

# ENGLISH DEPARTMENT HANDBOOK

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## INTRODUCTION AND WELCOME

Our department is characterised by a strong sense of collaboration and enthusiasm for our subject areas and our pupils. We enjoy an excellent working relationship with staff from other departments both at our school and at others. The department's main aim is to achieve the highest possible standards for all of our pupils. We hope that pupils will enjoy their work in English and strive to ensure that our curriculum offers a rich and diverse range of learning experiences.

This handbook is designed as an informative document for a number of different audiences - departmental personnel, the head teacher, governors, student teachers and even inspectors!

It will provide these different audiences with the information they need to guide them through the policies and practices of the English Department at Longdean School.

It is also designed to offer helpful advice to colleagues as well as outlining their responsibilities. It is therefore important that colleagues within the English Department are familiar with its contents and adhere to it at all times. It should be read in conjunction with other documentation within the department (schemes of work; examination specifications; National Curriculum documents; QCA documents; School Handbook), which will form a complete picture of the current practice and the expectations and responsibilities of an English teacher at Longdean School.

We perceive of ourselves as a team, each with her/his own contributions and strengths. It is this sense of teamwork which should enable us to face the challenges ahead with confidence and enthusiasm.

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Head of Department

# The Department

# THE ENGLISH TEAM

**STAFF NAME**

**Position / Responsibilities**

## DEPARTMENTAL AIMS AND OBJECTIVES

The department must reflect the aims of the school. Our aims and objectives are:

- To consider every student of equal value and importance, regardless of age, ability gender, religion or ethnicity and to set a good example to the students.
- To ensure that our strategies do all that is possible to enable our students to become confident and competent with the spoken and written formats of language.
- To be aware of our students' career needs and that control of language in all its forms will enable them to participate fully in society.
- To teach and provide the national curriculum entitlement for all students and to follow the guidelines laid down in the framework for teaching English; to review schemes of work, learning and teaching styles as appropriate, always seeking to improve quality for the benefit of students.
- To recognise that children learn in different ways and so to provide varied and stimulating learning activities for all our students.
- To assess students' progress regularly, and to monitor progress using data and IEPs to inform planning.
- To encourage and reward the highest possible standard of achievement so that all students can realise their full potential.
- To give students the confidence and encouragement to develop them as independent learners.
- To enrich the curriculum by providing opportunities for visits, outings, theatre trips and visiting workshops.
- To support each other by sharing resources and good practice.
- To carry out the aims, principles and development of practice of the Teaching and Learning Policy of the school ( see appendix).

- To give access to and promote Continued Professional Development (CPD) for all Department staff.
- To use finances in resources in a way which is beneficial to all students.
- To establish positive links with parents.

## **STAFF DEVELOPMENT POLICY**

We recognise that it is important for each member of staff in the department to keep abreast of new initiatives, in addition to developing his/her own interests in either subject or management. We support the whole school Professional Development Policy.

### **INSET**

Staff are encouraged to attend appropriate courses as or when they occur. It is important that these reflect the department's priorities as outlined in the DDP. However, it is recognised that if a course is advertised that does not fit in with the DDP, but would still be of benefit to the department, it is right that someone should attend.

It is possible on some occasions to arrange INSET within the school. This has the advantage of reducing costs and may perhaps lead to less loss of contact with teaching groups.

If a member of the department attends a course, they should cascade information to the rest of the team at the next departmental meeting, as well as providing an A4 sheet of key learning points.

### **Performance Management**

Staff INSET requirements are identified during the Performance Management process. Every member of the department meets with his/her line manager. This enables him/her to discuss general performance, strengths, concerns and development needs, to review previous targets and to set targets for the forthcoming year. The department supports the whole school CPD Policy.

### **New Members of Staff**

Staff whose main department is elsewhere are attached to a mentor who supports them with their English teaching.

Each new member of the English department is entitled to:

- opportunities to visit the department before taking up a post;
- opportunities to observe and teach with other members of the department;
- opportunities to be observed by the head of department and - if appropriate - other members of the department;
- full access to the school's induction programme;
- opportunities to be fully involved in collaborative planning and reviewing of materials, courses and all aspects of the department's work.

All new members of staff are given a mentor to help the settling in process and to ensure that he/she knows what is expected concerning the day to day running of the department and the school. This is achieved by regular meetings between the mentor and the member of staff. With NQTs, time is allocated on the timetable to facilitate this process.

## **NQTs**

The NQT will be guaranteed the statutory maximum contact time, currently 90% of a normal timetable, for a teacher without management allowances. This additional release time will be protected and not taken for cover. Non-contact time should normally be timetabled on a weekly or fortnightly basis. Non-contact time should be negotiated with the NQT and clearly identified. It should be organised so that it can be used to effectively support NQTs' professional development during induction.

Meetings relating to induction should focus on NQTs' professional development and progress. They should be arranged in consultation with the NQT and adequate non-contact time be given. NQTs should be guaranteed regular individual half-termly review meetings to discuss their progress. Meetings will be held during the school day, excluding lunchtimes.

NQTs should be guaranteed adequate resources and support to enable them to fulfil the objectives set at review meetings.

NQTs should be guaranteed regular teaching of the same class or classes and adequate resources to do so. The NQT should not be expected to teach outside the age range or subjects for which they have been trained. NQTs in mainstream schools should not be expected to teach classes with disproportionate numbers of SEN pupils or pupils with behavioural problems regarded as excessive within the individual school setting.

## **Student Teachers**

As a department we are firmly committed to placing student teachers where possible, believing that they can bring freshness of approach and new ideas to a department and that we have a role to play in educating future members of the teaching profession.

During their first practice, ITT trainees will assist with and then teach discrete units of work to groups, which they will help to plan and for which they will take increasing responsibility. This should avoid problems resulting from trainees taking responsibility for fragments of courses. Trainees have one hour a week with the subject mentor to discuss their experiences and progress and to relate the themes studied at college to the practicalities of teaching. Teachers whose classes the trainees teach give both verbal and written feedback, with the aim of encouraging and advising the trainees.

During their main practice, after a short, negotiated period of observation, trainees take over the teaching of classes. Class teachers and the mentor will continue to support and supervise trainees' planning and teaching and should observe lessons regularly, giving written feedback. Sometimes this will be general feedback; sometimes it will be on a specific focus, agreed with the trainees. Class teachers should also give copies of written observations to the mentor, who compiles an assessment of each trainee.

It is important that an English trainee get experience of all the Key Stages. In one academic year, a class should only experience a trainee teacher once. No one member of the department should give up more than two of their teaching groups to a student teacher during one practice.

Student teachers are regarded as colleagues and their development is of importance to all members of the department. Their integration is encouraged in the following ways:

- full involvement in department meetings;
- involvement in department INSET and collaborative planning;
- involvement in organising and participating in trips;
- involvement in extra-curricular activities;
- involvement in parents' and open evenings;
- being given responsibility for their teaching environments;
- involvement in department and whole school activities.

## **MONITORING POLICY**

The Head of Department and Seconds in Department monitor and evaluate throughout the year using a variety of means. It is a supportive, professional and open process encouraging the development of good practice and professional dialogue within the department. It is central to the maintenance of standards and the raising of achievement. The department is proud of its 'open door' ethos.

### **Lesson Observations**

Classroom observations help to share good practice, and develop professional dialogue. The department endorses an open door policy. Observations will be carried out through the year by as detailed above but will also be undertaken as part of the professional development of each member of the department. Lessons will be judged against specific criteria and observation forms should be filled in and time made to 'feedback' and discuss issues which have arisen.

### **Departmental Review**

The department is reviewed by Senior Management periodically. This includes a review of documentation and lesson observations.

### **Self Evaluation**

The department uses the 'High Sights' system to monitor progress and prepare for inspection. Time is allocated at departmental meetings to monitor and review the folder of evidence.

### **Results**

The examination results are reviewed critically each year by the Head Teacher, the Head of Department and by the department as a team. Successes are acknowledged and departmental targets set. The HoD also uses available data - value added scores - as a means of judging teacher and class performance. This continual process year by year informs the working

of the department on a daily, termly and yearly basis allowing for planning through the DDP.

## **Book Looks and Standardisation**

Book looks are carried out throughout the year by a variety of staff to ensure consistent approach and to reward and encourage individual pupils. Standardisation takes place throughout each key stage to provide an opportunity to discuss pupil progress and form part of our annual review of schemes of work.

## TEACHER ABSENCE

When not known in advance, follow the school policy and telephone the published number.

If the absence is known in advance, staff are requested to complete the school Cover Sheet for each class and ensure that a set list is available. Some staff speak well of a folder of your classes readily available on the desk. Please provide a seating plan.

If possible, arrange for a copy of work set to be left with HoD as it is not unknown for work left on desks to disappear unexpectedly during the day.

# Administration

# COMMUNICATION

## Within the department

- The departmental bulletin is published at the start of each two week cycle, providing housekeeping information. This allows us to keep a Teaching and Learning focus at meetings.
- Various staff have responsibilities within the department and should be consulted on issues which are pertinent to their roles.
- Staff are encouraged to discuss any professional issues with the HOD informally at any time.
- Staff may raise any department issue at department meetings by placing the matter on the agenda.
- Informal contacts are probably the major source of communication and these are frequent and useful. The department group room is where such communication takes place.
- English department meetings take place on a regular basis as outlined on the school calendar. Additional meetings are organised as the need arises.

## With parents

It is essential that parents are kept closely informed about their children's progress. Such communication will usually take place via the whole school systems such as parents' evenings and the reporting process.

Other situations may arise where it is necessary to contact home:

- as a result of the departmental tracking and monitoring system;
- as part of the school's reward scheme;
- if a student does not meet deadlines for coursework at GCSE or A level;

- if a student is placed on detention;
- if a trip or social event is organised by the department.

It is vital that copies of letters sent home are passed to the school office to be placed on the student's file. Teachers should also keep a record of all communication with their mark book.

# MEETINGS

## Frequency and duration

Departmental meetings will be regularly held in accordance with the school calendar.

There may be additional meetings throughout the year to ensure that moderation and standardisation procedures are carried out.

Meetings will be held after school and will usually last 45-60 minutes.

## Attendance

Members of the department and student teachers are expected to attend. If staff are unable to attend they should inform the HOD before the meeting.

## Agenda

An agenda will be issued before the meeting. Staff who wish to put items on the agenda should see the HOD at least 24 hours before a meeting.

Regular department meetings enable the English team to:

- discuss students' progress;
- raise and review issues;
- feedback from other meetings and training courses.

## Minutes

The minutes will be taken by staff on a rota basis and will contain action points and will be published to all department staff. A copy of the minutes will go to SLT. Minutes should be distributed within 5 working days.

## DISPLAY POLICY

We believe that good displays are essential to student motivation by providing a stimulating learning environment. Each teacher is responsible for the displays in their classroom base. These should be changed approximately once every term. Resources for display work are stored in the group room. There is a folder for displays in the English area on the network.

We will all have our own individual styles, but the following should be adhered to when putting up a display:

- Poster paper must be used to cover the boards
- Use borders to enhance the overall effect
- Work displayed should be either self-explanatory or explained clearly in a brief note from the teacher or class
- Display work should represent a range of abilities, but the work should reflect care, effort and attention to detail
- Work displayed should be marked

The displays in the English Department will fall into two main categories:

### **Displays of students' work (celebratory)**

These may well be the finished products of a longer piece of work. They will typically show work from a range of all abilities and students will, in completing the work, show an awareness of another audience other than their teacher. We believe that every student should be given the opportunity to have their work displayed.

### **Learning Displays:**

These displays focus in key elements within topics and schemes and highlight aspects students need to be constantly aware of. These might include key words, sentence starters, definitions, reading and writing objectives, levels and grades, exemplar texts etc. These displays may well use aspects of work to show the process a student needs to go through with a piece of work to be successful e.g. the process of annotating a poem to write an essay.

## USE & TIMETABLING OF ROOMS

Full-time English staff each have their own teaching rooms, around the same area in \_\_\_\_\_.

Members of staff from other Departments may teach in their own rooms elsewhere in the school, or are timetabled in rooms as close as possible to the English area.

Staff	Room

In addition, members of Department have use of the English Group Room for work and meeting in non-contact time, where the notice board acts as a useful contact point.

Staff are responsible for the upkeep and appearance of their teaching rooms. Every effort should be made to maintain them and the area around the rooms. Students' work, exemplars and posters should be attractively displayed. The exemplars can be used as teaching aids or as examples of good practice. Display of students' work provides students with an audience for their work. Tidy and well-kept displays show that value is placed upon

pupils' work. \_\_\_\_\_ is available for help with display, but needs to be booked well in advance.

Staff should be vigilant for signs of damage to desks and furniture, and take pains to ensure that pupils treat their surroundings with respect. Damage should be reported to the HoD and \_\_\_\_\_. Safety risks should be reported to \_\_\_\_\_. Malicious or deliberate damage should be paid for by the student.

# STOCK PROCEDURES

We have a range of texts available in novels, poetry and drama, and a selection of course books.

The Department's televisions and video players allow showing of films, televised play productions and documentaries to enhance work in reading and writing in all courses and for all age groups. Cassette tape recorders and zone microphones allow for prepared oral work. There are OHPs in classrooms.

We are always looking for opportunities to expand our resources, e.g. in small reading sets or for greater range, but staff must be aware that funds are finite. We must take care of the stocks we possess in order to add to and not only replace. Damage to stock or missing copies of texts (e.g. too small a set) should be reported in writing to the Head of Department.

## Procedures

### 1. Consumable stock

e.g. exercise books, file paper, board markers, pritt sticks. Each member of staff is issued with new stock at the start of term. Further stock maybe obtained from HoD.

### 2. Texts

We have a great number of books. This can in itself be a problem in storage, circulation and quality control!

- There is a file in the Group Room where staff enter the sets they have taken.
- Rule through when ALL copies are returned.
- Please do NOT send sets down to be dumped in the group room: find the time to return them to their places yourself.
- Staff should inform HoD in writing of tatty or incomplete sets so that replacement copies can be ordered. An incomplete set is not of use for full-class work.

There is also a labelled box in the Group Room for neat temporary storage of the odd copies which will float about the school. Please play your part in picking them up and bringing them home, and putting them away in the right places.

Key Stage Four and Five texts are available \_\_\_\_\_ and Key Stage Three texts can be found in \_\_\_\_\_. Please ensure that all books are signed for and returned as soon as no longer required.

### **3. TV and video trolley**

Available from \_\_\_\_\_. Please book in advance.

### **4. Laptop Bank**

Available from \_\_\_\_\_. This resource must be booked via ICT Support. It is recommended that staff book a member of the ICT Support team to help set up and run lesson.

# **Classroom Management**

# REWARDS AND SANCTIONS POLICY

## Rewards

- **Teachers should adhere to the school's Positive Behaviour Policy.**
- Stickers to be given in class at the end of a lesson to reward individual effort and contribution to class discussion or work.
- Commendations to be given for a high level of attainment, effort and/or progress. A commendation should be awarded for three stickers
- Importance given to oral work by the department is essential. Good use should be made of the "Well Spoken" and "Well Read" and "Good Contribution" stickers.
- Departmental postcards can be sent home to students.

## Sanctions

- **Teachers should adhere to the school's Positive Behaviour Policy.**
- If there is a concern about homework, students should be given a detention by their English teacher. Twenty-four hours' notice should be given. Detention slips are available in the Group Room.
- If a student fails to attend this detention, the teacher should arrange another detention and should notify parents.
- A record of the detentions, the phone call and any further action taken by the teacher must be kept.
- If a student fails to attend two detentions, the HoD must be informed in writing.
- The student will then be instructed to attend an official departmental detention. Parents will be informed by letter and form tutors and HoY will be notified.

## HEALTH AND SAFETY

An orderly and controlled classroom environment is the best way to ensure students safety whilst also promoting learning. Particular attention needs to be paid to the entry and exit of the students and the movement of furniture when this is necessary.

All safety hazards in the classroom, or in the vicinity of the classroom should be reported promptly to the site manager and/or caretaker.

If a member of staff is concerned about the health of a particular student, for any reason, that students should be sent to the school matron with a signed and dated note explaining the reasons for this action, and accompanied by another student if necessary.

It may be appropriate to allow small groups of students to work on their own in an empty classroom, for example for the recording of radio scripts. This is acceptable, at the teacher's discretion, provided that the students are reminded of their responsibility for their own behaviour and safety. In particular, they should not move heavy furniture or climb on chairs and tables.

It is best if the classroom teacher sets up any electrical equipment in advance.

# Inclusion

# DIFFERENTIATION POLICY

The English Department recognises the need for clear objectives of which pupils are aware and suitable content to engage, motivate & challenge all pupils.

## Why differentiate?

- To cater for individual abilities and interests.
- To aid planning procedures and target setting.
- To ensure pupil achievement and success.
- To enhance individual capabilities, strengths and interests.
- To ensure more accurate record keeping.
- To make assessment procedures more effective.
- It makes teaching and learning more effective.
- To better match task to pupil.
- It will ensure that children can progress at their own pace.
- Differentiated work can assist with early diagnosis of learning difficulties.
- To identify specific needs and gaps in learning.
- Differentiated tasks can lead to the more effective use of resources.
- Children will be better motivated and fewer behavioural problems will arise.

## What would you expect to see in a classroom where there is effective differentiation?

- Pupils working independently and showing autonomy.
- Pupils would be working in a variety of different ways.
- The classroom would be organised in an appropriate way for the lesson.
- Pupils may be working on a variety of tasks. All the children would be involved and well motivated.
- Pupils would be on task.
- The teacher would be free to move around the classroom.
- There would be a positive pupil-teacher interaction.
- Pupils would be involved in negotiating their work.
- The children would present their outcomes in a variety of ways.

- A variety of assessment techniques would be in use.
- The teacher would adopt a variety of roles.
- Co-operative learning would be taking place.
- Appropriate texts and guides would be in use.
- A range of resources would be in evidence.
- Teachers' planning and records would be on an individual basis.

## Useful ideas for differentiation in English

### Oral questioning

- \* Repeat and simplify initially difficult questions
- \* Give an either / or option
- \* Vary difficulty of question for ability of pupil
- \* Pupils to write questions (and answers) to be swapped by teacher with pupil of similar ability

### Written questions

- \* Start with easier ones and get progressively harder, with the intention that only the more able will finish / setting different targets
- \* Colour code questions seemingly randomly, and giving pupils of different abilities a certain colour to follow; or saying, tackle red first, then green...
- \* Cloze exercises with options to circle for some, whereas others must write out whole sheet\*

### Written work / group work

- \* Putting vocab lists on desks
- \* Use of writing frames - (write frames as class and choose best?)
- \* Pair work
- \* Working on different materials in similar ability groups or
- \* Same materials in small mixed ability groups
- \* Use of very structured worksheets
- \* Assigning responsibility for group feedback, taking ability into account
- \* Arranging ability groups for guided reading / writing
- \* Visual prompting - e.g. use of pictures, labelling
- \* Linking idea with relevant quotation on a jumbled up worksheet
- \* Use of video / tape to help understanding

**Differentiation by task**

- \* Giving some pupils crosswords or word searches linked to topic - they could devise these themselves and swap
- \* Use of pictures to aid understanding
- \* Give some students storyboard with cloze activity captions when others have to devise captions themselves

**Drama**

- \* Drama can be used in many ways to aid understanding of a text - the roles assigned can be differentiated by the teacher according to ability

## LEARNING SUPPORT

The Department endeavours to make all areas of the curriculum accessible to every pupil whatever their ability. The work is differentiated where necessary to enable all pupils to achieve success at a level appropriate to their ability and to stretch and encourage the more able to reach their maximum potential.

Liaison is maintained with the Special Needs Department so that staff can receive help, if necessary, with assessing a pupil's ability and developing programmes of study to meet individual need.

Students who have Special Educational Needs will have been identified and placed on the appropriate level in accordance with the Code of Practice. If you have any concerns about a student who seems to be having problems and who needs extra help, please speak to the SENCO.

IEPs are stored in the staff shared area on the network and it staff should read and retain copies for reference. It is the responsibility of staff to review these periodically and use them to inform teaching and assessment. A student's stage on the Code of Practice should be recorded in mark books.

## GIFTED AND TALENTED

The English Department aims to provide opportunities to develop independence of learning by the use of initiative, working individually, in pairs, in groups and as a class. Learning will be linked to wider applications across the curriculum using a range of resources.

Students will avail themselves of more complex and demanding text, completing work in greater depth than those carried out simultaneously by other students.

There are opportunities embedded in the schemes of work for students to take leadership roles in the classroom.

# EQUAL OPPORTUNITIES

## Entitlement

Within the English classroom, each individual has something positive to offer and should be valued accordingly.

All students are entitled to full access to the curriculum; groups are organised and learning is structured, with the intention that all students have equal access to the experiences we offer them. This involves ensuring that individuals do not become 'invisible' or in any way marginalised because of their race, their gender, their language or their ability.

## Attitudes

English has a particular role to play in the development of students' understanding and tolerance of others, and their ability to co-operate with them. The department is committed to countering actively any forms of discrimination on grounds of gender, social class, disability, religion or sexual preference. In the curriculum, work on language and on media and literature texts raises issues relating to equality and prejudice. Where negative or stereotypical representations are found in texts, these are looked at critically.

Some of our curricular materials are designed to present positive images of groups who are often discriminated against and some of our work is designed to provide opportunities for exploration of stereotypes and of the working and effects of prejudice and discrimination.

## Language

We are committed to promoting a model of language in which there are no 'correct' or 'superior' forms of spoken or written English, only forms appropriate to particular contexts. All work on language reflects this model, as should the terms in which language is discussed informally with students. We aim to raise awareness of multilingualism and we are committed to valuing any languages spoken in the school as a rich resource in our classes.

## LEARNING AND TEACHING POLICY

As a department, we believe that all students should enjoy learning and that each student should have an equal opportunity to achieve their maximum learning potential. This is a challenging goal and as a department we are constantly reviewing and developing our practice as we strive to achieve it.

Students come to English lessons with certain expectations; that they will be valued and encouraged but that the lesson will be demanding, rigorous and fun! The department is working hard individually and as a team to ensure that these standards are maintained and bettered through systematic self evaluation.

Learners in English lessons should be:

- **Engaged in suitable activities** - to acquire or consolidate concepts and skills which are appropriate for their age and abilities
- **Challenged** - in relation to their earlier work. Students should be able to understand and cope successfully with lesson content, but only with intellectual, physical or creative effort
- **Productive** - students should be working at the optimum pace
- **Motivated** - students should be seeking help when needed and staying on task.

Teaching in English lessons should be:

- **Discursive** - characterised by high quality work
- **Interactive** - pupils' contributions are encouraged, expected and extended
- **Well paced** - there is a sense of urgency, driven by the need to make progress and succeed
- **Confident** - teachers have a clear understanding of their objectives
- **Ambitious** - there is an optimism about high expectations of success

## Lesson Procedure

- Teachers must supervise the corridor between lessons. They should meet and greet students at the door, and ensure that they enter the classroom in an orderly manner and ready to work.
- A register must be taken during every lesson.
- The teaching aims must be made explicit to the students.
- Most lessons should begin with a starter. Variety and pace within learning is an important aid to concentration. The idea behind the starter is to begin lessons in a fast-paced, interactive way that helps students focus on an aspect of learning. It is also a good control mechanism since it means classes know focused work will begin promptly at the start of every lesson.
- The second part of the lesson should usually begin with teacher-led input or activity which builds in the necessary groundwork for the students to tackle the work in the development section successfully.
- The importance of the plenary cannot be overstated. The logic here is that the students, not the teacher, should review what they have learned by summing up some key aspect of learning within the lesson.
- Teachers are encouraged, where appropriate, to provide students with a variety of tasks during the duration of the lesson.
- Teachers should keep a brief written record of the content of lessons.
- If homework is to be set, time must be given for the students to write the tasks in their planners.
- In English we must recognise that noise, in moderation, may be as productive as silence.
- At the end of the lesson, students should be dismissed in an orderly and positive manner.

## ASSESSMENT AND RECORDING POLICY

Assessment is a formative tool to promote learning and to ensure that every student makes progress, until they reach their true potential. It is essential to engage students in a dialogue about how they can make progress, making explicit the objectives against which they are being assessed. Modes of assessment are clearly related to the National Curriculum requirements and examination specifications.

Our assessments are currently arrived at by the following methods:

- Continuous observational assessment, in particular of speaking and listening, planning or performing
- Day to day marking
- Homework
- Work produced under controlled conditions
- Annual examinations
- Portfolio pieces
- Student self and peer assessment and review

### **Formal Assessment of Work**

In Key Stage Three, assessment pieces are clearly signposted in the schemes of work, and always reflect work that has been completed as part of a sequence of lessons. Assessment pieces are graded according to NC levels and are self and/or peer assessed if appropriate. Cover sheets are attached to each piece for target setting purposes and are held in the student's file.

In Key Stage Four and Five, the coursework requirements set by AQA determine the major assessment pieces, although staff also set a variety of assignments to prepare students for the examinations.

### **Day to Day Marking**

The department recognises the importance of marking exercise books for the following reasons:

- as an expression of teacher interest
- as an expression of praise and encouragement
- as an opportunity to open up a dialogue with the student
- as a diagnostic tool
- as an assessment of student learning
- as a means of correcting technical errors
- as a tool for informing planning

There is no doubt that English marking is weighty and can be onerous if it is not managed properly. As mentioned, all units lead to a portfolio piece. Shorter pieces of class work and homework will be marked using a stamp and comment if necessary. The ideal circumstances for marking involve staff and student discussion of work in progress. However, this is not always practicable. The following may be helpful:

- use the agreed symbols for marking and have them clearly displayed in your classroom for ease of reference.
- try to be selective about which errors to concentrate on and target - explain these to students
- maintain a balance between helpful marking and proof reading
- encourage students to self and peer assess
- for the lower school, marking can be done in alternate weeks: for example, Years 7 and 9 one week and Years 8 and 10 the following week.
- marking of work for Y11 and Sixth Form students will vary according to the task set and how imminent coursework deadlines are.
- Below is the Department's agreed code for annotations when correcting work:

Sp	spelling
P	punctuation
g	grammar, e.g. "agreement": explain error
ns	sentence
// or print sign: cap. P with double downstroke	paragraph
diagonal line through word	this is wrong

squiggly underline	umm, yes,; not quite; misleading; misused word
?	what on earth are you going on about; I don't understand
!	I am shocked; did you really mean this; this is really stupid

- Correction of spelling and punctuation errors could be previously agreed with the group, for example, detailed corrections on first half page of the pupil's work. For special needs choose one error, e.g. full stops, but for able pupils mark the whole essay. Pupils with serious problems focus on the essential, e.g. writing in sentences.
- With the introduction of the Positive Behaviour system, it was felt that an accepted procedure for using the stickers and commendations should be incorporated. The following guidelines are suggested;
  1. Stickers to be given in class at the end of a lesson to reward individual effort and contribution to class discussion or work.
  2. Commendations to be given for a high level of attainment, effort and/or progress. A commendation should be awarded for three stickers
  3. Importance given to oral work by the department is essential. Good use should be made of the "Well Spoken" and "Well Read" and "Good Contribution" stickers.
  4. Departmental postcards can be sent home to students.

## HOMework POLICY

Homework should be set regularly according to the guidelines agreed by the Department, and in line with the school's published homework timetable for that year.

- It is not always appropriate or indeed desirable to set the same task for all students. Differentiation should be ensured in homework as much as class work.
- Teachers should keep a brief written record of the task set.
- In English it is particularly important to remember that not all homework tasks should be written assignments. For example, private reading, research, preparation and practice for oral tasks are all valuable learning activities and we must show that we recognise their value. Usually, one written homework and one reading or research homework should be set one week.
- As stated in the Marking Policy, written homework must be regularly marked and the completion of other tasks monitored.
- Teachers are expected to monitor the completion of homework by pupils. Those pupils who fail to complete tasks are to be punished. The Head of Department and tutor should be kept informed.
- Good homework should be rewarded with praise, good marks, comments, stickers etc as set out in the marking policy.
- If a student fails to produce homework on the day required there are three alternatives that can be used, depending upon the nature and frequency of the offence:
  1. Allow the student to bring it in the next day
  2. Keep the student in at lunch
  3. Place the student in departmental detention after school
- For persistent failure to hand in homework, follow the guidelines set out in the Reward and Sanctions section.

## GROUPING AND SETTING POLICY

Our main objective is to enable students to fulfil their potential. In order to facilitate this we teach in sets.

When students arrive at school, they are placed in mixed ability groups by the Head of Year. When we receive full data and after NFER diagnostic tests have been completed, the head of department, in consultation with the Key Stage 3 Co-ordinator uses this data to place the students in ability groups for English.

At the end of the year, students' progress is reviewed. Students can then be moved between sets on the grounds of teacher assessment and performance in examinations. These sets then continue into years 8-11.

Students can move between sets during the year if it is felt to be appropriate and the sets are formally reviewed following the end of year assessments.

It is departmental policy to make the lower ability sets smaller when possible, although all students must be treated as individuals regardless of their ability. The maximum group size is 32, although, whenever possible, no group should be larger than 30.

In years 10 and 11 all students follow the GCSE English course at the appropriate tier. It is recommended that students in sets \_\_\_\_\_ should attempt the higher tier whenever possible. Students in sets \_\_\_\_\_ also follow the GCSE English Literature course at the appropriate tier.

The sets in years 12 and 13 are mixed ability, although a C grade in both English and English Literature is recommended.

## KEY STAGE THREE CURRICULUM

The work in Years 7, 8 and 9 is based on the requirements of the National Curriculum and the National Framework for English. However, we believe that we have developed a programme that is innovative, exciting and above all, challenging to meet the needs of our students.

All students follow the same course in English which is delivered in a modular programme to ensure continuity, progression and opportunities for departmental monitoring and assessment. The master folders (Schemes of Work) are available from HoD's office, though each teacher has their own copy to use as a working document. Teachers can add their own material to meet the weekly objectives and we promote the sharing of new and exciting ideas amongst colleagues.

Students are issued with a red exercise book in which class and home work is completed. These are skills books and are not routinely marked. Students complete an assessment piece during each scheme of work and these are marked in accordance with the Assessment Policy and are stored in the students' red folder.

The Curriculum Map for Key Stage Three can be found

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## KEY STAGE FOUR CURRICULUM

Students follow a course based upon six-week units of work. The Long Term Plan is displayed \_\_\_\_\_ . These have been designed to develop students' knowledge and understanding of language and literature and provide progression towards further study through a wide range of reading opportunities, reading and response to both literary and non-literary texts and writing for a variety of purposes as well as speaking and listening in a range of contexts for a variety of purposes.

In year 10 the focus is on coursework, and ideally all English coursework should be completed in that year. In year 11 the focus is on the skills required for the English and English Literature examinations.

## GCSE ENGLISH

\_\_\_\_\_ (insert exam board)

All students follow a course which includes Speaking and Listening, Writing, and Reading. Two Tiers of assessment, Foundation and Higher, are offered.

For GCSE English, the course aims to develop the students':

## GCSE ENGLISH LITERATURE

\_\_\_\_\_ (insert exam board)

This is a separate subject, but is designed to be complementary to the English syllabus. Some course work and texts may be used in both subjects. Work on both will be undertaken by students in sets \_\_\_\_\_. Two Tiers of assessment, Foundation and Higher, are offered.

Sets \_\_\_\_\_ should be entered for English Literature. Sets \_\_\_\_\_ should not.

For GCSE English Literature, the course aims to provide students with opportunities to explore their literary interests and encourage them to:

## **SCHEME OF ASSESSMENT**

**ENGLISH** is assessed by

- 1) Coursework (\_\_\_\_%) and
- 2) Examination (\_\_\_\_%).

1. The Coursework folder must show the candidate's ability in:

2. Examination papers assess:

**ENGLISH LITERATURE** is assessed by

- 1) Coursework (\_\_\_\_%) and
- 2) Examination (\_\_\_\_%)

1. The Coursework folder must show the candidate's response to:

2. Examination paper assesses:

**Coursework for English Literature may also be submitted for assessment in the English folder. See the relevant specifications for further details.**

## KEY STAGE FIVE CURRICULUM

As a department we are rightly proud of the achievement of our students at Key Stage Five. We take as our starting point the skills our students gain at GCSE and aim to build on these skills to produce students who can: express themselves with accuracy, fluency and imagination in both written and spoken quotation; analyse and evaluate a range of texts in detail, linking form, structure and language to meaning, purpose and context.

We expect our students to take responsibility for their own learning by: undertaking independent research; by reading beyond the set texts; by exploring biographical, critical and contextual sources to inform their own discovery.

### **Year 12**

GCSE English - retake if necessary  
AS English Literature

### **Year 13**

A2 English Literature

## **AS/A LEVEL ENGLISH**

- AS and A level students follow the \_\_\_\_\_ English Literature syllabus. Wide reading is encouraged and practical criticism skills are developed.
- The syllabus comprises \_\_\_\_\_ written papers and \_\_\_\_\_ coursework essays.

### **WHAT IS REQUIRED**

- ideally, C grades or above should have been obtained in both G.C.S.E. English and English Literature, although individual cases will be considered;
- an interest in Literature and an enjoyment of reading;
- the ability to work independently and a willingness to contribute to discussions.

**AS & A LEVEL ENGLISH LITERATURE**

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(exam board / specification)

**AS EXAMINATION**

**AS & A LEVEL ENGLISH LITERATURE**

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(exam board / specification)

**AS EXAMINATION**

**AS/A LEVEL ASSESSMENT CRITERIA****AS Level**

AO	Details

**A Level**

AO	Details