

**LACON CHILDE SCHOOL**

ENGLISH DEPARTMENT

The English Department offers a lively, creative approach to the subject whilst embedding the key skills necessary for success at GCSE. We pride ourselves on attaining excellent results at GCSE. 90% of students attained a level 4 or above in either GCSE Language or Literature last year. One of our key aims is to nurture a love of reading, as well as providing students with the ability to communicate ideas successfully in their writing with enthusiasm and accuracy. We aim as a department to contribute to the making of articulate, literate, creative and cultured young people, who are able to think critically and enjoy texts of all kinds.

The English Curriculum is supplemented by key enrichment activities. Last year we had the whole of Years 10 and 11 watching an in-school production of Jekyll and Hyde. We have a trip to see Blood Brothers running for Year 10 in March. Each year we also encourage a group of students in Years 8 and 9 to participate in the regional mock trial competition. Lacon Childe are several time winners of the regional heat at Worcester. We annually run the BBC 500 words competition for Years 7 and 8, both as an external and internal competition. The department work closely with the library base to give an enriched and creative approach to reading and literacy.

The department has worked together to create a comprehensive bank of resources to enhance all schemes of work. These are always being improved and extended by staff. We are always looking out for new, exciting resources to improve what we offer in the classroom and considering how teaching and learning can be made engaging for our students.

**Key Stage 3**

Our Key Stage 3 curriculum is built around the new GCSE assessment objectives and assessing pupil progress is integrated into all schemes of work. We use a learning ladder, in line with whole school assessment, based on the ‘emerging, developing, securing and mastering’ framework. Schemes of work and assessment tasks in lower school are constantly being adapted to meet the new skills challenges at GCSE. However, we do still place a value on enjoying the subject in its own right at Key Stage 3 and would not wish to lose sight of this. We start the GCSE focus midway through Year 9, through skills linking to the Language Papers and studying some of GCSE power and conflict poetry.

English groups are mixed ability in Year 7. We find that this helps with the transition from Key Stage 2 to 3. Key skills groups are timetabled for further intervention support throughout Key Stage 3; these small groups are taught by an experienced HLTA. We then go on to broad banded groups from Year 8 upwards. As there are no tiers for the new exams, all students are ultimately prepared for the same final exams in Language and Literature. Differentiation within groups occurs to provide support for the less able, as well as stretch and challenge for gifted and talented.

**Key Stage 4**

Last year all Year 11 students were entered for English Language and English Literature. This is the general expectation, though we review each year in light of the challenges some individuals may face in accessing the exams. We have four teaching hours a week at KS4 and the specification that we teach in Year 11 for GCSE English Language and Literature is currently AQA Specification A. Our set texts across the current cohort are: Macbeth, Jekyll and Hyde, An Inspector Calls and the Power and Conflict poetry cluster. We have a thorough and intensive approach to revision, providing sessions after school on a Tuesday and whole days in school dedicated to Language and Literature in the run up to the exams.

Our schemes of work and revision materials are now comprehensive and well resourced. We pride ourselves on giving quality feedback to aid further progress.

We consider ourselves to be a welcoming, hard-working department in a school where the students are generally co-operative and enthusiastic. We are looking for someone who is primarily able to contribute as a strong practitioner in the classroom, as well as to offer further enrichment for our students if possible.

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