

# Higher Quality Learning in English

## Focus

### Ensuring students understand the context and the learning expected.

- Teachers follow the 4 part lesson structure: connect / activate / demonstrate / consolidate
- Connect activities are visible on students' entry to the classroom – they either connect the lesson's learning and focus with prior knowledge, introduce small chunks of new knowledge, or provide a low-stakes short task to engage pupils in the learning for the lesson.
- Teachers share learning objectives / big questions to contextualise the learning
- Success criteria is shared and used / referred to during the lesson and as AFL
- Teachers communicate, where relevant, the links between the learning and life beyond school
- At KS3, teachers build the foundations of knowledge for success
- Schemes of learning indicate the key concepts, core knowledge, and key vocabulary that students will learn in that unit of work
- Teachers use assessments – both formative or summative – to provide meaningful feedback and model how to improve, to contextualise students' next steps

## Challenge

### Meeting the needs of all learners in order to build confidence, provide challenge and ensure success.

- Students are taught in mixed ability classes in KS3, and a streamed at KS4. For pupils who need significant support with their reading, we provide an inclusive curriculum that is taught separately in year 7. Mixed ability classes are designed to encourage aspiration and achievement
- Low ability readers work with literacy specialists, in small groups, to ensure an appropriate level of support is in place to enable them to develop their proficiency and confidence
- Teachers differentiate lessons to support and challenge all students including the highest attainers. This is incorporated within teachers' usual practice, and may include: aspirational tasks with scaffolded smaller 'chunks' of task to enable all learners to access the learning; planned extension tasks which provide further challenge; targeting and differentiated questioning; specific tier two and three vocabulary instruction; encouraging critical thinking and evaluation through debate
- Teachers provide a variety of modelled examples, with success criteria, for pupils to aspire to, use as a tool to structure their own responses, and to clarify the expectation of learning and outcome
- English learning support assistants are paired with groups who require more intensive literacy intervention
- Class sizes average 21 pupils to better facilitate teachers' knowledge of individual children and their learning needs, and more time spent with each pupil to offer personalised learning and feedback
- Teachers are aspirational. Lessons are planned to support all learners to reach a challenging end point
- Teachers use non verbal cues, such as images, to ensure that EAL and lower ability readers can access information
- Lessons are built on prior learning through embedded recall and retrieval tasks, to ensure that all pupils can experience success, which is then stretched and developed whether in subject or procedural knowledge
- Home learning can be used as an opportunity to provide further challenge, be it through choice of task or flipped learning which will support next steps in lesson time

## Assessment

### All students know how to improve, progress is reviewed regularly and feedback supports improvement.

- Teachers provide regular feedback about students' work – this may be verbal and supported through targeting questioning, through coded marking, whole class feedback, supported peer assessment or self-assessment with a prescribed criteria, or through highlighting criteria met in a mark scheme with a summative comment and clear target
  - Teachers continually assess learning through formative assessment of spoken and written work in class books – these marginal gains are celebrated and used to inform individual teachers' planning for each class
  - Teachers use mnemonics, abbreviations, and structure strips to scaffold students' work and assessments as appropriate, removing this support as students master the approach
  - Success criteria and model responses are shared prior to assessments and teachers ensure students know how to succeed and to inspire high aspiration
  - Summative assessment is marked with criteria shared across the faculty. Moderation is planned across the year to ensure accurate judgements are made at KS3 and 4 and that a consistency of quality feedback is maintained for the students
  - Students are guided to use green pen to self assess, and purple pen to act on their teacher's feedback – this highlights areas for them to revisit in their work next time to ensure those improvements can be seen across time
  - Following feedback, teachers plan support and time for students to respond to their feedback (feedforward) and improve their work, consolidating their learning
  - KS3 and KS4 classes have 2 summative assessments per term. Teachers signpost pupils to which criteria they have met, and a clear target, which pupils then highlight or tick on their tracking sheet to celebrate their progress. Sticky tabs are used in books to highlight where significant pieces can be found for pupils to return to and build on prior learning.
- Assessment work folders are used at KS4 to allow for organisation of Lang and Lit GCSE work and to reflect on past knowledge and analysis skill in order to inform future improvements

## Climate

### Creating a positive climate of learning, behaviour and engagement.

- Teachers create meaningful, purposeful, interesting, engaging and thought-provoking lessons
- Teachers nurture students in a safe environment and explicitly teach respect, so that students feel comfortable and confident in discussing the sensitive issues that arise from the texts that we study and that we produce
- Students are exposed to a wide range of literature and voices, and are encouraged to become sensitive and critical readers, to question the content and tone of what they read, and to respond appropriately both in verbal and written form
- High expectations are set with regards to behaviour for learning – teachers expect students to be organised, engage in the connect activity on entry to the classroom, and respond appropriately to the work that is set
- Teachers foster positive working relationships with students, using praise, award points and other accolades where appropriate. Praise and award points are often awarded publicly and students aspire to receive praise for their engagement in the learning. Phone calls home are used to reward effort and behaviour for learning, and to foster positive parent relationships.
- The school sanction system is used in the faculty where needed, with the HoF, DFL and AFLs supporting where appropriate. Teachers have regular contact for both positive congratulatory communication as well as discussion of behaviour incidents in lessons
- Opportunities are provided to foster a love of reading and English as a subject – KS3 are invited to clubs such as the Carnegie tracking group, the Brilliant Book award, and are used as reading buddies for lower ability readers lower down the school. KS4 are encouraged to become English prefects and support students in KS3 with their reading
- Wall spaces in classrooms are used as displays to aid learning through visual prompts, and spaces in corridors and stairwells are used to showcase excellent work and inspire interest in literature.

## Fluency

### Developing the language fluency and learning skills students need to access learning and make progress.

- Knowledge is taught in a sequential manner – this is planned across the KS3 and 4 curriculum to revisit and build on prior learning. This includes contexts of literature, knowledge of literary texts themselves, technical and subject specific vocabulary, application of this knowledge in students' own creative and transactional writing, and critical thinking in response to a variety of texts. Units are spiralled at KS3 to ensure that students return to build their knowledge at a similar point each year.
- Revision strategies are explicitly taught to support acquisition of knowledge
- Teachers frequently model learning strategies, annotation skill, analysis, planning and writing skills to develop metacognition and independence in students
- Writing scaffolds are used to support extended responses at KS3 – these are adapted and removed as appropriate when students master the knowledge of how to fluently express their knowledge
- Knowledge organisers are used to direct learning of core knowledge and support student independence – these are built into home learning tasks to foster metacognition in students
- Schemes of learning reference prior knowledge and the reading and writing skills taught in a spiralled curriculum for KS3, designed to prepare students for the procedural knowledge and some contextual knowledge required in the KS4 curriculum
- Connect activities are designed to revisit relevant prior knowledge in the context of the new learning
- Reading aloud is an expectation of all students – a culture of reading, and explicit teaching of reading skills, is part of the KS3 and 4 classroom culture
- Where appropriate, reading intervention is used to support lower ability students and aid their access to the texts



#### Our Faculty intent:

In English, we seek to **empower** the young people in our care to realise the **power of their voice** and to harness their **enthusiasm in fighting for justice**. We endeavour to give students the **tools to command language** so that they can **eloquently and confidently** go out into the world and pursue their goals. We aim to **nurture** students into becoming **critical thinkers** who can **investigate** and **examine** both **spoken** and **written language**.

