

Consistency:

There is a flexible structure across the Key Stage 3 English curriculum which involves consistent departmental approaches to deconstructing texts and planning writing tasks. These focus on the level of detail required and aim to support students in recognising the importance of these disciplines in producing work to a high standard. Often a comparative approach may be adopted eg showing two plans for an essay and asking which is better and why as this allows them to identify the standard that is expected. The use of style models and exemplar responses supports this.

All teachers in English are closely monitored and equipped with a teacher toolkit to ensure a consistent approach to their developing pedagogy and to maintain high standards of teaching for students. Currently, we are developing the use of oracy (including student voice) as a strategy for learning through a wide range of speaking and listening activities which promote personal growth and draw on a growing awareness of cultural capital.

Extended writing in reading tasks mirror question stems which students will encounter in Key Stage 4. Writing tasks are framed around GCSE tasks but encourage greater creative freedom for students to write for a wider range of purpose, audience and forms. Far more emphasis is placed on the importance of Oracy at Key Stage 3 to prepare and support the element at GCSE but also as a stepping stone to refining writing skills, encouraging self-expression and understanding the importance of the views of others.

The use of modelling, style models, planning strategies and scaffolding are all regular facets of our approach to drawing out the best from the students that we teach. In addition, we firmly believe in active learning which can be personalised to encourage and nurture behaviour for learning, independence and resilience in fully preparing them for life beyond the classroom.

Furthermore, we understand the importance in students acknowledging not only why and what they are learning but also extending this further to develop a burgeoning interest into *how* they learn as individuals. This can greatly enhance the learning process and encourages links between likeminded learners which can stimulate and push students to even greater achievements.