

## English Curriculum Intent

**The English Curriculum takes a Mastery approach, in which pupils fully absorb the texts that we study alongside challenging material that thoroughly prepares them for the next stage of their academic career. As students progress through the Key Stages, the curriculum provides them with skill and confidence in reading, writing and oracy, alongside promoting intellectual curiosity, reading for pleasure and creativity in writing. What's more, the curriculum also finely balances literature from the canon alongside contemporary texts which instill a sense of the diverse world around us.**

<b>Years 7 and 8</b>	The Mastery Curriculum is introduced and uses incremental learning in order to allow students to study set texts at a deeper level. It aims to master subject knowledge and skills before progressing onto a new text. Equally, the slower pace of the Mastery Curriculum allows for more challenging content to be taught and embedded. In Key Stage Three, students will master the foundation skills they need for successful essay, descriptive and persuasive writing in Key Stages Four and Five. Assessment incorporates Reading, Writing and Oracy skills. Enrichment Projects complement the Mastery topic and encourage all students to engage with the English Supercurriculum. Bedrock Vocabulary is set for home learning in order to develop reading and vocabulary skills.
<b>Year 9</b>	All students in Year 9 study this subject. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Given the nature of English being a core subject, with two GCSEs, some appropriate GCSE content will be covered in each term.
<b>Years 10 and 11</b>	The Mastery Curriculum continues, allowing a term for each set text on the English Literature GCSE syllabus, alongside the interweaving of English Language GCSE skills. What's more, interleaving is used to revise the previous term's literature text through the use of regular 'Text Tests' to ensure that pupils retain important textual knowledge and subject terminology. As in Key Stage Three, essay and creative writing skills are taught incrementally to allow students to develop the skills they will need for success in their GCSE examinations, as well as the progression on to the A Level Literature course. Equally, Enrichment projects allow pupils to engage with the English Supercurriculum by exploring aspects of the GCSE syllabus in an independent and creative manner. Home learning incorporates both consolidation work for the text studied at the time as well as revision tasks.
<b>Year 12 and 13</b>	Our course is designed to allow students to explore a wide range of literature, from 14th Century epic poetry, to contemporary novels. The course also includes a synoptic unit on American Literature, giving students an opportunity to become specialists in this area of literature. Students continue with the Mastery approach at Key Stage Five. Two teachers deliver the course, one specialising in Paper One (Pre-1900 Literature); the other specialising in Paper Two (American Literature). Spending three terms on each exam text, students develop an expert knowledge of these texts while building up effective A Level essay writing skills. This enables students to engage with literary criticism; to develop close analysis skills; to consider the importance of context; and make pertinent links between texts. Students continue to work on Enrichment Projects that require students to go beyond the A Level syllabus, while complementing their study of the set texts.

## English Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Ian McEwan's 'The Daydreamer' (summer read) followed by 'Animal Farm' by George Orwell		Shakespeare's Comedies, focusing on 'Much Ado About Nothing'		The World Around Us: Poetry and Short Stories	
<b>Year 8</b>	Gothic and Ghost Stories, focusing on 'The Fall of the House of Usher' by Edgar Allan Poe and 'A Christmas Carol' by Charles Dickens		Shakespeare's Tragedies, focusing on 'Romeo and Juliet', 'Hamlet' and 'Othello'		Myths and Legends, focusing on Homer's 'Odyssey' and 'Beowulf'	
<b>Year 9</b>	'Macbeth' by William Shakespeare (English Literature)  English Language Link: Fiction Writing		'An Inspector Calls' by JB Priestley (English Literature)  English Language Link: Non-fiction Writing		Power and Conflict Poetry Anthology (English Literature)  English Language Link: Fiction Writing	
<b>Year 10</b>	'The Strange Case of Doctor Jekyll and Mr Hyde' by Robert Louis Stevenson (English Literature)  English Language Link: Non-fiction Writing		Dystopia Study (English Language Papers 1 and 2; Unseen Poetry)		Summer Assessment Preparation: Revision Skills	Summer Assessments and Spoken Language Endorsement
<b>Year 11</b>	Revision adapted to cohort's needs, focus on transition to high level essay skills		Revision based on Trial Exam performance and Exam Practice		Exam Practice	GCSE Exams
<b>Year 12</b>	'Hamlet' by William Shakespeare (Paper One);  Defining American Literature 1880-1940 for Term One; followed by 'The Great Gatsby' by F Scott Fitzgerald (Paper Two).			'Collected Poems' TS Eliot (NEA);  'The Great Gatsby' by F Scott Fitzgerald (Paper Two).		'The Merchant's Tale' by Geoffrey Chaucer (Paper One);  'Translations' by Brian Friel (NEA)
<b>Year 13</b>	'The Merchant's Tale' by Geoffrey Chaucer (Paper One);  'Translations' by Brian Friel and post-Millennium novel (NEA); followed by 'The Grapes of Wrath' by John Steinbeck (Paper Two)		'The Duchess of Malfi' by John Webster (Paper One);  Grapes of Wrath' by John Steinbeck (Paper Two)		'The Duchess of Malfi' by John Webster (Paper One);  Defining American Literature 1880-1940 Revisited (Paper Two)	A Level Exams

Subject: English - KS3		<b>FUNCTIONS OF ASSESSMENT</b>		
		<b>FORMATIVE;</b> <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	<b>SUMMATIVE;</b> <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	<b>EVALUATIVE;</b> <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
<b>TI ME SC AL E</b>	<b>Annually</b>		<p><b>Year 7:</b></p> <ul style="list-style-type: none"> <li>- End of Year assessment - (<i>closed book in timed conditions</i>). Unseen extract from non-fiction writing with short-answer questions for guided analysis. Unseen picture for descriptive writing task. Based on their understanding of the key skills from the Mastery curriculum.</li> <li>- GL Assessments</li> </ul> <p><b>Year 8:</b></p> <ul style="list-style-type: none"> <li>- End of Year assessment - (<i>closed book in timed conditions</i>). Unseen extract from fiction writing with short-answer questions for guided analysis. Unseen picture for descriptive writing task. Based on their understanding of the key skills from the Mastery curriculum.</li> <li>- GL Assessments</li> </ul>	<p>The English Department tracks and evaluates summative assessment performance across the year to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p> <p>Departmental data spreadsheets are kept centrally on the subject drive. These are updated with all student data in KS3, and regularly monitored by the KS3 Coordinator and subject leader.</p>
	<b>Interim (termly or half-termly)</b>		<p>Teachers:</p> <ul style="list-style-type: none"> <li>- Evaluate student learning at the end of a certain teaching period.</li> <li>- Evaluate their teaching practice and lessons in line with Summative Assessment outcomes.</li> </ul> <p>3 formal assessment points across each term of the Mastery schemes of learning.</p> <p><b>Skills Assessed</b></p>	

		<p><b>Reading</b> - analysis of Literature text being followed. Introduction of TELEM skills needed for GCSE English Literature</p> <p><b>Writing</b> - descriptive and narrative creative writing skills needed for GCSE English Language</p> <p><b>Oracy</b> - Presenting and speaking skills needed for NEA Spoken Language</p> <p>Levels based upon the following levels:</p> <ul style="list-style-type: none"> <li>- Mastery</li> <li>- Secure</li> <li>- Emerging</li> <li>- Developing</li> </ul> <p>Written feedback and student responses in the form of react should be evident. These are in student assessment books which stay in the classroom.</p>		
		<table border="1"> <tr> <td> <p><b><u>Year 7</u></b></p> <p><b>Autumn</b> - Conflict &amp; Revolution</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Descriptive</li> <li>- Oracy: Speech deliverance</li> </ul> <p><b>Spring</b> - Comedy</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Narrative</li> <li>- Oracy: Performance</li> </ul> <p><b>Summer</b> - Identity and the World Around Us</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Descriptive</li> <li>- Oracy: Presentation</li> </ul> </td> <td> <p><b><u>Year 8</u></b></p> <p><b>Autumn</b> - Gothic</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Descriptive</li> <li>- Oracy: Performance</li> </ul> <p><b>Spring</b> - Tragedy</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Persuasive</li> <li>- Oracy: Presentation</li> </ul> <p><b>Summer</b> - Myths &amp; Legends</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Narrative</li> <li>- Oracy: Performance</li> </ul> </td> </tr> </table>	<p><b><u>Year 7</u></b></p> <p><b>Autumn</b> - Conflict &amp; Revolution</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Descriptive</li> <li>- Oracy: Speech deliverance</li> </ul> <p><b>Spring</b> - Comedy</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Narrative</li> <li>- Oracy: Performance</li> </ul> <p><b>Summer</b> - Identity and the World Around Us</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Descriptive</li> <li>- Oracy: Presentation</li> </ul>	<p><b><u>Year 8</u></b></p> <p><b>Autumn</b> - Gothic</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Descriptive</li> <li>- Oracy: Performance</li> </ul> <p><b>Spring</b> - Tragedy</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Persuasive</li> <li>- Oracy: Presentation</li> </ul> <p><b>Summer</b> - Myths &amp; Legends</p> <ul style="list-style-type: none"> <li>- Reading: Text analysis</li> <li>- Writing: Narrative</li> <li>- Oracy: Performance</li> </ul>
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	<b>Weekly</b>	<p>Teachers role:</p> <ul style="list-style-type: none"> <li>- Identify how students are performing and use this to provide</li> </ul>		

		<p>support, evaluate student learning and plan future lessons.</p> <ul style="list-style-type: none"> <li>- Provide oral and/or written feedback.</li> <li>- Keep track of student progress using department internal and school wide data systems.</li> <li>- Scaffold tasks to students for effective practice of skills and peer/self assessment</li> </ul> <p>Students role:</p> <ul style="list-style-type: none"> <li>- Engage in self assessment.</li> <li>- Engage in peer assessment.</li> <li>- Be proactive in ReACT taks.</li> <li>- Revise content.</li> <li>- Redraft and submit work which is completed to the best of their abilities.</li> <li>- Identify their own strengths and weaknesses by setting targets after each self/peer/teacher assessment and ask for support from their subject teachers.</li> </ul>	
	<p><b>Hourly</b></p>	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> <li>- Review last lesson, last week, last year.</li> <li>- Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback.</li> <li>- Low stakes testing activities.</li> </ul> <p>Every lesson a variety of the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>- Pair and group discussion work to consolidate key ideas when reading texts</li> <li>- Guided worksheets and comprehension questions to</li> </ul>	

		<p>solidify and check understanding of texts</p> <ul style="list-style-type: none"> <li>- Guided practice and live modelling of TELEM paragraphs, a key skill to master at KS3</li> <li>- Set starter tasks that introduce a new concept, check wider knowledge, or recalls previous knowledge to start each lesson</li> <li>- Learning Review question to consider at the end of each lesson to reflect on learning and check wider conceptual understanding</li> </ul>	
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<b>Subject:</b> <b>ENGLISH - KS4</b>		<b>FUNCTIONS OF ASSESSMENT</b>		
		<b>FORMATIVE;</b> <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	<b>SUMMATIVE;</b> <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	<b>EVALUATIVE;</b> <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
<b>TI ME SC AL E</b>	<b>Annually</b>		<p><b>Year 9:</b> End of Year assessment will test reading and writing skills. Students will be presented with an unseen fiction passage, followed by guided questions to help them analyse it, applying the skills that have been consolidated over the course of the year. This will be followed by an image prompt which students will use to produce a short piece of descriptive writing, again focusing on skills that have been developed over the year.</p> <p><b>Year 10:</b> End of Year assessments (<i>in the style of mock examinations, closed-book and in timed conditions</i>) -</p> <ul style="list-style-type: none"> <li>- <b>Literature:</b> Full experience of a Literature paper, containing essay questions on <i>Macbeth</i> and Unseen Poetry</li> </ul>	<p>Nationally standardised summative assessment takes the form of GCSEs and vocational qualifications at the end of Key Stage 4.</p> <p><b>GCSE exam board:</b> AQA</p> <p><b>Exam structure:</b></p> <p><b><u>English Language</u></b></p> <p><b>English Language Paper One</b></p> <ul style="list-style-type: none"> <li>- Reading: Fiction</li> <li>- Writing: Descriptive or narrative writing</li> <li>- 50% (language)</li> <li>- 1 hour and 45mins</li> </ul> <p><b>English Language Paper Two</b></p> <ul style="list-style-type: none"> <li>- Reading: Nonfiction</li> </ul>

			<ul style="list-style-type: none"> <li>- <b>Language:</b> Full experience of English Language Paper 1, Sections A and B</li> </ul> <p><b>Year 11:</b> Mock examinations (December) -</p> <ul style="list-style-type: none"> <li>- <b>Literature:</b> Full literature paper, covering content not assessed in Year 10 end of year assessment: <i>An Inspector Calls</i> and Power and Conflict Poetry.</li> <li>- <b>Language:</b> Full experience of English Language Paper 2, Sections A and B</li> </ul> <p>Mock examinations (Spring Term) -</p> <ul style="list-style-type: none"> <li>- <b>Literature:</b> Full literature paper, covering <i>Macbeth</i> and <i>Jekyll and Hyde/A Christmas Carol</i>.</li> <li>- <b>Language:</b> Language Paper 1, Sections A and B.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing: Writing to present a viewpoint</li> <li>- 50% (language)</li> <li>- 1 hour and 45 mins</li> </ul> <p><b>Spoken Language (0% weighted NEA)</b></p> <p><b>English Literature</b></p> <p><b>English Literature Paper One</b></p> <ul style="list-style-type: none"> <li>- Section A: Shakespeare</li> <li>- Section B: 19th Century Prose</li> </ul> <p>40% (literature) 1 hour and 45 mins</p> <p><b>English Literature Paper Two</b></p> <ul style="list-style-type: none"> <li>- Section A: Modern Drama</li> <li>- Section B: Anthology Poetry</li> <li>- Section C: Unseen Poetry</li> </ul> <p>60% (literature) 2 hours and 15 mins</p>
	<p><b>Interim (termly or half-termly)</b></p>		<p>Teachers:</p> <ul style="list-style-type: none"> <li>- Evaluate student learning at the end of a certain teaching period.</li> <li>- Evaluate their teaching practice and lessons in line with Summative Assessment outcomes.</li> </ul> <p>3 formal assessment points across each term in line with the Mastery Curriculum. Two of these will be based on the development of essay skills in relation to the literature text studied that term. The third assessment will be based on English Language writing skills (Fiction or NonFiction). In the Spring Term of Year 10, this changes to focus predominantly on English Language skills as pupils are introduced to the reading exam papers for the first time.</p> <p>For the first essay task of the term, teacher feedback is based on the bands of the mark scheme. For the second essay task, in which we should see development of skill and knowledge, the raw mark boundaries at GCSE grading criteria 1-9 is applied.</p> <p>Written feedback and student responses in the form of react should be evident. These are in yellow assessment books.</p>	

			<p><b><u>Year 9</u></b></p> <p><b><u>Autumn Term</u></b> Two Literature assessments on <i>Macbeth</i> essay writing.</p> <p>One Language assessment on creative writing.</p> <p><b><u>Spring Term</u></b> Two Literature assessments on <i>An Inspector Calls</i> essay writing.</p> <p>One Language assessment on Nonfiction writing.</p> <p><b><u>Summer Term</u></b> Please see the end of year assessment. Students will also complete self and peer assessed essay work on the Power and Conflict Poetry Anthology.</p>	<p><b><u>Year 10</u></b></p> <p><b><u>Autumn Term</u></b> Two Literature assessments on Jekyll and Hyde essay writing.</p> <p>One Language assessment on creative writing.</p> <p><b><u>Spring Term</u></b> Two Language assessments, Papers 1 and 2 Section A.</p> <p><b><u>Summer Term</u></b> Please see the end of year assessment.</p>	<p><b><u>Year 11</u></b></p> <p><b><u>Autumn Term</u></b> Skills-based Literature and Language assessments in the lead up to mock examinations.</p> <p><b><u>Spring and Summer Terms</u></b> Literature and Language skills-based assessments based on cohort's performance in mock examinations.</p>	
	<b>Weekly</b>	<p>Teachers role:</p> <ul style="list-style-type: none"> <li>- Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons.</li> <li>- Provide oral and/or written feedback.</li> <li>- Keep track of student progress using department internal and school wide data systems.</li> <li>- Scaffold feedback to students for effective self/peer assessment.</li> </ul> <p>Students role:</p> <ul style="list-style-type: none"> <li>- Engage in self assessment.</li> <li>- Engage in peer assessment.</li> <li>- Be proactive in ReACT taks.</li> <li>- Revise content.</li> </ul>				



		<ul style="list-style-type: none"> <li>- Redraft and submit work which is completed to the best of their abilities.</li> <li>- Identify their own strengths and weaknesses and ask for support from their subject teachers.</li> </ul>	
	<p><b>Hourly</b></p>	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> <li>- Review last lesson, last week, last year.</li> <li>- Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback.</li> <li>- Low stakes testing activities.</li> </ul> <p>Every lesson a variety of the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>- Pair and group discussion work to consolidate key ideas when reading set texts</li> <li>- Guided annotation of set texts</li> <li>- Cloze summaries of each Act/ Chapter of our set texts, which are self-assessed</li> <li>- Either daily or weekly Text Tests to revise last term's/ last year's topic(s), which are self-assessed</li> <li>- Essay practice with self and peer assessment using specific strategies which become more advanced as the key stage progresses (starting with TELEM paragraphs which were mastered in Key Stage Three), by Year 11, students are very familiar with the GCSE mark scheme and how to apply it</li> <li>- Guided revision tasks, such as making flash cards, are set for</li> </ul>	

		home learning and checked in class	
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<b>Subject:</b>		<b>FUNCTIONS OF ASSESSMENT</b>		
<b>ENGLISH LITERATURE - KS5</b>				
		<b>FORMATIVE;</b>	<b>SUMMATIVE;</b>	<b>EVALUATIVE;</b>
<b>TI ME SC AL E</b>	<b>Annually</b>		<p><b>Year 12:</b>  <b>February In-Class Assessment</b>  <i>Paper One:</i> 'Hamlet' Task a) and b)  <i>Paper Two:</i> 'The Great Gatsby'</p> <p><i>End of Year June assessment -</i>  <i>Paper One:</i> 'Hamlet' Tasks a) and b)  <i>Paper Two:</i> Unseen Passage and 'The Great Gatsby'.</p> <p><b>Year 13:</b>  <b>Year 13 December Trial Exams</b>  <i>Paper One:</i> 'Hamlet' Tasks a) and b); 'The Merchant's Tale'  <i>Paper Two:</i> Unseen Passage and 'The Great Gatsby'/'Grapes of Wrath' comparative essay</p> <p><b>March In-Class Assessments</b>  <i>Paper One:</i> 'Hamlet' Tasks a) and b); 'The Merchant's Tale'/'The Duchess of Malfi' comparative essay  <i>Paper Two:</i> Unseen Passage and 'The Great Gatsby'/'Grapes of Wrath' comparative essay</p> <p><i>End of Year June A Level Exams</i>            See final exams</p>	<p>Nationally standardised summative assessment takes the form of A-levels and vocational qualifications at the end of Key Stage 5.</p> <p><b>A-level exam board:</b> OCR</p> <p><b>Exam structure:</b>  <u>Paper One: Pre-1900 Texts</u>            'Hamlet' Tasks a) and b); 'The Merchant's Tale' and 'The Duchess of Malfi' 40%</p> <p><u>Paper Two: American Literature 1880-1940</u>            Unseen Passage and 'The Great Gatsby' and 'The Grapes of Wrath'. 40%</p> <p><i>NEA</i>  <u>Task One:</u> TS Eliot close analysis task  <u>Task Two:</u> Extended comparative essay - 'Translations' by Brian Friel compared to post-Millennium novel of student's choice 20%</p>

	<b>Interim (termly or half-termly)</b>		<p>Summative assessment takes the form of <b>mid-topic assessments</b>.</p> <p>Once a half term - for each paper - students are given levels based upon raw mark boundaries at <b>A-level grading criteria A* - U</b>. For other assessments, students are given a raw mark and a band.</p> <p>With essay skills we take a <b>mastery approach</b>. Skills are broken down into incremental steps that students have to master before moving on to more complex ones. Before writing full essays, students have to learn how to plan, write effective introductions and individual paragraphs first.</p> <p>When marking essay work, teachers complete an <b>Assessment Feedback sheet</b>. On this, Assessments Objectives are broken down into skills to enable students to gain an insight into how well they have mastered specific skills. Students are required to complete the <b>Reflection</b> section of this sheet in order to pinpoint what their next steps are. <b>Self and Peer Assessment</b> versions of Assessment Feedback sheets are used by students to enable further insight into how to make progress.</p> <p>On the body of essay work itself, teachers provide <b>ReAct tasks</b>, typically posed as provocative questions so that students have to really think about how to improve an idea, a sentence or engagement with a critical theory. These are in <b>student yellow assessment books</b>.</p>	
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				<p>Assessment adapted to meet specific cohort's needs</p> <p><b>Summer Term Two</b></p> <p>A Level Exams</p>	
	<p><b>Weekly</b></p>	<p>Teacher's role:</p> <ul style="list-style-type: none"> <li>- Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons.</li> <li>- Provide oral and/or written feedback.</li> <li>- Keep track of student progress using department internal and school wide data systems.</li> <li>- Scaffold feedback to students for effective self/peer assessment.</li> </ul> <p>Students' role:</p> <ul style="list-style-type: none"> <li>- Engage in self assessment.</li> <li>- Engage in peer assessment.</li> <li>- Be proactive in ReACT tasks.</li> <li>- Revise content.</li> <li>- Redraft and submit work which is completed to the best of their abilities.</li> <li>- Identify their own strengths and weaknesses and ask for support from their subject teachers.</li> </ul> <p><b>Regular low stakes testing</b>; this primarily takes the form of <b>Text Tests</b> which review textual knowledge from the previous week's learning. This is to enable both teacher and students to quickly identify areas of weakness or misunderstanding.</p> <p><b>Drama and Reading Logs</b> to ensure students reflect at the end of each week on what has been studied in class.</p>			

		<p><b>Wider reading, podcasts and enrichment tasks</b> are set to stretch and <b>challenge</b> students. <b>Topic Based Google Classrooms</b> have been set up to give students easy access to these resources. These Google Classrooms also have <b>'Support'</b> sections to enable students to work effectively outside of lessons if they are struggling with the content or the skills.</p>	
	<p><b>Hourly</b></p>	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> <li>- Review last lesson, last week, last year.</li> <li>- Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback.</li> <li>- Low stakes testing activities.</li> </ul> <p>Every lesson a variety of the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> <li>● Paired, group and class <b>discussions</b>;</li> <li>● Emphasis on <b>key academic terms</b> and <b>concepts</b> to develop quality of thinking and writing - <i>Maximum Minimalism</i>;</li> <li>● <b>Writers' Workshops</b>: focus on essay planning and construction skills;</li> <li>● Focused <b>questioning</b>/targeted questioning;</li> <li>● <b>Self-reflection</b> exercises to encourage meta-cognition.</li> </ul>	