

## English Curriculum Intent

In line with whole school priorities, the English Curriculum aims to instil a love of life-long learning within our students, as well as teaching them how to be good citizens. Our golden thread of 'The Human Condition' allows learners to evaluate what it means to be human and encourages both sympathy and empathy skills; the English Classroom provides a safe and productive space for our students to engage with complex moral and philosophical ideas about the human experience.

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 journey. 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. What's more, the curriculum also finely balances literature from the canon alongside contemporary texts which instil a sense of the diverse world around us.

As stated, the curriculum is structured and sequenced around the golden thread of 'The Human Condition': with each Mastery unit asking a 'Big Question' and lesson-by-lesson learning questions that are evaluated in the form of plenaries. This conceptual approach aims to foster intellectual curiosity within our students and allows us all to examine what literature we read reveals about being human as well as how our own writing can voice our human experiences. At the beginning and end of each unit, students evaluate their response to the 'Big Question', alongside ambitious vocabulary that they are equipped with to answer the question concisely.

The steps of reciprocal reading are embedded implicitly throughout our curriculum: prediction; clarification; questioning; and summarising. Through the 'Read like a Writer, Write like a Reader' pedagogical approach to teaching writing, students take inspiration from the writers they encounter through reading in order to discover their own voice within their writing. This approach is taught implicitly in Years 7-9 and explicitly in Years 10-13.

All lessons are scaffolded to ensure that they are supportive yet also challenging for our mixed-ability context, ranging from dyslexia-friendly lesson slides to challenge and extension tasks for all learning episodes. Adaptive teaching strategies are then used by class teachers to ensure that the climate and context of the lesson is appropriate and motivating for all learners. Knowing our students and building positive working relationships is at the heart of our teaching, facilitated through embedded practices such as Class Context Sheets and a strong working relationship with the SEND department. From Year 9 onwards, students who struggle to access the curriculum in a mixed ability setting are placed in a 'nurture' group. These students follow the same Schemes of Learning as the rest of their cohort but the pace and structure of lessons are adapted to their needs. The Step Up to English and Functional Skills programmes are also taught alongside the GCSE content to ensure that every student has the opportunity to complete KS4 with a sense of achievement.

Within Key Stage Three, Home Learning aims to consolidate and develop students' knowledge and application of spelling, punctuation and grammar. As Students transition into Key Stage Four study, we begin to model effective revision habits through the Home Learning tasks set before a detailed revision schedule is shared for students to follow in Year 11. Within Key Stage Five, the flipped learning model is applied to instil independence within our learners and hone the effective study and revision skills that Key Stage Three and Four study has equipped them with; we ultimately aim to begin to prepare them for further education, in which the ability to be independently disciplined is essential.

Each term, teachers share Supercurriculum tasks that students can complete to engage with the relevant topic in a creative and personal way. Merits and awards are available to students that complete said tasks. What's more, students are given various opportunities to complete Enrichment Projects which are closely linked to a topic of study from the English curriculum. This produces individualised, creative responses to our Mastery Curriculum, with examples such as documentaries, soundtracks and paintings.

Please note that we will transition to a 3 year KS3 curriculum model with the Year 9 cohort of 2024/25. This means that for 2 years we will be following both the new and legacy curriculum maps simultaneously with students who had already started their GCSE study in 2022/23 or 2023/24 continuing on the legacy curriculum. Both curriculum maps can be found below.

<p><b>KS3: Years 7-9</b></p>	<p>National Curriculum content is taught until the end of Year 9. 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. Students are introduced to their first taste of a GCSE text towards the end of the Summer Term of Year 9 in order to begin their transition into KS4 study.</p>
<p><b>KS4: Years 10 and 11</b></p>	<p>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.</p>
<p><b>KS5: Year 12 and 13</b></p>	<p>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.</p>

**An Example of 'The Big Question' in practice:**

Macbeth: The Big Question

**The Human Condition:**  
*To what extent does fear drive us?*

**Key Words**

Ambition   Manipulation   Reputation   Tragedy   Hubris

Tyrannical   Dominance   Downfall

*Use at least one word from the list that you already know and use the class dictionaries to help you use a less familiar word.*

Macbeth: The Big Question

**Key Words**

Ambition   Manipulation   Reputation   Tragedy  
Hubris   Tyrannical   Dominance   Downfall

**The Human Condition:**  
*To what extent does fear drive us?*

Before we delve into this topic, what are your preliminary ideas in response to the big question?

Now that you are an expert on 'Macbeth', how have your ideas in response to the big question developed?

**Vyners English Curriculum**  
*Big Questions from Year 7 to Year 13*

**Golden Thread: The Human Condition**

*What does it mean to be human? How do we define ourselves and express these ideas?*

- Year 7:** What happens when humans gain power? To what extent should we conform to society's expectations?
- Year 8:** What affects and shapes our identity? To what extent do our flaws define us? Can a person change and redeem themselves?
- Year 9:** How does the individual affect a community? Does hubris inevitably lead to downfall?
- Year 10:** How does conflict shape the individual and society? Does the individual have to be repressed to function as part of the collective?
- Year 11:** What does literature reveal, promote and challenge about human behaviour? What are the consequences of individualism? To what extent should the individual rebel against conformity?
- Year 12:** Is the collective more successful than the individual? How do humans cope with loss? Can we trust the teller?
- Year 13:** How does a person's environment affect their behaviour? Is redemption possible? Will humans always aspire to better themselves? Is ignorance bliss and a knowledge always dangerous? What happens when we prioritise materialism over spirituality?

# Vyners English Curriculum



## Big Questions from Year 7 to Year 13

### Golden Thread: The Human Condition

What does it mean to be human? How do writers explore and express these ideas?

What happens when humans gain power? To what extent should we conform to society's expectations?

Year 7  
What affects and shapes our identity?

Can a person change and redeem themselves?

Year 8

To what extent do our flaws define us?

To what extent does fear drive us?

Does hubris inevitably lead to downfall?

Year 9

Does the individual have to be repressed to function as part of the collective?

How does conflict shape the individual and society?

Year 10

To what extent should the individual rebel against conformity?

What does literature reveal, promote and challenge about human behaviour?

Year 11

What are the consequences of individualism?

How do humans cope with loss?

Is the collective more successful than the individual?

Can we trust the teller?

Year 12  
Is redemption possible?

Will humans always aspire to better themselves? Is ignorance bliss and is knowledge always dangerous?

Year 13  
How does a person's environment affect their behaviour?

Is revenge possible? If so, is it just?

What happens when we prioritise materialism over spirituality?

**English Curriculum Implementation: New Mastery Curriculum (Year 9 cohort of 2024/25 onwards)**

	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, with predominant focus on 'Much Ado About Nothing'		Identity in the World Around Us: Poetry, Autobiography and Short Story	
<b>Big Question</b>	What happens when humans gain power?		To what extent should we conform to society's expectations?		What affects and shapes our identity?	
<b>Read like a Writer</b>	Creating and shaping character voice					
<b>Enrichment</b>	Supercurriculum Tasks		Supercurriculum Tasks		Enrichment Project	
<b>PSHE/ Life Skills Links</b>	All English lessons develop students' empathy, communication and literacy skills. This term also explores the effects of power and conflict upon humans through the allegory of 'Animal Farm'.		All English lessons develop students' empathy, communication and literacy skills. This term also explores gender stereotypes and the history of the patriarchy through the lens of 'Much Ado About Nothing'.		All English lessons develop students' empathy, communication and literacy skills. This term also explores diversity in the world around us as well as the importance of a person's identity through poetry and autobiography.	
<b>Year 8</b>	Gothic and Ghost Stories, focusing on 'The Fall of the House of Usher' by Edgar Allan Poe <u>or</u> 'The Phantom Coach' by Amelia Edwards and 'A Christmas Carol' by Charles Dickens		Shakespeare's Tragedies, focusing on 'Romeo and Juliet' (full play), 'Hamlet' and 'Othello'		Myths and Legends, focusing on Homer's 'Odyssey' and 'Beowulf'	
<b>Big Question</b>	Can a person change and redeem themselves?		To what extent do our flaws define us?		Does hubris inevitably lead to downfall?	
<b>Read like a Writer</b>	Creating appropriate and impactful imagery through description					
<b>Enrichment</b>	Supercurriculum Tasks		Enrichment Project		Supercurriculum Tasks	
<b>PSHE/ Life Skills Links</b>	All English lessons develop students' empathy, communication and literacy skills. This term also considers how author's use their text as a form of social commentary and exploring society's response to social inequality through the lens of 'A Christmas Carol'.		All English lessons develop students' empathy, communication and literacy skills. This term also explores the impact and consequences of violent behaviour in 'Romeo and Juliet'.		All English lessons develop students' empathy, communication and literacy skills. This term also explores the moral lessons that can be taught through storytelling.	

<b>Year 9</b>	The Power of Protest	Imagination and the Short Story	'An Inspector Calls' by JB Priestley (English Literature)  English Language Link: Nonfiction Reading and Writing
<b>Big Question</b>	How can language be used to exercise power?	How does the imagination shape our lives?	How does the individual affect a community?
<b>Read like a Writer</b>	Writing for a particular purpose and audience		
<b>Enrichment</b>	Supercurriculum Tasks	Supercurriculum Tasks	Enrichment Project
<b>PSHE/ Life Skills Links</b>	All English lessons develop students' empathy, communication and literacy skills. Students will learn the importance of being polite and respectful in online communications, even when there is perceived anonymity. They will also learn how to be persuasive and master language to achieve goals from everyday complaints to societal change. They will study persuasive writing of other people and finally use these skills in an oral debate assessment where they will be rational and speak politely.	All English lessons develop students' empathy, communication and literacy skills. Students will learn to consider different perspectives and points of view through imaginative retellings that develop emotional literacy. Story writing will help students to consider social dynamics- exploring and resolving social and personal conflicts in stories. Students will learn to respond to each other's work in personal ways and to engage with each other in meaningful positive conversations and dialogue.	All English lessons develop students' empathy, communication and literacy skills. This term also considers how author's use their text as a form of social commentary and exploring society's response to social inequality. We also explore how the way in which we treat a person has consequences and consider the concepts of consent and suicide.
<b>Year 10</b>	'Macbeth' by William Shakespeare (English Literature)  English Language Link: Fiction Writing	Power and Conflict Poetry Anthology (English Literature)  English Language Link: Fiction Writing	Dystopia Study (English Language Papers 1 and 2; Unseen Poetry)  Summer Assessments and Spoken Language Endorsement
<b>Big Question</b>	To what extent does fear drive us?	How does conflict shape the individual and society?	To what extent should the individual rebel against conformity?
<b>Read like a Writer</b>	The Power of Writing: Exploring how a writer can expose, question and criticise		
<b>Enrichment</b>	Jack Petchey Speakout Challenge, Supercurriculum Tasks	Supercurriculum Tasks	Supercurriculum Tasks
<b>PSHE/ Life Skills Links</b>	All English lessons develop students' empathy, communication and literacy skills. Students' exploration of 'Macbeth' allows them to consider the consequences of making bad choices and allowing yourself to be influenced by others.	All English lessons develop students' empathy, communication and literacy skills. The Power and Conflict anthology increases students' awareness of a range of important social issues, ranging from the effects of PTSD to the experience of asylum seekers.	All English lessons develop students' empathy, communication and literacy skills. The study of Dystopia allows us to explore a range of social issues from abortion rights to genetic engineering. The NEA Spoken Language exam allows students the opportunity to voice

			and share their opinions on a topic that is important to them.
<b>Year 11</b>	<p>'The Strange Case of Doctor Jekyll and Mr Hyde' by Robert Louis Stevenson OR 'A Christmas Carol' by Charles Dickens (English Literature)</p> <p>Revision for December Trial Exams: Power and Conflict Poetry, Language Paper 2</p>	<p>Trial Exam Feedback</p> <p>Revision for Spring Trial Exams: 'An Inspector Calls', 'Macbeth', Language Paper 1</p>	<p>Final Revision for each GCSE Topic</p> <p>GCSE Examinations</p>
<b>Big Question</b>	<p>Does the individual have to be repressed to function as part of the collective?</p> <p>Can a person change and redeem themselves?</p>	Through revision and exam practice tasks, students will consider: What does literature reveal, promote and challenge about human behaviour?	
<b>Read like a Writer</b>	Refining a convincing and compelling personal writing style		
<b>Enrichment</b>	Each year the department makes the most of opportunities available to help students revise effectively e.g. Theatre Productions		
<b>PSHE/ Life Skills Links</b>	All English lessons develop students' empathy, communication and literacy skills. Through their study of 'Jekyll and Hyde', students explore human psychology and the consequences of repressed thoughts and feelings. Those studying 'A Christmas Carol' have the opportunity to revisit the concept of Dickens' social commentary from a more mature perspective.		
<b>Year 12</b>	<p>'Hamlet' by William Shakespeare (Paper One);</p> <p>Defining American Literature 1880-1940 for Term One; followed by 'The Great Gatsby' by F Scott Fitzgerald (Paper Two).</p>	<p>'Collected Poems' TS Eliot (NEA);</p> <p>'The Great Gatsby' by F Scott Fitzgerald (Paper Two).</p>	<p>'The Merchant's Tale' by Geoffrey Chaucer (Paper One);</p> <p>'Translations' by Brian Friel (NEA)</p>
<b>Big Questions</b>	How do humans cope with loss? What are the consequences of individualism? Can we trust the teller? Will humans always aspire to better themselves? Is ignorance bliss and is knowledge always dangerous?		
<b>Read like a Writer</b>	Developing a critical, academic voice within essay writing		
<b>Enrichment</b>	Classics Enrichment Project	The Victorian Novel Enrichment Project	Summer Challenge Project for those not completing intervention work: Medieval and Renaissance Literature A Level Exams

<b>PSHE/ Life Skills Links</b>	All English lessons develop students' empathy, communication and literacy skills. Through the study of 'Hamlet' students explore mental health, bereavement and the complexities of family life. 'The Great Gatsby' enables students to consider self-image, reputation and aspiration.		All English lessons develop students' empathy, communication and literacy skills. By studying TS Eliot, students can reflect on the 'progress' and challenges of modern life. On the other hand, through their study of Chaucer, students can gain an insight into faith, sin and virtue; and social hierarchies. Students also consider exploitation and sexual consent. 'Translations' allows students to consider the tensions around language and identity, colonialism and effective protest.	
<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 Examinations
<b>Big Questions</b>	Is the collective more successful than the individual? Is redemption possible? How does a person's environment affect their behaviour? Is revenge possible? If so, is it just?			
<b>Read like a Writer</b>	Refining a fluent, critical and academic voice within essay writing			
<b>Enrichment</b>	Support and intervention is prioritised as students prepare for their UCAS applications and A Level examinations			
<b>PSHE/ Life Skills Links</b>	All English lessons develop students' empathy, communication and literacy skills. 'Grapes of Wrath' offers students the opportunity to consider economic migration, the plight of refugees, family dynamics, prejudice and social justice. Through studying 'The Duchess of Malfi' students explore gender politics, abusive/controlling relationships alongside loving family relationships.			

### English Curriculum Implementation: Legacy Mastery Curriculum - Years 10 and 11 cohorts from 2024-2026 ONLY

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 10</b>	'The Strange Case of Doctor Jekyll and Mr Hyde' by Robert Louis Stevenson OR 'A Christmas Carol' by Charles Dickens (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>Big Question</b>	Does the individual have to be repressed to function as part of the collective?  Can a person change and redeem themselves?	To what extent should the individual rebel against conformity?	What does literature reveal, promote and challenge about human behaviour?
<b>Read like a Writer</b>	The Power of Writing: Exploring how a writer can expose, question and criticise		
<b>Enrichment</b>	Jack Petchey Speakout Challenge, Supercurriculum Tasks	Supercurriculum Tasks	Supercurriculum Tasks
<b>PSHE Links</b>	All English lessons develop students' empathy, communication and literacy skills. Through their study of 'Jekyll and Hyde', students explore human psychology and the consequences of repressed thoughts and feelings. Those studying 'A Christmas Carol' have the opportunity to revisit the concept of Dickens' social commentary from a more mature perspective.	All English lessons develop students' empathy, communication and literacy skills. The study of Dystopia allows us to explore a range of social issues from abortion rights to genetic engineering. The NEA Spoken Language exam also allows students the opportunity to voice and share their opinions on a topic that is important to them.	
<b>Year 11</b>	Interleaving revision-based starter activities for knowledge recall and application of key skills  Conceptual analysis of GCSE texts according to themes (power, relationships, gender, conflict) and critical theory  Weekly attainment-based Literature intervention sessions  A range of English Language "Walking Talking Marks" for both papers		GCSE Exams
<b>Big Question</b>	What does literature reveal, promote and challenge about human behaviour?		
<b>Read like a Writer</b>	Refining a convincing and compelling personal writing style		
<b>Enrichment</b>	Each year the department makes the most of opportunities available to help students revise effectively e.g. Theatre Productions		
<b>PSHE Links</b>			

<b>Subject:</b> <b>English - KS3</b>	<b>FUNCTIONS OF ASSESSMENT</b> <b>(please note that this assessment map is for the new Mastery Curriculum starting in 2024/25)</b>
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		<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.</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.</li> <li>- GL Assessments</li> </ul> <p><b>Year 9:</b></p> <ul style="list-style-type: none"> <li>- End of Year assessment - (<i>closed book in timed conditions</i>). Sec A: Unseen extract from non-fiction writing with short-answer questions for guided analysis. Sec B: Nonfiction Writing.</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><u>Skills Assessed</u></b></p> <p><b>Reading</b> - analysis of Literature text being followed. Introduction of TELEM skills, students apply inference and analysis.</p> <p><b>Writing</b> - descriptive and narrative creative writing skills. Nonfiction creative writing skills.</p> <p><b>Oracy</b> - Presenting and speaking &amp; listening skills</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>	

In the Spring Term, a marking abandonment policy is applied to Years 7-10 so that teachers can focus their efforts on feedback for Year 11 and Year 13 students. This means that each year group sits 1 assessment in the Spring Term, rather than 2.

Written feedback and student responses in the form of react should be evident. These are in student assessment books which stay in the classroom.

#### **Year 7**

**Autumn** - Conflict & Revolution

- Reading: Text analysis
- Writing: Persuasion
- Oracy: Speech deliverance

**Spring** - Comedy

- Reading: Text analysis
- Writing: Narrative
- Oracy: Performance

**Summer** - Identity and the World Around Us

- Reading: Text analysis (End of Year)
- Writing: Descriptive
- Oracy: Presentation

#### **Year 8**

**Autumn** - Gothic and Ghost Stories

- Reading: Text analysis
- Writing: Descriptive
- Oracy: Performance

**Spring** - Tragedy

- Reading: Text analysis
- Writing: Persuasive
- Oracy: Presentation

**Summer** - Myths & Legends

- Reading: Text analysis (End of Year)
- Writing: Narrative
- Oracy: Performance

#### **Year 9**

			<p><b>Autumn</b> - The Power of Protest</p> <ul style="list-style-type: none"> <li>- Reading: Short-answer test</li> <li>- Writing: Writing email of complaint/protest</li> <li>- Oracy: Debate</li> </ul> <p><b>Spring</b> - Imagination and the Short Story</p> <ul style="list-style-type: none"> <li>- Reading: Review</li> <li>- Writing: Narrative</li> <li>- Oracy: Critical Conversation</li> </ul> <p><b>Summer</b> - An Inspector Calls</p> <ul style="list-style-type: none"> <li>- Reading: Essay skills</li> </ul> <p>- Reading: Nonfiction analysis (End of Year)</p> <p>- Writing: Nonfiction (End of Year)</p> <p>- Oracy: Preparation for NEA Spoken Language - leads into Summer Home Learning</p>	
	<p><b>Weekly</b></p>	<p>Teachers:</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 tasks to students for effective practice of skills and peer/self assessment</li> </ul> <p>Students:</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 by setting targets after each self/peer/teacher assessment and ask for support from their subject teachers.</li> </ul>		

	<b>Hourly</b>	<p>'Every Lesson Every Day' 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 solidify and check understanding of texts</li> <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>FUNCTIONS OF ASSESSMENT</b>		
<b>ENGLISH - KS4</b>		<b>(please note that this assessment map is for the new Mastery Curriculum starting in 2024/25)</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</b>	<b>Annually</b>		<b>Year 10:</b> End of Year assessments ( <i>in the style of mock examinations,</i>	Nationally standardised summative assessment takes the form of GCSEs and

<b>AL E</b>			<p><i>closed-book and in timed conditions</i>) -</p> <ul style="list-style-type: none"> <li>- <b>Literature:</b> Experience of a Literature paper</li> <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</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</li> <li>- <b>Language:</b> Language Paper 1, Sections A and B.</li> </ul>	<p>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> <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><u>English Literature</u></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> <li>40% (literature)</li> <li>1 hour and 45 mins</li> </ul> <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> <li>- 60% (literature)</li> <li>- 2 hours and 15 mins</li> </ul>
	<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>2-3 formal assessment points across each term in line with the Mastery Curriculum. When a literature text is the Mastery topic</p>	

			<p>for the term, these will be based on the development of essay skills in relation to the text studied that term. The third assessment will be based on English Language writing skills (Fiction or NonFiction) and are sometimes assessed through group work and/ or Oracy. When English Language is the Mastery topic for the half term, both assessments will be based on an English Language paper.</p> <p>When students are studying a Literature topic, the teacher feedback for the first essay task of the term is skills-based and focuses 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>In the Spring Term, a marking abandonment policy is applied to Years 7-10 so that teachers can focus their efforts on feedback for Year 11 and Year 13 students. This means that each year group sits 1 assessment in the Spring Term, rather than 2.</p> <p>Written feedback and student responses in the form of react should be evident. These are in yellow assessment books and folders.</p>	
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			<p><b><u>Year 10</u></b></p> <p><b><u>Autumn Term</u></b> Two Literature assessments on Macbeth essay writing.</p> <p>One Language assessment on creative writing.</p> <p><b><u>Spring Term</u></b> An essay on Power and Conflict Poetry.</p> <p><b><u>Summer Term</u></b> End of year assessments for both Literature and Language. NEA Spoken Language Exam.</p>	<p><b><u>Year 11</u></b></p> <p><b><u>Autumn Term</u></b> Skills-based Literature essay on the 19th century novel.</p> <p>Trial Exams for both Literature and Language.</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>	
	<p><b>Weekly</b></p>	<p>Teachers:</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:</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>			

	<b>Hourly</b>	<p>'Every Lesson Every Day' 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 home learning and checked in class</li> </ul>	
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<b>Subject:</b> <b>ENGLISH LITERATURE - KS5</b>	<b>FUNCTIONS OF ASSESSMENT</b>		
	<b>FORMATIVE;</b>	<b>SUMMATIVE;</b>	<b>EVALUATIVE;</b>



T I M E S C A L E	Annually		<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>  <i>Year 13 December Trial Exams</i>  <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>
	Interim (termly or half-termly)		<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</b></p>	

**Assessment** versions of Assessment Feedback sheets are used by students to enable further insight into how to make progress.

On the body of essay work itself, teachers provide **ReAct tasks**, 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 **student yellow assessment books**.

**Year 12**

**Autumn Term One**

Hamlet Task a)

Unseen American Prose

**Autumn Term Two**

Hamlet Task b)

Unseen American Prose

**Spring Term One**

Hamlet Task a)

The Great Gatsby

**Spring Term Two**

*Plus February*

*Assessment:* Hamlet Task a) and b); Unseen and The Great Gatsby

**Summer Term One**

NEA Task One

The Great Gatsby

**Summer Term Two**

The Merchant's Tale

*Plus June Assessment:*

Hamlet Tasks a) and b)  
The Great Gatsby/Unseen

**Year 13**

**Autumn Term One**

The Merchant's Tale

NEA Task Two

**Autumn Term Two**

The Merchant's Tale

The Grapes of Wrath  
and The Great Gatsby

*Plus Trial Exams:* Hamlet Tasks a) and b); The Merchant's Tale; Unseen American Prose; The Great Gatsby and The Grapes of Wrath

**Spring Term One**

The Merchant's Tale and  
Duchess of Malfi

Wider American  
Literature reading

**Spring Term Two**

The Merchant's Tale and  
Duchess of Malfi

*Plus March Assessment:*  
Hamlet Tasks a) and b);  
The Merchant's Tale and  
The Duchess of Malfi;

				<p>Unseen American Prose; The Great Gatsby and The Grapes of Wrath</p> <p><b>Summer Term One</b></p> <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>	