



English: Our DNA

Head of Department: Ms Khan

The Bolingbroke Academy English department is committed in ensuring ALL pupils make greater than expected progress across all Key Stages in the subject of English. We uphold and display the values of the Academy and encourage the pupils to also BE BOLD at every possible opportunity within our subject area.

Our aim is to deliver outstanding lessons to every pupil, every day, through strict adherence to the ten 'Non-negotiable principles for outstanding teaching and learning' set out in the Academy Teaching and Learning policy. The role played by support staff in the progress of our pupils is valued highly, as is the input of other Bolingbroke departments and parents and carers. We maintain strong links with all stakeholders involved with the achievement of our pupils in English and through implementation of our key pledges we ensure that the high expectations we have of them and each other translate into outstanding academic achievement. We hope that the vast majority of our qualifying students choose to study A-Level English at Bolingbroke. We seek to equip these students not only for outstanding achievement at A2, but also for higher education and the workplace. We aim to instil a love and appreciation of English – one which will stay with our pupils for the rest of their lives.

- **Teaching and Learning** – Bolingbroke Academy English Department is a dynamic, enthusiastic department; a collaborative approach to teaching and learning is embedded within daily practice and future planning. The Faculty is committed to continually reviewing and updating units of learning and teaching and learning styles, in order to engage students and facilitate achievement. We believe that pupils who progress the most academically and socially during their time in education are those who are taken out of their comfort zone on a regular basis, are active participants in their own learning in pursuit of excellence and are on a journey of continual improvement. Additionally, our marking policy encourages pupils to have a deeper understanding of their own strengths and development areas, take responsibility of their own learning and create solutions which will help them improve. However, we as teachers cannot expect our pupils to BE BOLD if we aren't ourselves. Thus, we pledge that we will take risks when delivering English lessons to ensure they are engaging, stimulating and in turn encourage our pupils to learn. We aim to foster pupil independence to ensure they are fully prepared, not just for the new, more rigorous GCSE and A-Level specifications, but also for further study and their lives beyond Bolingbroke Academy.
- **Reading, Writing and Speaking and Listening** – We believe in providing pupils with an engaging, varied and enriching curriculum. Reading and writing are given precedence over speaking and listening to reflect the changes at GCSE. However, we provide opportunities for oracy for all year groups even though it is not formally assessed. We also follow the English Mastery curriculum across Key Stage 3 which focuses on depth rather than breadth of learning, with a key focus on comprehension and grammar as the foundation of all English skills. We encourage our students to develop a love of reading – offering them texts to support and challenge them both intellectually and emotionally throughout their time here. We hope that our students leave us post KS5 with a genuine fervour for the written word.
- **Equal Opportunities** – The department is committed to equal opportunities, and believes in the right of every student to succeed, regardless of ethnicity, economics, gender, or ability. We strive to develop moral and spiritual courage through discussions arising from texts studied. High standards of both work and behaviour are expected and insisted upon. Raising the self-esteem and confidence of our students is central to our philosophy, as is

promoting an appreciation of language and literature. English allows pupils to ask big questions about themselves, others and human existence. They will be taught to think analytically, consider different interpretations and listen and respond to one another sensitively. The department operates a flexible setting policy, which is reviewed termly, and changes are data driven. We are dedicated to providing differentiated activities which allow all students across all abilities to succeed.

- **Facilitating pupil confidence** – The use of data and self-evaluation throughout the lesson planning process enables us to implement outstanding grades of differentiation. Higher order questioning will be facilitated through the use of BLOOMS taxonomy and Lemov strategies. We pledge that this will cultivate a learning environment where ALL pupils become confident in their own ability and creativity, feeling motivated to achieve above and beyond their target grade. We also like to engage our pupils in student voice activities and actively seek their opinions on learning, and make changes, as necessary.
- **Personal professional development** – Through regular observations, self-evaluation and feedback, we as professionals become aware of our own areas of practice that require development. We pledge that we will consult the most recent academic and pedagogical research to ensure we develop in the same way we ask our pupils to. To this effect, the department is involved with the 'Let's Think' research being developed at King's College, London and Ark English Mastery programme.