



English Faculty

Teaching Approach and Ethos

The teaching of English is central to the development of student's educational, social and emotional literacy. The curriculum aims to provide students with the core literacy skills required to be successful lifelong learners, whilst also offering a rich and diverse range of sources with which to hone their skills.

The department believe that English is the foundation of all other subjects and that it has broad and rewarding social, political and moral implications; studying English enables students to become critical thinkers and essential emotional and social literacy that will enable them to become happy, productive and successful adults.

The department prides itself on adapting teaching to the needs of our students and is central to the whole school approach to addressing literacy needs. We strive to provide challenge and promote engagement through maintaining and developing our pedagogical knowledge.

As a department, we seek to support and share our practise including a combination of professionally researched teaching strategies. We share planning and resourcing centrally to support workload and share best practice. The assessment and feedback cycle is structured to support workload and well-being.

Key Stage 3 Summary

Students study a range of thematic units; each unit is built around a core concept and range of core skills that provide them with a rich literary and cultural base for their further studies.

All students will study a sequence of set texts as outlined in the Curriculum Map including explorations of the relationship between man and nature as a literary theme, concepts of power and identity, rhetorical structures and techniques and the significance of context in exploring genres and writing styles. Each topic study is sequenced to build core knowledge that provides a secure basis for the topics and texts studied at GCSE and A Level.

The curriculum has been designed to build on prior learning so that by the end of the Key Stage students have a broad conceptual understanding through a range of texts. For example, Students in Year 7 will explore the relationship between man and nature and the pastoral literary movement in a novel and poetry selection, this is then further developed in Year 8 study of the Shakespeare comedy 'A Midsummer Night's Dream' so that students can develop and apply prior knowledge across the two years of study.

Work across this keys stage focuses on building students analytic reading skills, their core writing and literacy needs as well as opportunities to develop broader study skills that will enable them to continue as successful learners.

Key Stage 4 Summary

Students study two GCSE courses following the AQA Specifications for GCSE English Literature and English Language with two exam papers per subject in addition to the English Language Non-Exam Assessment for Speaking and Listening.

Students begin GCSE studies in Year 9 with the first two terms focusing on developing higher level reading and writing skills as the bridge between KS3 and 4.

The selection of set texts for GCSE include

- Shakespeare's tragedy – Macbeth
- The 19th Century Novel – A Christmas Carol by Charles Dickens
- Modern Drama text – An Inspector Calls by JB Priestley
- Poetry Anthology provided by AQA –Power and Conflict Cluster

These set texts have strong thematic links between them allowing students to constantly overlap learning of key concepts, which is supported by regular interleaved revision and knowledge testing.

Key Stage 5 Summary

The English Faculty offer A Level English Language following the OCR specification and A Level Literature following the AQA Specification B.

The content of both the Language and Literature course aims to give students a breath or reading and allow them to explore how social and historical context can both influence and be influenced by language and literature. The units studied aim to engage students with the significance of language and literature in society and over time; they will become critical readers who can deconstruct texts with precision and insight.

Trips and Enrichment

The Faculty prides itself on providing many opportunities for students to enjoy the subject beyond the confines of the classroom. There are regular theatre trips, or actors and professionals visit the school and run workshops to support and enrich students' understanding. We often bring year groups together to show case their work or run competitions, which are driven by the Faculty's own enthusiastic and innovative team of teachers. We have also enjoyed marked success in local, district, regional and national Public Speaking and Poetry Competitions.

Staff

The English Faculty consists of 11 members of staff and works closely with the School Librarian as an extended team member. We regularly host PGCE and SCITT trainees and the school is a School Direct and Returning to Teaching School.

Accommodation

The English Faculty has well-appointed rooms, situated together in one suite, which includes a communal faculty space. All classrooms are equipped with traditional white boards, interactive white boards, and visualizers. Staff are also provided with a school laptop or desktop. There is also a well-resourced library and the faculty works closely with the specialised dyslexia (ACE) and SEN departments.