



**Kingstone**  
ACADEMY TRUST

# **English and Media Department Handbook**

**2020 - 2021**

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## **Section One**

### **AIMS AND OBJECTIVES**

#### **Department Aims:**

- To promote the students' enjoyment of, and engagement with English Language and English Literature and Media.
- To promote the exploration of different texts from those on the Literary Heritage lists to those from other cultures.
- To encourage students to become sensitive readers, fluent writers and confident communicators.
- To provide students with the necessary skills to become productive, successful members of society on leaving Kingstone Academy Trust.

#### **Department Objectives:**

- To ensure that each student has the opportunity to explore, and digest, a range of modern and classic literature.
- To monitor all students' progress
- To devise and implement programmes of study which will help all students become more accurate users of language and drama and will help them to devise targets to improve their accuracy.

## Section Two

### ORGANISATION

The English & Media team comprises of FIVE teachers and an HLTA:

|   |   |
|---|---|
| <b>Miss Ellie Starling (ES)</b>               | <b>Curriculum Leader English and Media</b>  |
| <b>Mrs Rachel Finch (RF)</b>                  | <b>Assistant Head<br/>Responsible for whole school literacy</b>                               |
| <b>Mrs Susan Kennerley (SK)<br/>Part-time</b> | <b>Responsible for Media Studies<br/>qualifications (Year 9 and GCSE)</b>                     |
| <b>Mrs Louise Powell (LP)<br/>Part-time</b>   | <b>Responsible for Year 10/11 GCSE<br/>English Language and Literature<br/>qualifications</b> |
| <b>Miss Shannon Reeves (SR)</b>               | <b>Responsible for Year 7, 8 and 9<br/>English curriculum</b>                                 |
| <b>Mrs Alison Cobb</b>                        | <b>Higher Level Teaching Assistant<br/>(HLTA) responsible for English<br/>intervention</b>    |

Each member of the English and Media team is passionate about their subject and strives to enthuse, engage and challenge each student they teach. As a team we are committed to creating a department that rigorously monitors, evaluates and reviews its teaching so that good practise is shared, and schemes of learning are kept lively and interesting for the students. We are working hard to establish key components of a successful department looking at our assessment of student work, our production of schemes of learning and our ability to raise pupil progress to national standards. We firmly believe that independent learning is an essential life skill and we are committed to promoting this within our teaching classes.

#### Accommodation

The allocated rooms for English and Media all reside on the top corridor of the main building. The rooms are M14, M9, M8, M7 and M3. Generally, each English teacher is given a specific classroom to teach in. All teaching rooms contain a white board, computer, digital projector and screen. Each classroom has a half set of dictionaries.

The majority of resources are kept within the English and Media office, or in M7.

The seating arrangements for each classroom are dependent on the learning taking place. Group, peer and individual work occurs in each lesson, so tables are moved accordingly. There is not a set, expected layout as each teacher must tailor the learning environment for their class' needs.

Copies of the original seating plan are available in each classroom's Grab Folder.

Generally Media lessons are held in English classrooms, but IT suites are made available, so they can complete the more practical elements of the course.

For the main part English classroom seating is organised in to groups, as this leads to greater opportunities for independent, pair or group work. However, for particular lessons or aspects of the scheme of learning the seating may be re-arranged to suit the requirement of the learning taking place. Copies of each class' usual seating plan should be updated regularly and be accessible for any visitor to the classroom.

The English and Media Office (off the main corridor) is a working office available for all teachers of English and Media to use. It houses a number of texts/resources. Paper and stationery supplies are also kept in this office. The network computer is linked to the English and Media Department office's photocopier. This area is usually allocated to any trainee teachers, so they have a base from which to work.

### **Library**

This is located downstairs to the right of the main entrance. Specific library lesson occur fortnightly for each 7/8/9 student and each child is encouraged to take out books to read independently at home. Books are on loan for a fortnight. There are designated Librarians in Year 10, who run and control the library. They have been trained in the management system. Debbie Carletti and Vic Seymour (HLTAs) have taken ownership of the day to day running of the library and continue to promote its use. Mrs Amanda Loudon is a volunteer librarian on Mondays and Tuesdays and supports the student librarians; she will be trained and supported by DC/VS. Non-English specialists will have a session on the format of the library lessons and the expectations of this crucial period.

### **ICT Suites**

Each ICT suite is in close proximity to the English classrooms. DIRT lesson are timetabled in ICT rooms at the start of the year (along with all Media lessons), but class teachers can book the library lessons via the calendar on the school email system. Once booked, no other member of staff will be able to book the room, so please ensure if you do not need it you alert reception, so the booking can be removed.

### **Classroom Displays**

All teachers have responsibility for displays in their rooms and a collective responsibility for displays in all other areas of the department, as per the responsibilities outlined by SLT for all staff at KHS. We aim to create bright, engaging, teaching environments to enhance the learning of the students. Work can also be displayed, but it must have a learning benefit to it.

The main corridor features the English and Media notice boards.

As part of the Health and Safety aspect each English room should have a fire evacuation notice displayed.

Outside each classroom, there is the teacher's favourite book reviewed to help promote reading across the school.

### **Educational Visits**

The English and Media team believes in the educational, and social, value of taking pupils on trips. We also value greatly the time and commitment of the staff that are willing to arrange and accompany these trips. In the present climate, however, the needs of Health and Safety legislation, the disruption to the timetable and the demands on covering absent teachers mean that visits are harder to arrange unless they are clearly seen to be a necessary and valuable part of the curriculum. To this end a number of our school trips have been organised outside of school hours to avoid unnecessary disruption.

## **Section Three**

### **Curriculum Overview**

#### **English**

Students in Year 7 receive 6 lessons of English per fortnight with one of these lessons designated to reading for pleasure (library lesson). They also have a designated DIRT slot where they can review any work done in class. There are 4 groups in Year 7. These classes are taught in mixed ability groups, however one group has fewer students in it, so that MFL/additional intervention sessions can be accommodated.

Years 8/9 receive 7 English lessons per fortnight and also one DIRT lesson. One of the 7 lessons is a designated Library lesson. Both Year 8 and 9 have three groups in them; Year 8 continues to be mixed ability whilst Year 9 is set in to one upper ability group and two middle/lower ability groups.

Students in Year 10/11 receive 8 lessons per fortnight, but one of these must be made in to a DIRT lesson to ensure each student has an opportunity to self-reflect on their learning. Double lessons have been deliberately timetabled, so assessments can take place that are as close to examination times as possible to help the students with the exam format.

Students in Year 10 and 11 are set based on their baseline data for that subject. Students in Year 10 are studying for their GCSE English Literature (to be taken in May 2018) and Year 11 are studying for their GCSE English Language (to be taken in June 2018). These are 100% examination qualifications, but the English Language does have a compulsory Spoken Language Endorsement that is graded at a Pass, Merit or Distinction and provides Universities and employers with a level of ability in communication. Students complete this element at the end of Year 10, once they have completed their English Literature qualification.

Year 10 has three sets and one intervention set.

Year 11 has three sets.

With the exception of Year 10, the HLTA will run targeted intervention alongside the English lessons, but this timetable will be continuously updated depending on the needs of the students. In Year 10 the HLTA has a small group allocated initially to help transition.

The examining body for both English Language and English Literature is Pearson Edexcel. They are the new 9 – 1 GCSEs with the first examinations being in June 2017.

#### **Media**

Students in Year 9 for Media Studies are on a carousel basis. They have 5 lessons per fortnight and these act as a taster for the actual GCSE. The taster sessions last for a term and allow the students to experience the rigours of this GCSE subject.

Students in Year 10 have 4 lessons per fortnight and are taught in mixed ability. Students in Year 11 have 5 lessons per fortnight and are taught in mixed ability.

### **Lesson Structure**

It is essential to have structure when planning lessons, so that key elements of what the student needs to learn are focused on. The school does not have a policy of noting the lesson objectives on the board, but throughout the lesson students must be aware of the learning focus for the session and what they should be aiming to achieve by the end of it. The English and Media team have chosen to focus the objective through a Key Question that they will expect students to be able to answer at the lessons conclusion.

Throughout the lesson it is important opportunities for checking student progress are provided so activities such as using the traffic light colours in the students' planners is one way of monitoring this.

Plenary activities allow a student to demonstrate their understanding of the lesson and should consolidate what they have learnt from each class. The use of the Plenary Pyramid is a superb way to assess student's progress and to see which questions they still need answering in order to move on. These questions can then form the basis of the next lesson's starter activity.

### **Curriculum: An 11 – 16 Pathway**

To ensure that students in English make the necessary progress, and exceed expectations, students now follow an 11 -16 pathway. From Year 7 students are on a journey towards their GCSEs where their progress is monitored against the grading system of GCSE. In this way students can see how they are developing and understand the route they are on towards the end result: a GCSE qualification.

To this end, each year focuses on English Language Reading, English Language Writing and English Literature with the studying of a play and a novel. By the time students reach Year 10 they will be familiar with the necessary skills required and have the confidence to tackle this rigorous qualification.

All students, at present, study the same texts at the same time. This is to help moderate and monitor the progress the students are making in line with the dramatic changes at GCSE. In time, these texts are likely to change but initially the team felt it was important to embed our understanding of the necessary skills to help support and guide each individual. The texts chosen are vehicles for the key skills and the emphasis will be on encouraging students to transfer these skills across any aspect of English regardless of the text.

## Yearly Plan

The overview of the academic year is as follows:

|    | 7 weeks   | 7 weeks   | 5.5 weeks  | 4 weeks 4 days  | 6 weeks   | 7 weeks   |
|----|---|---|--|---|---|---|
|    | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>   |
| 7  | Transactional Writing<br><b>Explain</b><br>Language AO5/AO6 (40 marks)                          |   | Imaginative Writing<br><b>Alter Ego</b><br>Language AO5/AO6 (40 marks)   |   | Poetry<br><b>Relationships</b><br>Literature AO1/AO2 (20 marks)                     |   |
| 7  | Prose<br><b>'The Speckled Band' – short story</b><br>Literature AO2 (20 marks)                  |   | Reading<br><b>Survival</b><br><b>20<sup>th</sup>/21<sup>st</sup> extracts</b><br>Language AO2 (15 marks)         |   | Drama<br><b>'The Invisible Man' –</b><br>Literature AO1/AO3/AO4 (40 marks)          |   |
| 8  | Transactional Writing<br><br><b>Writing the World</b><br><br>Language<br><br>AO5/AO6 (40 marks) | Reading<br><br><b>Gothic 19<sup>th</sup> extracts</b><br><br>Language<br><br>AO1/AO2/AO4 (24 marks) | Imaginative Writing<br><br><b>Spy Fiction</b><br><br>Language<br><br>AO5/AO6 (40 marks)                          | Drama<br><br><b>'Blood Brothers' –</b><br><br>Literature<br><br>AO1/AO3/AO4 (40 marks)                | Poetry<br><br><b>Time and Place</b><br><br>Literature<br><br>AO1/AO2/AO3 (20 marks) | Prose<br><br><b>'Animal Farm'</b><br><br>Literature<br><br>AO2 (20 marks)         |
| 9  | Transactional Writing<br><br><b>News Writing</b><br><br>Language<br><br>AO5/AO6 (40 marks)      | Imaginative Writing<br><br><b>Dystopia</b><br><br>Language<br><br>AO5/AO6 (40 marks)                | Reading<br><br><b>Experiences 20<sup>th</sup>/21<sup>st</sup> extracts</b><br><br>Language<br><br>AO4 (15 marks) | Poetry<br><br><b>Conflict Collection of poets (4)</b><br><br>Literature<br><br>AO1/AO2/AO3 (20 marks) | Drama<br><br><b>'Macbeth'</b><br><br>Literature<br><br>AO1/AO5 (20 marks)           | Prose<br><br><b>'A Christmas Carol'</b><br><br>Literature<br><br>AO1 – (20 marks) |
| 10 | Poetry<br><br>Conflict Cluster and Unseen   | Prose<br><br>'A Christmas Carol'  | Play<br><br>'Macbeth'  | Play<br><br>'An Inspector Calls'  | Literature Carousel   | Language Baseline<br><br>Spoken Language Endorsement                              |
| 11 | Reading<br>C19th extracts   | Reading<br>C20th/21 <sup>st</sup> extracts  | Transactional Writing  | Imaginative Writing   | Carousel Language   |   |

## **Speaking and Listening**

Although S&L is no longer deemed, by the government, as worthy of counting towards the GCSE we do still place enormous importance on teaching students how to communicate and listen. All units are designed around speaking in pairs or groups to help build confidence in understanding different perspectives and organising ideas.

## **Reading**

Fortnightly library lessons will allow students to work independently on their own reading.

## **Reading Challenge**

These challenges will become homeworks for all Year 7/8/9 students this year and will be set every fortnight during their reading lesson. The person supervising the reading lesson will be responsible for monitoring the homework has been done (expected to do two tasks per fortnight which equates to one per week) and to ensure that independent reading has been completed. The usual sanctions will apply if this is not the case.

## **Spiritual, Moral, Social and Cultural Education within English and Media**

The texts we meet in English, the discussions of them which ensue and the creativity possibilities mean that the team have a major role to play in the spiritual, moral, social and cultural education of all students. Our aim is to respond to such aspects of the curriculum in a sensitive and realistic way.

Listed below are selected examples of units of work and texts available within the department that reflect these issues.

|           |  |
|-----------|--|
| Spiritual | The importance of religious belief is crucial to many texts from the English canon; important discussions arise from the texts of Shakespeare, novels, poetry and plays. |
| Moral     | Non-fiction materials will enable students to discuss relevant topics about issues such as conflict, migration and equality.   |
| Cultural  | Texts from other cultures are chosen to introduce alternative ways of living   |
| Social    | Advertising and Media-based work across the years  |

## **Numeracy**

The following principles lie behind our approach to numeracy in English:

- We should be responsible and positive in using numbers and mathematical ideas in our teaching;
- We should make explicit any use or links with numeracy teaching that occur in our teaching;
- We should help develop the correct use of a precise mathematical vocabulary when relevant to our teaching;

Opportunities and examples of numeracy use in English teaching which should be made explicit:

- **Language** – Applying and spelling mathematical terms and number prefixes (e.g. uni-, mono-, bi-, pent-, oct-) accurately and with precision;
- **Sequencing** – use of texts with numerical referencing i.e. scene sequences in Shakespeare.
- **Analysing** – Studying the use of statistics in newspaper reports to identify bias; syllabic counts, sentence, paragraph and stanza length; metrical patterns in poetry.
- **Computation** – Stage design, sound and lighting design require mathematical knowledge in playscripts.
- **Recording** – Using bar or pie charts to record information in non-fiction accounts; using line graphs to plot tension in novels or plays; designing storyboards for fiction writing and digital video; layout of newspaper front pages.

### **Information and Communication Technology (ICT)**

Under their ICT curriculum students should be able to;

- Communicate and handle information
- Design, develop and evaluate models of real or imaginary situations
- Make informed judgements about the application and importance of information technology and its effect on the quality of life
- Integrate more than one form of information, for example words and pictures, symbols, pictures and sound, into a single presentation or report for a particular audience
- Know that the use of information technology does not always provide an appropriate solution to a need.

It is, therefore, possible to incorporate reinforcement of this within the English classroom.

### **Support for less able learners**

- The department has a dedicated English specialist HTLA, who liaises between the HUB and the department as well as teaching intervention groups
- In Year 7/8/9 the suitability of resources will be scrutinised as the new schemes of learning are produced. It is not the team's intention to provide students with less challenging content, rather to find ways in to texts that make them more accessible: for example with the Shakespeare unit using storyboard texts of the plays would be accessible, yet still challenging.

- When relevant teachers should allow students to use ICT to complete work complete well-presented work which boosts their self-esteem.
- The team's intention is to develop schemes of learning that use a wide range of activities and tasks to engage students so they explore different ways of learning which in turn should encourage them to participate

### **Support for more able learners**

Students who have a flair, or fluency, for English will be provided with challenging reading matter and the tasks set will be challenging. There will also be a higher expectation of these students working independently, pushing themselves to achieve beyond what was asked of them. It is the intention of the team to promote the belief that excellence is about students striving to achieve more than what was initially asked of them.

### **Knowledge about Language**

The department recognises the significance of language across the whole school curriculum, the implications this has for English as a subject and the way in which it impinges upon notions of personal identity, social education and equality of opportunity. We therefore seek to create a 'language-rich environment' with good opportunities for discussion, reading and writing.

The department will therefore:

- Implement the National Curriculum's emphasis on English as the dominant language and its guidelines on the delivery of Standard English.
- Show an awareness of the relationship between language, personal identity and self-image in our interaction with students from all backgrounds
- Enable all pupils to develop their ability to use and understand English confidently and competently so that they can meet the demands of the curriculum and of adult life
- Value all languages and dialects
- Develop agreed policies on ways of responding to students' work
- Develop agreed policies on teaching the forms and structures of written Standard English.

Students are encouraged to value the richness and variety of English and to experiment with accents and dialect where it is appropriate to do so. An understanding of the history of language and the social importance placed on Standard English and Received Pronunciation is important, to show students how English has developed and the place of their English within it.

The Department has a particular role to play in dealing with abusive language and the language of prejudice. Like all staff we have a responsibility to challenge students to think about its implications.

All members of the Department should:

- Recognise our responsibility for students' language acquisition and development

- Help students to develop their language skills
- Help students to understand the importance of clear communication in speech and writing.

### **Assessment**

Assessment is a key way of feeding back to students about the progress they are making and steering them to their destination regarding their target levels and grades. Taking an interest in work completed by the student is an integral part of being a teacher, so regular feedback is essential. It is important that when marking distinctions are made about why a piece is being marked.

Each unit of learning will be broken down into three sections. Students will initially sit an in-class baseline assessment that will establish their prior knowledge and can be used to inform the planning and direction of the unit. Half way through the unit the students will be given an exam task to complete for a homework to monitor their mid-way progress in relation to their starting point from the baseline. At the end of the unit students will sit an end of unit assessment that is based on the GCSE style questions. This will determine how much progress each student has made and any areas that need addressing in the next unit, or through intervention

Each of the three assessments will be marked according to the English Feedback policy and will grade the students work. This information will be recorded on GO4SCHOOLS, so parents can continually track the progress of their child.

Students will complete a DIRT lesson on each of these assessments to help them target an area to improve on.

### **Marking Policy**

It is Department policy that all formative assessments will be marked with green pen. Each unit will see three assessments marked which is in line with formal feedback being required once every two weeks. Two of these assessments will be graded. There will be no marking/feedback in student exercise books – all feedback will be on the assessments and in the students' folders. These folders should be kept on the students' desks.

Please note:

If a student has a music lesson during a formative assessment then the student must be allowed to attend the lesson, but they will be expected to complete the 'missed' time during that lunch session with the teacher. Parents will be informed when this happens and explain that necessity dictated the need to keep them in at lunch in order to monitor progress.

### **Homework Policy**

In English and Media we believe in the importance of homework as a means of developing skills and consolidating students understanding. The focus this academic year is the promotion of reading to ensure our students are independently rehearsing this skill and reflecting on what they are reading. Every library lesson in Year 7/8/9

students will be set two more tasks to complete for the next lesson, in a fortnight, so this is in line with students completing a homework once a week. It is important that parents and carers are supportive of homework, so reinforcement at Parents Evenings and individual contact will raise the profile of it.

### **Effective Questioning:**

- promotes learning
- fosters higher order thinking
- develops imagination
- encourages creative thinking
- pitches the correct level of challenge

Asking questions is natural and intuitive. As teachers, we ask questions as soon as the lesson starts and continue until the end. Asking questions forms part of any lesson because it invites the student to think, and even within a 'lecture' style lesson, rhetorical questions are used to invite silent agreement or begin the organisation of ideas to present a response.

Teachers use questions to engage the students and sustain an 'active' style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organise and present new learning. However, research has found that most teachers only wait 0.7seconds for an answer. Developing questioning, requires much greater emphasis on the time provided for students to think individually, collaboratively and deeply to develop and share better answers.

Historically, teachers have asked questions to check what has been learnt and understood, to help them gauge whether to further review previous learning, increase or decrease the challenge, and assess whether students are ready to move forward and learn new information. This can be structured as a simple 'teacher versus the class' approach, where the teacher asks a question and accepts an answer from a volunteer, or selects/conscripts a student to answer. These approaches are implicit in any pedagogy, but teachers need a range of questioning strategies to address different learning needs and situations.

### **How and why do we use Questions in the classroom?**

Teachers use questioning as part of their teaching for many reasons, but often to:

- **maintain the flow** of the learning within the lesson
- **engage** students with the learning
- **assess** what has been **learned**
- **check** that what has been **learnt** is **understood** and can be used
- **test** student **memory** and comprehension

- **seek the views and opinions** of pupils
- **provide an opportunity** for pupils to share their opinions/views and seek responses from their peers
- **encourage creative thought** and **imaginative or innovative thinking**
- **foster speculation, hypothesis** and **idea/opinion forming**
- **create** a sense of **shared learning** and avoid the feel of a 'lecture'
- **challenge** the level of thinking and possibly mark a change to a **higher order** of thinking
- **model** higher order thinking using examples and building on the responses of students

All the following examples and many others are useful and necessary within different classroom situations. They help teachers move students from simple responses, to engage in more developed complex thinking. This helps them apply what they understand, to bridge learning from other times and different situations, to think more actively in lessons and learn from each other's answers.

Questioning approaches e.g. 'thinking time', the 'no hands' rule and 'phone a friend'

### **5xWs**

The Five Ws, also known as the Five Ws (and one H), is a concept used in journalism, research and in Police Investigations that most people consider to be fundamental when examining any new learning situation. It is a formula for getting the "full" story on something. The maxim of the Five Ws (and one H) is that in order for an analysis of basic facts and information to be considered complete it must answer a checklist of six questions, each of which comprises an interrogative word:

**Who? What? Why? Where? When? & How?**

The principle underlying the maxim is that each question should elicit a factual answer — facts that it is necessary to include for a report to be considered complete. Importantly, none of these questions can be answered with a simple "yes" or "no".

The technique uses basic question generating prompts provided by the English language. The method is useful at any level from a formal checklist to complete informality.

For example:

- For informal 'rough-book' use as a quick-aide checklist, as a private checklist to keep in mind when in an on going discussion, as quick points scribbled down in a lesson, to generate further questions for yourself or to raise in the lesson with your group/whole class.
- To generate data-gathering questions in any subject, during the early stages of problem solving when you are gathering data, the checklist can be useful either as

an informal or systematic way of generating lists of question that you can try to find answers for.

- To generate idea-provoking questions, whilst brain-storming, brain-writing or some other such similar technique, the checklist could be used as a source of thought provoking questions to help build on existing ideas.
- To generate criteria, the checklist could help in generating criteria for evaluating options.
- To check plans, the checklist is a useful tool for planning implementation strategies.

Adding **IWWM** – In What Way Might ....

**NB:** The 5xWs and How 'question words' owe their strength to their fundamental place in the English language, and can conceal some of the assets of nature that our language copes less well with. The responses to these questions in the checklist are usually facts, rather than actions or conclusions. You may well need to link these questions to Blooms Taxonomy if you want to achieve the correct level of challenge or use IWWM.

- For example, the answer to 'Who does X?' in a History lesson context could be 'King ...'. To use this answer in a problem-solving or conclusion finding context you may have to take this to another level of challenge.
- For example 'OK – if King ... does X, in what way might we conclude this was a wise action by him and his court?'
- This 'in what way might' (**IWWM**) stage is crucial if the facts are to come alive and contribute to the creative thinking process.