so, do the links then feed into the resources you intend to use in the classroom?

➜ Is there a strong basis for planning? If so, how could storytelling be built into the intitial lesson structure?

➜ If the scheme of learning is written by another teacher, how could you adapt the plans to suit your own personal experiences and the stories you have to tell?

Story telling and literacy

If you can embed storytelling techniques into your lesson planning and delivery, then you are also promoting a love of reading, speaking and listening in the classroom. Reading enjoyment is connected to behaviour and motivation, so it's important to engage your students in the magic of stories.

Our inner stories

We all tell stories to ourselves, inside our heads. One of these stories controls and shapes our life. And the more you tell it, the more you become it. So be careful that your teaching encourages positive inner stories in your students.

Curriculum:

At Key Stage 3, we help our pupils build on their KS2 knowledge and prepare students for the demands of the KS4 curriculum. This incorporates a balanced and engaging curriculum of Language and Literature units that challenge and meet the needs of all pupils. We expose our pupils to a wide range of texts that represent diverse cultures throughout the literary canon. Our curriculum provides opportunities for pupils to express and comprehend the English Language within the forms of fiction, non-fiction, poetry and drama.

Year 7
Year 7 pupils begin their KS3 English with the thematic topic of School Days/ Identity. They will reflect and challenge school experiences from 19th and 21st century extracts. Students will focus on comparative poetry skills and the theme of education/identity. Pupils will then begin their whole novel study of *The Boy in Striped Pyjamas* by John Boyne, exploring ideas linked to WW2, The Holocaust and contemporary issues.

In Spring, pupils will be given the opportunity to study poetry and modern texts from other cultures and craft their own imaginative and transactional writing linked to the theme of culture and celebrations.

In Gothic literature, pupils will explore how ancient and modern myths, legends and icons have changed throughout time. Pupils will build on their reading and creative writing skills by studying a plethora of mediums that create meaning for different audiences, including drama, poetry, comic books and Mise-en-Scène. We finally visit An introduction to Shakespeare, where pupils approach the play more interactively through dramatic activities, reading, directing and analysis.

Year 8

In Year 8, we have designed topics to build on the skills acquired in Year 7. We begin with exploring a range demanding Victorian authors such as Dickens, Stoker and Shelly. Exploring Alan Gibbon's, *The Edge* will provide pupils with the opportunity to develop their understanding of contextual influences and contemporary issues, whilst building on their analytical skills. Pupils will also engage with 21st Century writers like Russell and Hines and have opportunities to evolve their creative writing skills through the stimulus of reading activities.

With the Power and Conflict Poetry unit, students will explore unseen poetry through literary and linguistic techniques. Pupils will also craft their own poems, allowing pupils to develop their own voice. There is also a dedicated unit within the curriculum for pupils to further develop reasoning, writing and speaking and listening skills with the Art of Rhetoric and Public Speaking unit.

Pupils will explore different forms including: reporting, reviewing and journalism in the Non-Fiction Reading and Writing unit. Finally, pupils will engage with Shakespeare on a deeper and more detailed level through the reading of *Romeo and Juliet*. This drama unit will focus on thematic studies and characterisation, as well as how to embed context into their writing.

Year 9

Year 9 pupils begin the year with a Dystopian Fiction unit, including extracts from *1984, Animal Farm, The Hunger Games* and *The Maze Runner.* In this thematic study, students discover how authors use genre conventions to explore and critique modern society and civilisation. In the run up to Christmas, students develop their knowledge of Dickens as a social commentator by exploring the 19th Century classic novel, *A Christmas Carol.*

Following an exploration of Poetry (which includes the study of a range poetry from different cultures and time periods), pupils begin a detailed exploration of the 'Californian novel' *Of Mice and Men*, by John Steinbeck. This unit of work will incorporate a wide variety of fiction and non-fiction texts and writing tasks that develop students' responses to set texts.

Returning to writing, pupils will advance their understanding of language and structural techniques used in a range of fiction and non-fiction extracts. They will focus on how successfully writers develop a theme, mood or argument. Pupils will then progress to write their own non-fiction text types such as letters, speeches, articles, reviews, and travel writing. Finally, pupils will revisit Shakespeare - this time focusing on how social context influenced the writing of *A Midsummer Night's Dream*. Using film versions as a discussion point for Mise-en-Scène choices, pupils will evaluate the relationship between language, structure, form and social context.

Year 10 & 11

All pupils will study and prepare for the Edexcel GCSE English Language and GCSE Literature. In Key Stage 4, we cover all of the literature texts needed for the Literature GCSE, whilst interleaving language skills.

GCSE English Language	
Exam Board	**Edexcel**
Assessment	Two externally set written papers.
Overview	This is a core subject, taught over five lessons, with GCSE English Literature. It develops students' abilities to communicate effectively in speech and writing, and to listen with understanding. It also enables them to be enthusiastic, responsive and knowledgeable readers of a wide range of fiction and non-fiction texts.
Units studied	**Paper 1**: Explorations in Creative Reading and Writing **Paper 2**: Writers' Viewpoints and Perspectives **Non-examination Assessment**: Spoken Language

Progression to Sixth Form	This course can lead to the study of A Level English Language or A Level English Literature. It will also enable students to access other courses in the Sixth Form such as A Level Media Studies, A Level Sociology and A Level Psychology.

GCSE English Literature

Exam Board	Edexcel
Assessment	Two externally set written papers.
Overview	This is a core subject, taught over five lessons, with GCSE English Language. It enables students to explore the world of literature and to be enthusiastic, responsive and knowledgeable readers. Students are given the opportunity to read, understand and respond to a wide range of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study. Students are also encouraged to be aware of social, historical and cultural contexts and influences in the study of literature.
Units studied	**Paper 1**: Shakespeare and the 19th Century novel (40% of GCSE English Literature). **Paper 2**: Modern texts and poetry (60% of GCSE English Literature).
Progression to Sixth Form	This course can lead to the study of A Level English Literature.

For year 10 2022-2023

	What will I learn on this course?
	The aim of the course is to increase your understanding of what you read and, also, to develop your ability to communicate clearly when writing and speaking. During the GCSE course, you will study a variety of British fiction ranging from the classics to more modern texts; this will develop your analytical skills. You will also explore a variety of fiction and non-fiction texts helping you to gain versatility in your own writing.
	Why is this course important for everyday life?
	Everything you do in life requires the ability to communicate. An awareness of language is, therefore, one of life's essentials. Every career requires the skills of reading, writing, speaking and listening. The skills in English are transferable to all aspects of life, both personal and professional. Reading literary texts helps to sharpen your response and develop an awareness of the world and people around you.
English Language (AQA)	**How will I be assessed?**
	A new grading system will be used. Grading will be on a nine point scale (9-1), with 9 being the highest available. A Grade 5 is the minimum the Government expects for a 'good pass'. You will be assessed through two exams:
	• The first exam will assess your reading skills in a fictional text. In this exam, your narrative or descriptive writing skills will also be tested.
	• The second exam will test your reading skills in non-fiction texts and in the writing section, you will argue for a viewpoint.
	• An individual presentation to assess your spoken language. This will be recorded separately on your GCSE English Language certificate.
	At the end of the course, you will receive a grade 9-1, with 9 being the highest. A Grade 5 is the minimum the Government expects for a 'good pass'.
	What will I need to do to succeed in this course?
	In order to achieve the best possible level in GCSE English Language, you will need to:
	• Have outstanding attendance and punctuality to lessons.

- Read from a wide range of high-quality, challenging fiction and non-fiction texts from the 19th, 20th and 21st centuries in your own time.
- Take ownership of your learning.

What can I do after a GCSE in this course?
Achieving a good standard at GCSE is essential for any course you choose. Employers and further and higher education institutions value good levels in English Language as it demonstrates your ability to communicate effectively.
GCSE English Language will allow you to study English Language and English Literature at A Level which is an increasingly popular choice.

What career opportunities are there from this course?
An English degree is highly regarded by employers. The flexibility of skills English offers results in a range of career options, opening doors in publishing and advertising. Education and legal fields are also popular.

	What will I learn on this course? This course aims to encourage an understanding and appreciation of a wide range of literature. There is a blend of modern and pre-twentieth century prose, poetry and drama. This will give you a chance to respond to literary texts in depth. Studying English Literature teaches you how to analyse complex information and sophisticated ideas and theories. That ability to read, reflect and critique is essential in many kinds of work as is the ability to construct and articulate an argument.
	Why is this course important for everyday life? The ability to read and respond to a range of literature will enhance an appreciation of other perspectives. Literature is enlightening and can open your mind to new experiences and ways of looking at things – even in your daily life. English Literature teaches you a great deal about life, history and society. It will inspire a love of reading, fire your creativity and help you to be more articulate.
	How will I be assessed? A new grading system will be introduced. Grading will be on a nine point scale (9-1), with 9 being the highest available. A Grade 5 is the minimum the Government expects for a 'good pass'. You will be assessed through two exams: • An exam will test your ability to analyse a 19th Century novel and a Shakespeare play. • The second exam which will assess your response to drama and poetry including unseen poetry.
English Literature (AQA)	**What will I need to do to succeed in this course?** In order to achieve the best possible level in GCSE English Literature, you will need to: • Have outstanding attendance and punctuality to lessons. • Read from a wide range of texts in your own time. • Take ownership of your learning and be prepared to read and work hard on difficult texts.
	What can I do after a GCSE in this course? Gaining a good level at GCSE will further your chances of studying English Literature at A-Level. It will also give the necessary essay writing and critical thinking skills you will need to enrol for other Humanities-based courses.

All modules within the curriculum at Key Stage 3 and 4 address social, moral, spiritual and cultural issues, ensuring that students learn about British Values and the UNICEF Rights Respecting strands that the school embeds within its ethos.

ENGLISH
Learning Journey

Apprenticeship: Marketing

AQA GCSE English Language Examinations: Paper 1 & 2

Revision, Retrieval & Timed Responses

Reading & Writing

Variety of Revision

A Level: English Language English Literature

Apprenticeship: Advertising

Journalism Creative Writing

GCSE Results Day

AQA GCSE English Literature Examinations: Paper 1 & 2

English Mock Examinations: Language & Literature

3

LP2 Revision

3

Lit Revision

19th Century Literature

Consolidation Lang and Lit Review

1

Unseen Poetry

English Mock Examinations: Language & Literature

5

Analysis Unseen

YEAR 11

Speaking & Listening Endorsement

Consolidation 1

A Christmas Carol 6

Consolidation Lang P1 Focus 4

Oracy Presentations

An Inspector Calls 6

Literature Paper 2 Comparisons & Analysis

Shakespeare Text analysis

LP2 & Macbeth, Poetry Exam

Power & Conflict Poetry 8

LP1 & Macbeth Exam

Macbeth 4

YEAR 10

Consolidation LP2 Q5 Focus 4

Language Paper 2 8

Consolidation LP1 Q5 Focus 4

Language Paper 1 4

Explorations in creative reading

Viewpoints & Perspectives

Macbeth

Cold Read 4

Trip Modern Play Consolidation

Reading: Dickens Sherlock Holmes Transactional Writing

Cumulative Testing

19th Century 15

The Theatre 4

Consolidation 2

Retrieval Prior Learning Skills

Utopia & Dystopia 10

Dickens and a Darker Society 4

Cumulative Testing

Tragedy

Creative Writing Reading

Extended Writing Dickens Project Consolidation

Elements, Extracts Reading

YEAR 9

Whole Text Dystopia

Z for Zachariah 2

Cumulative Testing

Leadership & Voice 3

CORE Debates Student Leadership Gender Project Consolidation

A Brighter Future 1

Extended Writing Consolidation

Performances 3

Speeches Extended Writing Consolidation

Shakespeare Play Characters: Poetry & Narrative Writing

Gender in Literature 17

Cumulative Testing

Changing the World

Shakespeare Play Gothic Horror Creative Writing

Dreams and Nightmares 17

Duality

Reading: Jekyll & Hyde Consolidation Inner Conflict 5

Animal Farm Non-Fiction Speeches 12

YEAR 8

Poetry Slam Performances Consolidation

Cumulative Testing

Social Media Power 2

Persuasion Grammar Consolidation

Who We Are. 3

Cumulative Testing

Identity 12

Poetry & Spoken Word Non-Fiction Writing

Welcome!

Read a book from the Summer Recommended Reading List!

Year 6 SATs Reading and Spelling

YEAR 7

What is your Story? 3

Visit CORE English Departments

Transition Narrative & Autobiographical Writing Grammar Consolidation

Curriculum Structure
Pupils in Year 7, 8 and 9 are taught over four hours a week throughout the year ==with one hour a week being dedicated to Reading Plus programme.== Year 10 and 11 are taught five lessons per week. Pupils are taught in sets throughout Key Stages 3 and 4, which are monitored carefully and reviewed as necessary; this enables all pupils to progress and reach their potential through a variety of teaching and learning styles.

Assessment Overview
Unseen assessments are integrated within the English curriculum twice a half-term to ensure regular feedback is provided on strengths and areas for development. They will alternate between written Assessment Objectives and reading Assessment Objectives. Quality assurance is carried out to ensure stretch and challenge is implemented, gaps in learning are identified and daily planning takes into account the progress of pupils. Pupils will engage in a redrafting / misconception session, which allows them to hone their skills and use the feedback provided to them to further develop in each assessed area.

Overall Assessment Objectives are linked to GCSE Assessment Objectives:
AO1: Identify and interpret explicit and implicit information and ideas, evaluating texts critically with appropriate supportive textual references.
AO2: Comment on and analyse how writers use language and structure to convey meaning, using relevant subject terminology and comparing ideas across two or more texts.
AO3: Communicate clearly, effectively and imaginatively, cohesively organising information and ideas to suit form, purpose and audience.
AO4: Use a range of sentence structures for clarity, purpose and effect, incorporating accurate spelling and punctuation.

Skills
English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects. In studying English, pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively through modelling good practice.

By the end of KS3, we believe that every child should (as a minimum):
- Be able to read and comment on the meaning and effect of fiction and non-fiction texts using quotations;
- Experiment with ideas and begin to analyse patterns and relationships.
- Become more self-directed in their learning and explore their imagination.
- Confidently write in a range of styles: Expository, descriptive, persuasive and narrative.
- Broaden their vocabulary through studying a variety of texts.
- Write fiction and non-fiction texts confidently and effectively, for a specific purpose and audience;
- Express their views confidently in front of a group.
- Work collaboratively as well as independently.
- Discover and comment on how history and culture influences famous writers.
- Be able to carry out research tasks independently.

By the end of KS4, we believe that every child should, at the least, be able to:
- Read a wide range of texts, fluently and with good understanding.
- Analyse language and structure for meaning and impact.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Evaluate and make judgements on text read.
- Write effectively and coherently using Standard English appropriately.

- Use grammar correctly, punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions for reading, writing and spoken language.
- Use of a range of linguistic devices in their writing.
- Respond to unseen texts confidently and proficiently.
- Link contextual ideas to the production and reception of texts.

Model of Excellence

In line with our vision, we aim to embed a culture of excellence in each lesson on a daily basis. This can be evidenced in the Department's innovative schemes of work that cater for all abilities and interests. In the latter, we explicitly make references to subject mastery and believing in hierarchical teaching whereby we teach from the bottom to the top. Similarly, we make explicit, the skills and behaviours that are required of our students to achieve beyond their KS4 predictions. Referencing our approach to the delivery of teaching and learning, we ensure that students are exposed to thinking beyond their boundaries. Within the safe space of the learning environment, we make provision for pupils to act like detectives, compelling them to use the unseen text rigorously to support their interpretations as they consider alternative interpretations. This in turn, will lead to a personal engagement with ideas and texts. Pupils' ambition can help them avoid the temptation to 'play it safe' rather than to display the flair that the examiners are looking for. By establishing clear expectations regarding precision in the use of high level subject specific language in English, pupils will develop their ability to write with a wide-ranging and suitable vocabulary, as well reproduce argumentative pieces of writing, engage with challenging genres and achieve stylistic density and precision.

3 R's (Respect, Responsibility and Resilience)

Respect	Responsibility	Resilience
• Teachers will encourage students to be respectful learners by: • Ensuring the Do Now Retrieval activity is completed in silence. • Ensuring opportunities to broaden students' understanding of different cultures and traditions are not missed so that this knowledge leads to a culture of tolerance and respect for diversity. • Creating a classroom environment where students are encouraged to share their views and opinions and feel confident in doing so. • Promoting a classroom environment whereby students can articulately, appropriately and respectfully challenge the ideas and opinions of others • Modelling high expectations of written and spoken language and ensuring all students are encouraged to select appropriate and aspirational language in written and spoken communication.	• Teachers will encourage students to be responsible learners by: • Ensuring learners enter the classroom promptly and complete the Do Now retrieval activity independently. • Using clear and precise modelling in teacher instruction in order to ensure students can independently apply new learning. • Providing additional scaffolding where necessary in order to support students in independent practice. • Using inclusive questioning methods that promotes a "no hands up" culture and sets an expectation that all students will respond to questions when asked. • Ensuring teacher marking is in line with the school and department marking policies and that misconceptions are addressed and corrected by the student. • Promoting the use of knowledge organisers as a tool for guiding independent practice in lessons.	• Teachers will encourage students to be resilient learners : • Fostering a 'teach to the top' culture, within which all students are challenged appropriately in relation to their starting points. • Directing the support of additional adults appropriately to allow all learners to access work independently • Promoting a classroom environment that welcomes challenge, where students are motivated to learn. • Designing and implementing a curriculum action plan that outlines the precise learning points for students and makes suitable adaptations to lesson content and delivery to allow students to be challenged and to succeed. • Using a range of questioning styles to challenge students to retrieve prior knowledge and to probe further thinking. • Encouraging students to learn from mistakes and address misconceptions
• Promoting a positive learning environment through upholding the school behaviour for learning principles of RESPECT: 1. Responding to instructions first time 2. Engaging in all aspects of learning 3. Speaking and communicating appropriately with everyone in the classroom 4. Presenting themselves and their work with pride 5. Equipping themselves to learn 6. Challenging themselves 7. Tracking the teacher • Consistently applying the school consequence system when necessary to ensure all students' right to learn is respected.	• Explicitly teaching the necessary study skills to provide students with the tools to be independent learners in the classroom and at home.	identified in teacher assessment by providing opportunities for reteach, redraft and improvement.

Homework:

'Remember Spell Define' and Frayer Model vocabulary activity undertaken in Years 7-9, in which high-challenge words (tier 3) are learned and defined for homework and tested within lessons to support their learning within the classroom. The words are then utilised within the 'do now' or the reading material. Also, homework menu's/ project are created for students to support students learning from recent topics and assessing prior knowledge from previous topics as well as skills related to the topic. The homework menu's/ projects promote independency and students can select tasks that they enjoy. Within KS4 there are weekly retrieval tasks linked to the classwork. All homework tasks are recorded on Classcharts and detentions are given for failure to complete homework.

Feedback in English

Formative assessment is how we evaluate pupils' progress during the learning process and should be conducting formative assessment every lesson. Books are to be marked within a two time frame with literacy marking completed and one extended piece marked thoroughly with a WWW & EBI to promote a dialogue with pupils. Teachers are encourage to use specific questioning whilst marking to allow pupils to reflect and edit their work using a red pen. The rational for formative assessment is to identify what students do not understand, rather than ploughing on through a lesson can turn into passive learning rather than active. Formative assessment within a classroom can be completed in various ways to assess pupils' understanding (a few examples listed):

- A simple show of hands
- Answers on mini whiteboards
- Multiple choice questions
- A shortened version of what will be the summative task
- Asking pupils to summarise or transform information

Summative assessments are completed twice a half term and given to pupils' blind (mid-term and final term assessments). Students are to apply their knowledge taught to the summative assessment. Summative assessments to be marked within two weeks and returned to pupils with a yellow feedback sheet. Students to identify misconceptions from their assessments and edit their work in red pen with guidance from the teacher, this will allow pupils to make progress for the final assessment each half term. Moderation and standardisation will take place on a regular occasion to ensure consistency whilst marking. All data to be recorded on a centralised tracking sheet for monitoring and evaluative purposes.

Feedback Policy

<u>Overview:</u>

'[when] a physiotherapist designs a new stretching regime for a runner, they are deliberately choosing tasks that do not look like the final race for which the athlete is training [but] also deliberately choosing tasks that they think will improve a particular aspect of the athlete's performance. The drill and the performance are different and separate, but they are linked.'

Daisy Christodoulou, Making Good Progress?

• The sole focus of feedback should be to further pupils' progression through the curriculum.

• Feedback should empower pupils to take ownership for improving their work; adults should not be doing the work for the pupil.

<u>Aims:</u>

1. Aid pupils' understanding of the progress that they are making

2. Develop pupil confidence and resilience

3. Make feedback an informative AND time-efficient process

4. Plan with greater precision to meet pupils' emerging needs

5. Ensure pupils are focused on 'long-term' learning

<u>Method:</u>

Regularly marking pupils written work whilst trying to turn over a class set of 30 books is extremely time-consuming – how much time does this leave for giving robust feedback and planning tasks which can tackle the errors/misconceptions that you have identified?

The English department has thus spearheaded the use of 'Diagnostic' and 'Final' tasks in schemes of learning in which 'Test' pupils using a diagnostic task once a reasonable period of learning has occurred; subsequent lessons then look to prioritise area of weakness identified before retesting at the end of a unit.

• The Diagnostic and Final tasks are the only formal written assessments in Years 7-10. Feedback is given via Whole Class Feedback sheets (attached). For ease of tracking, Diagnostic Tasks are completed on purple lined paper; Final Tasks are completed on cream lined paper. Feedback lessons where pupils address their targets in green pen usually take place within 6 lessons. Feedback for the Diagnostic assessments is formative, although teachers may record a mark or grade for their own records. At KS4, teachers should record a mark or grade at least once per half term in order to inform data collections. However, this does not need to be shared with pupils. This is to allow pupils to focus on what they need to improve or develop rather than fixating on a mark or grade.

•Additionally, 'cumulative knowledge check' quizzes are given at the end of topics. These are given a mark out of 10. This is recorded by the class teacher and can help inform data collections.

In line with whole school policy, teachers will also assess work every 8 lessons. This could be, but is not limited to:

•SPAG marking

•WCF of a specified piece of writing

•'Show Call'

•Where appropriate, comments on written work

•Acknowledgement of peer or self-assessment of 'Do now' quizzes, 'Remember Spell Define' tasks, or blank Knowledge Organiser retrieval tasks

Retrieval Practice and reflection.

What is it?
Retrieval practice is simply about recalling information. As a department, and as a school, our agreed lesson format begins with retrieval practice (Do Now).

What is it not?
Retrieval practice should not require a lengthy response and it should not ask pupils to engage with new information. Retrieval is not simply '5 minutes at the start of the lesson'. It is not a 'pub quiz' of facts. All Do Now retrieval questions need to be linked to the 'key knowledge' questions in the Knowledge Organisers and CAPs which form the outline of each unit.

Why do we do it?
As a department, we broadly follow Rosenshine's Principles of Instruction. The first principle is that each lesson should begin with a review of previous learning. Using retrieval practice is an easy way to embed the knowledge that was learned in a previous lesson and allows us to have a consistent approach to lesson starts.

What does this look like in the classroom?
Retrieval practice can take many forms. In the English department, we expect the Do Now slide at the start of the lesson to focus on **a range** of previously-taught material. For example, 'last lesson, last half term, last year, last key stage'. Below are some examples.

At the end of each 'Big Question, pupils need to be given time to reflect on what they have learned.

PAUSE & REFLECT

Big Questions we have studied so far!
✓ How were myths used to explain creation?
✓ What were the purposes of Greek myth?
✓ How are stories structured ?
✓ What is the effect of narrative voice?
✓ How does precise setting develop atmosphere?

You have now completed the next Big Question in your journey in English as a Year 7

Think:
1. What have you learned since our last Pause and Reflect?
So far, I have learned...

2. What would you like to know more about, from our study so far?
I would like to know more about..... because...

3. What are you most proud of in your work in English since our last Pause and Reflect?
I am proud of... because...

Knowing your students

1. **Prior attainment and results**
Results | Literacy
SEND/EAL | G&T

2. **Their place in your course**
Strengths & weaknesses
Class tracking | Target groups

3. **Your classes and kids**
Behaviour | Attendance
Pastoral issues |
Likes and interests

Reflecting on your marking and feedback

1. **Assess**
Take the self-assessment questionnaire in Findlaker's book

2. **Improve**
Understand the differences between marking and feedback

3. **Evaluate**
Think about how you have improved your marking so far

4. **Excel**
Continue to improve and embed your good practice

5. **Develop others**
Begin training others in school

Literacy in English

Literacy plays an important factor within the English as it promotes and enhances how communicate effectively (discipline literacy) under four skills: reading, writing, speaking and listening which is interleaved and interweaved into the curriculum through the assessment objectives in English and other subjects. Literacy marking is incorporated within our marking policy to ensure students identify misconceptions which they edit using red pen, giving students explicit opportunities to enhance their literacy skills. Teachers also implement the following list to support their pupils progress:

- Literacy displays
- Lesson planning/format
- Use of Medium term plans
- What strategies are staff within your department most likely to utilize when introducing new vocabulary/developing existing vocabulary? CPD shared, use of tier 2/3 vocabulary through Frayer's model and display/ use of subject terminology in students planners.
- How do you develop structured talk within each lesson?
- How do you support SEND/EAL learners within your subject?

Teachers have an opportunity through CPD library and MS Teams where they can access the teaching and learning area that supports teachers to improve their pedagogy. Reading and intervention for reading is promoted within the school through the use of Accelerated Reader, Lexia, Ruth Miskin and Reading plus to give students an opportunity to close the gap with their reading age. Reading ages data is also shared and teachers are given CPD sessions about how to use different reading strategies within the classroom.

HOD, 2IC and TLR holders monitor and evaluate the impact of the department through regular development drop-ins, work scrutiny and voice of the learner on a regular basis to ensure consistency and active learning is taking place.

Collecting data on our pupils over the course of the year allows the Leadership team, Head of Year and Faculty and teachers to an impression of the 'macro' progress of the year group while also being able to look for weaknesses or strengths within specific groups of pupils, classes or individuals. There will ever be one perfect way to do this but the recent development of the Age Related Expectations at Rockwood Academy is a diagnostic, precise way to pinpoint strengths and weaknesses and is one which links well with the way pupils are assessed at KS2.

The English Age Related Expectations have been written to reflect both the end-point requirements of GCSE Assessment Objectives and the specific curriculum requirements of a way, using carefully chosen language to enable the majority of pupils to have attained them by the end of each academic year.

The AREs are not a list of bullet points to only be considered three times a year when data is due. Rather, they can be used as a record of pupil progress to allow teachers to make reference to them during lessons and during assessments. They are a diagnostic tool to inform feedback and teaching, not simple an 'add-on'.

Age-Related Expectations:

<u>Y7</u>

	Meeting	Exceeding
Reading	• Pupils are able to select relevant quotations with some support; • Pupils are able to respond confidently to comprehension questions, using full sentences; • Pupils are able to make inferences from a range of texts and explain their interpretations in writing; • **Pupils can identify and explain the effect of common writers' methods on the audience, such as: emotive language, rhetorical questions and use of personal pronouns, metaphor, simile, and verb choice** • Pupils are able to write about responses to text using the 'because', 'specifically', 'it is almost as though' structure, with scaffolding and modelling.	• Pupils are able to select relevant quotations independently and explain their choices with some confidence; • Pupils are beginning to explore how texts relate to other texts (intertextuality) by looking for differences in content, ideas, and the techniques writers choose to use; for example, between short stories. • Pupils are able to write about texts using the 'because', 'specifically', 'it is almost as though' structure with reduced scaffolding or modelling.
Writing	• Pupils are beginning to use more challenging Tier 2 vocabulary within their writing; • Pupils are beginning to write independently in accurate paragraphs, using some connectives and adverbials as signposts for the reader; • Pupils can respond to a writing brief with some support; selecting fiction or non-fiction forms with purpose and audience in mind;	• Pupils are beginning to include Tier 3 vocabulary in both fiction and non-fiction writing; • Pupils can confidently write in a sustained manner, using accurate paragraphs and a range of cohesive devices such as, but not limited to: fronted adverbials; logical and temporal connectives; single sentence paragraphs; repetition; and use of triples;

	• Pupils can write in more formal registers, using Standard English; • Pupils are able to write in both first person and third person narrative voice (intradiegetic and extradiegetic); • Pupils are able to write to describe and narrate, using techniques such as: similes, metaphors, personification and sensory language, with increasing skill.	
Literacy	• Pupils are beginning to develop a broader knowledge of grammatical terminology, such as: 'adverbial', 'pronoun' and 'preposition', as well as some more literary terminology, such as: 'metaphor' and 'oxymoron'. • Pupils are beginning to proof read in a more focused way, correcting mistakes as they go. • Pupils can use full stops, commas, question marks, exclamation marks and quotation marks with consistent accuracy across their writing; • Pupils can spell commonly used words correctly and are beginning to spell more complex and developed vocabulary accurately most of the time. • Pupils can vary their sentence types and lengths, with some support, in order to achieve desired effects within their writing.	• Pupils are able to use a more developed range of punctuation such as: direct speech punctuation; semi-colons; colons and hyphens. • Pupils can spell complex, multi-syllable words with an increasing level of accuracy; • Pupils are able to identify a full range of grammatical features in their reading, including different sentence structures.
Speaking	• With teacher modelling when required, pupils can give verbal answers in full sentences, using any Tier 2 or Tier 3 vocabulary relevant to the response; • Pupils are beginning to volunteer answers to class or group discussions and can respond to follow – up questions clearly; • Pupils can recognise when Standard English is required and can correct mistakes when directed to.	• Pupils' verbal responses are usually given clearly and confidently, using Standard English in the first instance; • Pupils volunteer extended answers during class discussions and can confidently answer any further questions used to probe deeper into their knowledge.
Contextual Knowledge	• Pupils are aware of, and can talk about, the key elements of social and historical context relating to Shakespeare's time; • Pupils are aware of, and can talk about, the key elements of social and historical context related to Victorian London and Dickens' writing.	• With some support, pupils are able to include their knowledge about social and historical context within their written responses to texts written by Shakespeare or Dickens. • Pupils are beginning to apply their own general knowledge to their reading to aid understanding, including when reading short stories set in different times and places, for instance.

	Meeting	Exceeding
Reading	• Pupils are able to select relevant quotations with **minimal** support. • Pupils are able to respond confidently to comprehension questions, using full sentences and **including quotations to support their answers;** • Pupils are able to make inferences from a range of texts and **clearly** explain their interpretations in writing; • **Pupils can confidently identify and explain the effect of common writers' methods on the audience, such as: emotive language, rhetorical questions and use of personal pronouns, metaphor, simile, and verb choice** • Pupils are **able to explain** the terms ethos, pathos and logos; • **Pupils can identify, and discuss the effect of, features of the dystopian genre;** • Pupils are able to write about responses to text using the 'because', 'specifically', 'it is almost as though' structure, with **some** scaffolding and modelling.	• Pupils are able to select **precise**, relevant quotations independently and explain their choices with confidence; • Pupils are **able to discuss** how texts relate to other texts (intertextuality) by looking for differences in content, ideas, and the techniques writers choose to use; **for example, between First World War poems or extracts from dystopian fiction.** • **Pupils are able to identify and effectively analyse the effect of both common and more developed rhetorical devices, such as anaphora and parallel sentence structures.** • Pupils are able to write about texts using the 'because', 'specifically', it is almost as though' structure with **very little** scaffolding or modelling.
Writing	• Pupils are **able** to use more challenging Tier 2 vocabulary within their writing;	• Pupils are **able** to include Tier 3 vocabulary in both fiction and non-fiction writing; • Pupils can confidently write in a sustained manner, using accurate paragraphs and a range of cohesive devices such as, but not limited to: fronted adverbials; logical and
	• Pupils are **regularly** writing independently in accurate paragraphs, using **a greater range** connectives and adverbials as signposts for the reader; • Pupils can respond to a writing brief with **minimal** support; selecting fiction or non-fiction forms with purpose and audience in mind; • Pupils write in more formal registers, using Standard English; • Pupils are able to write **confidently** in both first person and third person narrative voice (intradiegetic and extradiegetic); • **With decreasing support**, pupils are able to write to describe and narrate, using techniques such as: similes, metaphors, personification and sensory language; • **With scaffolding, pupils are able to include the main rhetorical language devices within their persuasive writing.**	temporal connectives; single sentence paragraphs; repetition; and use of triples; • **Pupils can use more developed rhetorical language devices with confidence and minimal scaffolding; for example, rhetorical questions, triples, anaphora, repetition and emotive language.**
Literacy	• Pupils **can demonstrate** a broader knowledge of grammatical terminology, such as: 'adverbial', 'imperative' and 'verb phrase', as well as some more literary terminology, such as: **'pathetic fallacy'** and **'extended metaphor'.** • Pupils **generally** proof read in a focused way, correcting mistakes as they go.	• Pupils are able to use an **increasingly** developed range of punctuation such as: semi-colons; colons; parenthetical commas; and hyphens **with frequent accuracy.** • Pupils can spell complex, multi-syllable words **accurately most of the time;**

	• In addition to the basics expected in Y7, pupils can use semi – colons and direct speech punctuation with increasing accuracy across their writing; • Pupils are frequently able to spell more complex and developed vocabulary accurately; • Pupils can vary their sentence types and lengths, with minimal support, in order to achieve desired effects within their writing.	
Speaking	• Pupils are able to give verbal answers in full sentences, using any Tier 2 or Tier 3 vocabulary relevant to the response; • Pupils frequently volunteer answers to class or group discussions and can respond to follow – up questions with some confidence; • Pupils use Standard English when required and can correct mistakes with minimal direction.	• Pupils' verbal responses are always given clearly and confidently, using Standard English in the first instance; • Pupils volunteer extended answers during class discussions and can lead discussions related to their ideas; engaging confidently with both adults and other students.
Contextual Knowledge	• Pupils are aware of, and can discuss, social and historical context relating to Shakespeare's time and 'Henry V'; • Pupils are aware of, and can discuss, social and historical context relating to the First World War; • Pupils are aware of, and can discuss, social and historical elements relating to the 20th century, for example, Martin Luther King;	• Pupils are able to include their knowledge about social and historical context within their written responses to texts written by Shakespeare, First World War poets or modern writers. • Pupils can apply their own general knowledge to their reading; including when exposed to texts from very different time periods and cultures.

Y9

	Meeting	Exceeding
Reading	• Pupils are beginning to select apt, precise quotations independently; • Pupils can analyse extracts and more substantial texts, using the 'because', 'specifically', 'it is almost as though' structure, with some independence. • Pupils are beginning to discuss whole text elements, such as themes, character progression and authorial intent; both verbally and in written responses. • Pupils are able to identify, and explain the effects of, gothic tropes and a range of rhetorical language features, with increasing confidence. • Pupils can confidently explain what ethos, pathos and logos are; • Pupils can analyse the effect of Shakespeare's figurative language in 'Macbeth', with scaffolding.	• Pupils are able to select apt, precise quotations independently and can embed them into their own analyses independently. • Pupils are able to write sustained analyses of extracts and more substantial texts, using the prescribed structure, with very minimal teacher intervention. • Pupils' own reading choices are drawn from a range of eras and genres, including more challenging material and some classic literature.
Writing	• Pupils consistently use more challenging Tier 2 vocabulary within their writing; • Pupils consistently write in accurate paragraphs, using a wider range of connectives and adverbials as signposts for the reader; • Pupils consistently write in more formal registers, using Standard English;	• Students use gothic tropes and figurative language with increasing mastery in their own writing. • Pupils' fiction and non – fiction writing is always detailed and sustained, holding the reader's attention throughout.

	• Pupils are able to write **rhetorically**, in order to **guide the reader** through more complex content and ideas, e.g by using discourse markers and adverbials to sign-post the reader through an argument. • Pupils can **confidently** write to describe and narrate, using techniques such as: similes, metaphors, personification, sensory language and **pathetic fallacy**; as well as whole text approaches such as 'drop, shift, zoom, link'.	
Literacy	• Pupils can **confidently** identify and use a wide range of grammatical features, moving beyond basic word classes. They can use correct terminology for poetic and figurative language features, such as 'iambic pentameter' and 'dramatic irony'; • Pupils **always** proof read in a focused way, correcting mistakes as they go. • Students use a range of punctuation with accuracy and confidence across all types of writing. If punctuation is missing or incorrect, this is identified and corrected. • Pupils are **generally** able to spell more complex and developed vocabulary accurately; • Pupils can vary their sentence types and lengths **independently**, in order to achieve desired effects within their writing.	• Pupils can spell complex, multi-syllable words **accurately**, across their writing. • Students' use of punctuation is considered and crafted, contributing effectively to the overall success of their writing.
Speaking	• Pupils **routinely** give verbal answers in full sentences, **confidently** using any Tier 2 or Tier 3 vocabulary relevant to the response; • Pupils **frequently** volunteer answers to class or group discussions and can respond to follow – up questions **confidence**; • Pupils **confidently** use Standard English **where appropriate, without any prompting.** • **Pupils are beginning to use rhetorical devices within their own spoken contributions; perhaps with some prompting and scaffolding.**	• **Pupils are able to consciously use rhetorical language to argue their points during class discussions, without support;** • Pupils volunteer extended answers during class discussions and can **lead discussions related to their ideas; engaging confidently with both adults and other students.**
Contextual Knowledge	• Pupils are able to identify and discuss a range of social and historical context elements relating to **the Victorian era and gothic fiction;** • Pupils are able to identify and discuss a range of social and historical context elements relating to **famous orators from the 20th century;** • Pupils are able to identify and discuss a range of social and historical context elements relating to the **Jacobean era and, specifically, to 'Macbeth'.**	• Pupils **confidently** include their knowledge about social and historical context within their written responses to texts written by Shakespeare, **Victorian** or modern writers. • Pupils **routinely** apply their own general knowledge to their reading; including when exposed to texts from very different time periods and cultures.

1. Teaching Model

The teaching model supports pupils, giving them the confidence to take risks with their learning and discover new cultures, skills, and perspectives within a positive learning environment. Each lesson is designed around a central driving question, with the aim being that students can answer this question confidently by the end of a series of lessons. Pupils will develop skills throughout their study of the curriculum and the driving question focuses this development towards mastery of the comprehension, analysis and evaluation of language. This allows the teacher to challenge pupils to think critically and engage in class discussion around a variety of topics.

Each lesson starts with a 'Do Now' activity that is designed to retrieve prior knowledge and spark pupils' thinking relating to the driving question. We often quiz pupils on subject terminology or ask for imaginative thinking in response to stimuli, such as videos and images. The lesson continues with a series of activities that involve collaborative talk and practice, exploring new texts together with the teacher acting as a guide.

This culminates in deliberate practice, where pupils apply the skills, they have practised throughout the lesson to an independent task. Feedback is a key part of the lesson and allows teachers to monitor pupils' understanding and progress. The end of the lesson offers pupils an opportunity to reflect on the lesson content and feedback they have received, giving them clear targets for improvement.

Teaching and learning in English:

It is important to have a classroom routine pupils can count on every day. Having the same procedures every day cuts down wasted learning time significantly.
Our classroom routines promote a positive environment where all pupils can learn.
Our daily routines include:

- High classroom expectations.
- Meeting and greeting pupils at the door.
- Having the date, title, driving question and "**DO NOW**" activity on the interactive whiteboard as pupils walk in and settle.
- Well planned and sequenced lessons which promote positive engagement from all pupils and lead to clear progress.

Example of what a typical English lesson would look like at Rockwood:

Pupils settle into a silent DO NOW activity at the beginning of the lesson which assess prior knowledge or involves consolidation:

Pupils transition into an "I DO/ WE DO" part to the lesson where the teacher delivers new instruction/theory or ideas followed by a discussion and Q & A:
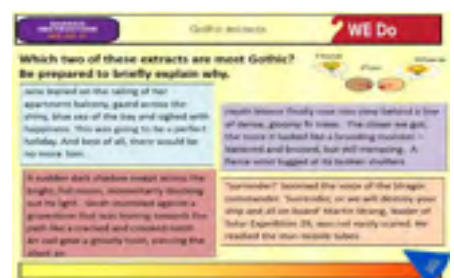
Pupils will then apply the skills they have acquired to a (YOU DO) mini-plenary/ progress task/assessment for learning (AfL) task either independently (if instructed) or with their work partner. This is usually time restricted and instant feedback is provided where pupils will then self/peer assess in red pen.

Finally, pupils will end the lesson with a plenary task which allows them to test their newly learned skills in novel, unfamiliar contexts. This helps further strengthen and develop knowledge, understanding and application.

Suitable Work

What is it?
Suitable work is a term that means work that is fit for purpose. Tasks that are set in class should support the learning objective for the lesson and should allow pupils to embed and develop the skills and knowledge that you are covering. Suitable work should be pitched at an appropriate level for your class and you may stretch or scaffold as needed. Our CAPs and bookletised approach means teachers have the freedom to adapt the sequence of learning to the pupils they have in front of them.

What is it not?
Suitable work is not a term that means differentiated tasks. As previously outlined, pupils do not need completely different tasks if they are supported to access the work that is set. All pupils are expected to complete the Diagnostic and Final tasks for each unit.

Why do we do it?
If pupils cannot access the tasks that we are setting, they become a pointless exercise. Our aim is to challenge the pupils but give them the opportunity to succeed. We need to gauge the level of suitable work to ensure that pupils are working hard but are not disheartened by expectations which are impossible for them to achieve.

What does this look like in the classroom?
Suitable work will be different in each room. This is something that requires knowledge of your pupils' prior attainment and current level of skill as it needs to be tailored to your group. When working using the CAPs, it is important to consider how you will enable your pupils to achieve the intended outcomes. Consistency of delivery does not mean identical delivery.

Introducing new information

What is it?
This is the new content that you want the pupils to learn in the lesson. We do this manageable chunks to avoid cognitive overload. We never use 'discovery learning' or expect pupils to 'guess what is in my head'. We are explicit in explaining information pupils need to know in order to progress. Each of our units is broken down into around 6 'Big Questions' which sequence the information and new knowledge pupils will master.

What is it not?
This is not retrieval, but you will build links between the new learning and prior content. This is not simply written information.

Why do we do it?
Rosenshine specifically refers to manageable introductions of new information, as we know that pupils' working memory cannot hold large amounts of brand new information at once.

What does this look like in the classroom?
We use our booklets and CAPs to ensure that by the end of a unit, all the required disciplinary and substantive knowledge has been taught to pupils. It is vital that all teachers in the department follow them, as the introduction of new information has been carefully sequenced so as to allow for effective learning in the classroom. Every unit taught from Y7-11 links to one of our 5 End Points.

Modelling

What is it?
Modelling is the process by which we show pupils how to approach a task and how to use the skills we are trying to teach them.

What is it not?
Modelling is not simply showing the pupils completed responses.

Why do we do it?
When teaching pupils how to answer questions or complete tasks, it is vital that we model the metacognitive approach required to achieve success. Imagine trying to learn how to bake a cake if all you have been given is the final cake. It would be incredibly difficult to understand the process if you had never been shown a recipe or a live demonstration.

What does it look like in the classroom?
Modelling of a 'complete response' can often be daunting because many teachers assume it always means live modelling. While live modelling is undoubtedly beneficial as it allows you to narrate the thought process, a pre-prepared model is also valuable. You can explain to pupils how you achieved the end product and annotate it to show your method. You should be using the visualiser in almost every lesson to show pupils what you are expecting to see in their exercise book – whether it is note-taking, questions, or extended writing.

Independent Practice

What is it?
Independent practice is when pupils work on the skills we have been teaching independently. This is a valuable method of formative assessment.

What is it not?
Independent practice is not a catch-all term for work that is done alone. Independent practice should be part of a process whereby support is gradually withdrawn until the pupils can attempt tasks independently.

Why do we do it?
Independent practice is vital for assessing whether pupils have mastered a particular skill or piece of knowledge. If pupils only ever complete tasks with support from their teacher, it is impossible to tell whether they truly understand what they are doing or if they are simply copying the teacher's process. In addition, independent practice builds resilience, which is important not only for the pupils' GCSE exams, but in their wider lives.

What does this look like in the classroom?
Independent practice should be the final step in a sequence of teaching a particular skill or topic. This sequence can take place over a lesson or over a number of weeks. For example, in a lesson, you may be teaching pupils to embed a quotation into a sentence. Over several weeks, you may be teaching pupils to structure an argument into an essay-style response. Independent practice is a vital part of the process both for teaching the individual skill and for mastering a range of skills that are needed to attempt a larger task.

Questioning

What is it?
Questioning is how we ascertain what the pupils know and how we elicit information from them. Questioning is a vital aspect of teaching as it allows us to target certain pupils and is a key part of formative assessment. Importantly, questions should be planned in advance.

Whilst there will be occasions during the lesson when questions will arise spontaneously, planned questioning is incredibly important.

What is it not?
Questioning should not be left to chance and we should not simply ask the questions to pupils who have their hands up.

Why do we do it?
The next of Rosenshine's principles refers to the use of questioning. As teachers, there is no tool in the classroom as effective as questioning when it comes to finding out what our pupils do and do not know.

What does this look like in the classroom?
In order to develop pupils' understanding and metacognition, it is important not to simply ask closed questions, or questions that have short answers. The most effective questions will encourage pupils to think about the topics and engage with the learning. Some question stems are listed below.

- "What is the main idea of ...?"
- "What are the strengths and weaknesses of ...?"
- "How does this tie in with what we have learnt before?"
- "Which one is the best ... and why?"
- "Do you agree or disagree with this statement: ...?"
- "What do you still not understand about ...?"

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION

A thematic interpretation for teachers by **Tom Sherrington**

@teacherhead

OLI CAV
Oliver Caviglioli
@olicav

REVIEWING MATERIAL

❶ Daily review

❿ Weekly and monthly review

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

QUESTIONING

❸ Ask questions

❻ Check for student understanding

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

❷ Present new material using small steps

❹ Provide models

❽ Provide scaffolds for difficult tasks

Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

❺ Guide student practice

❼ Obtain a high success rate

❾ Independent practice

Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

Staffing:

Roles and responsibilities:

Staff Member	Allocated Hours	Room	Responsibility
SPR (HoD)	20	G7	Leading and managing the English faculty. Overseeing the day-to-day running of the department. Monitoring Y7-11 curriculum outlines (long-term, medium term & short term plans). Monitoring and tracking homework, work scrutiny, teaching and learning within the department, transition from EDEXCEL to AQA. Tracking of assessment data both internal and whole school data. Monitoring and tracking progress of pupils; implementing necessary intervention plans with relevant staff for pupils who are falling behind/or underachieving. Monitor and track departmental behaviour. Implement a departmental parking and detention rota. Ensuring wider opportunities are secured for pupils through enrichment programmes offered within the department e.g. competitions, trips, WBD, poetry/ storytelling days etc. Support staff professional development by constructing a bespoke subject-specific programme to increase pedagogical knowledge and strengthen teaching practice (CPD). Coaching and mentoring Ordering books and equipment Whole school literacy programme, form time literacy ppts, LEXIA intervention and monitoring.
KBI (2IC)	20	G6	Support HOD in tracking and monitoring of curriculum delivery. Monitor and track behaviour of students in English: support all new staff and NQTs. Monitor and track Year 10 - 11 curriculum outline (long-term plan and medium term plans) (EDEXCEL) Preparing assessments for year 10-11 EDEXCEL Monitor and track year 10 – 11 assessment tracking system. Report to HOD trends in Year 10 performance and any students who are underachieving. Ensure the delivery is consistent and in-line with expectations through book scrutiny and learning reviews. Supporting to order books and equipment. Work with HOD to develop subject specific teaching and learning CPD in-line with the needs of the department.
NBN (LP)	21	G8	Support HOD in tracking and monitoring of curriculum delivery. Monitor and track behaviour of students in English: support all new staff and NQTs. Monitor and track Year 7-9 curriculum outline (long-term plan and medium term plans). Monitor and track year 7-9 internal assessment tracking system.

			Report to HOD trends in Year 7-10 performance and any students who are underachieving. Ensure the delivery is consistent and in-line with expectations through book scrutiny and learning reviews. Develop and embed an innovative transition programme from year 6 to year 7 to promote engagement (SPR to support) Work with HOD to develop subject specific teaching and learning CPD in-line with the needs of the department.
SLN (AHT)	11	G2	Support HOD in tracking and monitoring of curriculum delivery. Monitor and track behaviour of students in English: support all new staff and NQTs. Work with HOD to develop subject specific teaching and learning CPD in-line with the needs of the department.
(SENDCO)	10	G2	Support HOD in tracking and monitoring of curriculum delivery. Monitor and track behaviour of students in English: support all new staff and NQTs. Work with HOD to develop subject specific teaching and learning CPD in-line with the needs of the department. Support department with differentiated resources for SEND students.
MAD	22	G5	Plan and deliver good to outstanding English lessons on a consistent basis. Liaise with and refer any issues to HOD. Ensure students behaviour is in-line with Academy expectations. Refer any issues to HOD/PM/SLT Support academic enrichment opportunities for students in English. Sharing and planning resources in line with LTP, MTPs. Planning, supporting and implementing enrichment activities within English.
NCY (ECT)	21	G10	Plan and deliver good to outstanding English lessons on a consistent basis. Liaise with and refer any issues to HOD. Ensure students behaviour is in-line with Academy expectations. Refer any issues to HOD/PM/SLT Support academic enrichment opportunities for students in English. Sharing and planning resources in line with LTP, MTPs. Planning, supporting and implementing enrichment activities within English.
Misbah (ECT)	21	G4	Plan and deliver good to outstanding English lessons on a consistent basis. Liaise with and refer any issues to HOD. Ensure students behaviour is in-line with Academy expectations. Refer any issues to HOD/PM/SLT Support academic enrichment opportunities for students in English. Sharing and planning resources in line with LTP, MTPs. Planning, supporting and implementing enrichment activities within English.
Summayah (ECT)	20	G9	Plan and deliver good to outstanding English lessons on a consistent basis. Liaise with and refer any issues to HOD. Ensure students behaviour is in-line with Academy expectations. Refer any issues to HOD/PM/SLT Support academic enrichment opportunities for students in English. Sharing and planning resources in line with LTP, MTPs. Planning, supporting and implementing enrichment activities within English.
LES	22		Plan and deliver good to outstanding English lessons on a consistent basis. Liaise with and refer any issues to HOD. Ensure students behaviour is in-line with Academy expectations. Refer any issues to HOD/PM/SLT Support academic enrichment opportunities for students in English. Sharing and planning resources in line with LTP, MTPs. Planning, supporting and implementing enrichment activities within English.
VAC	22		Plan and deliver good to outstanding English lessons on a consistent basis. Liaise with and refer any issues to HOD.

			Ensure students behaviour is in-line with Academy expectations.
			Refer any issues to HOD/PM/SLT
			Support academic enrichment opportunities for students in English.
			Sharing and planning resources in line with LTP, MTPs.
			Planning, supporting and implementing enrichment activities within English.
VAC (Mat cover)	**22**		Plan and deliver good to outstanding English lessons on a consistent basis.
			Liaise with and refer any issues to HOD.
			Ensure students behaviour is in-line with Academy expectations.
			Refer any issues to HOD/PM/SLT
			Support academic enrichment opportunities for students in English.
			Sharing and planning resources in line with LTP, MTPs.
			Planning, supporting and implementing enrichment activities within English.