

Summative Examinations

Pupils are examined for Reading and Writing annually. Pupils receive feedback and clear advice for improving their work and making progress. Exams are marked using mark schemes and standardised and moderated to ensure accuracy. Feedback is given that can be actioned immediately and feedback for development over time is also given, as appropriate.

In Year 11 pupils sit summative examinations: GCSE English Language and GCSE English Literature.

Some pupils also sit the Entry Level qualification in Year 10.

All examination performance is tracked on departmental spreadsheets, recorded on SIMs for reporting home and analysed via the spreadsheets and SISRA.

Levelled Assessments at Key Stage 3

In English, pupils in Key Stage 3 (Years 7 to 9) complete regular levelled assessments using the school levelling system and our English Assessment grid on a best fit basis.

Each unit of work contains a minimum of one levelled assessment and a maximum of two levelled assessments (as sometimes it is appropriate to assess both reading and writing within one unit). These assessments are scheduled in the Long Term Plan and going forward will also be scheduled in the new Medium Term Plans being developed this academic year.

These assessed pieces are marked to clear success criteria, standardised and moderated in the department and the levels are tracked on departmental spreadsheets, recorded on SIMs for reporting home and analysed via the spreadsheets and SISRA.

For each of these assessed pieces the pupils receive feedback and clear advice for improving their work and making progress. This includes feedback that can be actioned immediately and feedback for development over time, as appropriate.

Graded Assessments at Key Stage 4

In English, pupils in Key Stage 4 (Years 10 and 11) complete regular graded assessments, which are given GCSE marks and notional grades. Pupils in Year 11 also complete mock examinations.

These assessments are scheduled in the Long Term Plan and Medium Term Plan documents.

Assessed pieces are marked using mark schemes, to clear success criteria, standardised and moderated in the department and the marks and grades are tracked on departmental spreadsheets, recorded on SIMs for reporting home and analysed via the spreadsheets and SISRA.

For each of these assessed pieces the pupils receive feedback and clear advice for improving their work and making progress. This includes feedback that can be actioned immediately and feedback for development over time, as appropriate.

Formative Assessment

Throughout each unit of work, Key Stage 3 and 4 pupils complete a wide variety of formative tasks and respond to questions, verbally and in writing. Regular low stakes quizzing; testing of spellings; work on spelling, punctuation and grammar; reading comprehension; pair and group discussion and debate; think-pair-share and other questioning strategies; modelling and working on creating success criteria from

models; and writing short independent responses are examples of formative assessment tasks taking place in the department.

Feedback on formative pieces of work can be given through verbal feedback, written feedback, whole class feedback, self-assessment, and peer assessment, as deemed appropriate by the class teacher.

We share best practice through department development time and through always talking and sharing our ideas and work with each other in a collaborative environment.

Intervention

All forms of assessment are used within the department to monitor the progress of pupils and where pupils are not making expected progress against age expectations, prior attainment and/or targets set swift intervention takes place.

Individual class teachers are the first to intervene with their pupils and this can be done in a variety of ways. For example, this may be implemented through a change in seating, through closer monitoring in lessons, through parental contact or through offering some additional support outside of lesson time.

If a pupil has specific needs regarding Literacy and would benefit from a short course of intervention with the English HLTA or if they may need assessing for examination concessions going forward, then the class teacher will refer them to the Principal Teacher and HLTA. The work of the English HLTA is predominantly with Key Stage 3 pupils and focuses on their specific needs. Programmes run for spelling, punctuation, writing fluency and speed, handwriting, reading and writing and pupils are withdrawn in small groups to complete these programmes. An initial assessment is undertaken and then after the intervention pupils are reassessed.

The Principal Teacher attends fortnightly meetings with the Headteacher, Deputy Head Teacher, Learning Manager of Year 11 and Assistant Principal Teacher of Maths to discuss the progress of Year 11 pupils, focusing on specific groups each time. From these meetings, actions are set and implemented.

For specific pupils in Year 11 breakfast intervention, after school intervention and intervention by withdrawing pupils on rotation for short periods of time is strategically planned. This is planned to meet the pupils' specific needs and their progress after intervention is assessed.

Home Learning

Homework is set in line with the homework schedule and non-completion is chased up: pupils are given a short extension and then if the homework is not completed pupils are detained to do so and it is recorded on PARs and in the pupil's planner.

Key Stage 3:

Pupils in Year 7 to 9 are set a weekly reading homework to support the whole school reading strategy and a log of their home reading is kept and signed by parents.

Pupils in Year 7 to 9 are also set a weekly homework by the class teacher designed to either consolidate pupils' learning from the lessons, check understanding, or to build the pupils' spelling, punctuation and grammar skills.

Key Stage 4:

Pupils in Year 10 are set homework twice a week by the class teacher. This homework can include completing practice examination questions; learning key vocabulary, spellings, quotations and facts; completing research; completing revision tasks and developing writing skills.

Pupils in Year 11 complete homework as explained for Year 10 until they commence the revision programme. The revision programme is designed to consolidate the work completed for the Language and Literature GCSE courses and ensure pupils are thoroughly prepared for the final examinations.

Interleaved homework in Year 9, 10 and 11 for Literature:

This academic year the department will be introducing interleaved homework for Literature in Years 9, 10 and 11. The purpose of this is to strengthen pupils' ability to recall, remember and retrieve knowledge.

Feedback on homework:

Feedback for homework is given in the same way as for formative assessment.

Rewards

Rewards are given in line with school policies. This is mainly through "green writing", although verbal praise and written praise in pupils' exercise books etc is regularly given by teachers as well. Text messaging, praise postcards and praise stickers are also used within the department to motivate pupils and encourage them to strive to be the best they can be as 'one of ours'.