English Departmental Priorities

2020-2021

*The priorities should be identified from the action points on the Departmental SEF related to the quality of teaching and learning*

# Improvements since 2018

* Reviewed LTP to ensure sufficient breadth of study
* Reviewed LTP to ensure sufficient diversity in texts and coverage
* Reviewed LTP to ensure sufficient breadth of coverage of Literary Canon
* Reviewed LTP to ensure knowledge and skills build cumulatively
* Created cover sheets to make the purpose of the learning explicit and link to careers, national curriculum and the wider learning journey (where have we been, where are we now and where are we going).
* Created knowledge organisers for each unit of work and applied interleaving
* Shared Frayer model as an approach to teach vocabulary
* Mapped out T2 and T3 vocabulary across the MTPs
* Used Massolit as a tool to develop subject knowledge
* Created a system of codes to streamline the intervention process
* Developed use of interleaving and low-stakes testing across the department
* Developed the use of visualisers as standard practice across the department
* Created a culture of collaboration and support within the department
* Implemented wider reading homeworks

# Top Priorities

1. **Ensuring the curriculum builds upon prior knowledge effectively**
* Create schemas for schemes of learning to ensure they build upon prior learning effectively
* Adjust curriculum to ensure it is responsive to gaps due to current situation
* Use weekly and termly reviews that are self-marking to inform curriculum design and implementation.
* Create weekly and termly low stakes reviews using Forms.

**2. Develop use of cognitive load theory and metacognition techniques within English**

* Trial metacognition with classes
* Share materials and strategies with the department and ask them to trial

**3. Effective use of knowledge organisers and low-stakes testing**

* Remind and reinforce this requirement with Department at Department meeting and through collaborative work scrutiny
* Continue to improve and adapt content on knowledge organisers and low-stakes tests.
* Continue to adjust and review MTPs to allow time for slow teaching if required (caveat) and create long term plan.
* Delegate creation of weekly/monthly review quizzes that are low-stakes and self-marking to diagnose learning gaps and support interleaving and knowledge retention

**4. Explicit teaching of vocabulary**

* Ensure all members of the department are clear about what is meant by the SEEC method through department meeting
* Have a fortnightly vocabulary agenda item to effective implementation.
* Utilise linguistics expertise of SAL to support effective teaching of vocabulary prefixes, root words etc. and share across the department
1. **Developing more efficient and effective intervention strategies**
* Use formative and summative assessment data to identify BLITZ students.
* Make better use of live modelling strategies in lessons.
* Share approaches to using modelling effectively

**6. Creating approaches for more effective and timely feedback**

* Create and trail effective questioning approaches both in the classroom and when students are working remotely
* Use Department meeting to share good practice with feedback us online

# Other Priorities

**1. Developing a culture of wider reading for pleasure**

* Continue to create and set wider reading homeworks
* Reading aloud to students
* Review and perhaps reinstate reading homeworks and reading journal

**2. Continuing to uphold and enforce Minimum Standards in a climate of less maintenance marking**

* Work scrutinies will use assessment folders due to current situation.
* Teams may provide some means to conduct work scrutiny or staff may provide examples of where the focus of the work scrutiny (in this case M.S) are being enforced.
* Continue to refuse to mark work that does not meet Minimum Standards

**3. Ensure blended learning and feedback work effectively**

* Distribute relevant principles of instruction to members of the department.
* Ask department members to explore this principle in more depth and identify useful strategies to use both in the classroom and when students are required to work remotely

**4. Making explicit links to the importance of English for future careers and further study**

* Create wall display of where English can take students to further study
* Consider references to further study and careers being placed on MTPs
* Monitor use of cover sheets to demonstrate careers links and where the learning fits into the bigger picture through pupil voice

**5. Ensure subject Knowledge is secure and developing across the department**

* Continuously share research and wider reading
* Review and discuss knowledge organisers
* Collaborative planning
* Formalised Department meeting slots to discuss subject matter
* Use Massolit as a tool to develop subject knowledge both for staff and students

# Progress Updates

*These should be completed at least termly in preparation for the meeting with the relevant link governor.*

Date: Update