



Head of Department Welcome

Thank you for your interest in Glebelands School and the English department. I am pleased that you are considering applying for the advertised position and hope that the department brochure will provide you with the information you require to give you an insight into the department.

We are a small, friendly department made up of five specialist teachers of English. We pride ourselves on delivering an exciting, wide-ranging and up to date curriculum that rewards the pupils with a love of learning and outstanding results.

Because of the core stability enthusiasm and innovation of the English department staff - and our relentless pursuit of excellence - we have delivered consistently impressive results for English Language and Literature GCSEs. Our collaboration of resources and passion for the teaching of the subject help the department to constantly develop and evolve in these rapidly changing times.

As a new member of staff, an ECT or experienced teacher, you will be encouraged to contribute your ideas and provide valuable input whether it be during a teaching and learning meeting or over a cup of tea in the staff room. Whilst programmes of study and schemes of work are in place, there is considerable autonomy offered to individual teachers in how they go about teaching core skills and the precise texts they use to do so.

Each member of the department has their own classroom, which is equipped with an interactive whiteboard and visualiser.

As a department, we are committed to the promotion of reading within the school. All KS3 classes have a dedicated reading lesson in which students (and their teachers!) are encouraged to read for pleasure and reflect on their experiences.

This is an exceptional opportunity for a dynamic teacher to become part of the team. The successful candidate will align to both the school's and the department strategic vision, have a drive and energy to help shape the curriculum and ensure the learning environment is one in which all of our students will thrive.

Mrs Jennifer Riley

Head of Department





English Department Vision Statement

The Glebelands English department aims to give all students the confidence to acquire and use literacy skills that will stand them in good stead throughout their lifetime. The department seeks to achieve excellence in the teaching and learning of English, in order for all students – particularly the most disadvantaged and those with SEND - to make significant progress, irrespective of their prior attainment.

As a core subject, studied by all students throughout their time at school, we believe English is one of the most important and interesting in the curriculum. It is vitally important that students enter the adult world with the skills to express their own ideas effectively and to be able to interpret and analyse the written material that they will encounter from a variety of sources.

We have made the decision to adopt a bespoke KS3 curriculum that is grounded in, though not determined by, the assessment objectives of the GCSE syllabus. The English curriculum at Glebelands is ambitious and aspirational having been designed to give all learners the knowledge and cultural capital they need to succeed in life. We achieve this by developing students' core literacy, reading and writing skills from Year 7 to Year 11. Through English, students develop an appreciation and a love of reading. They do this by being given regular opportunities to analyse a range of texts, including non-fiction, poetry, Shakespeare and whole novels. Reading for pleasure is also given a distinct place in the English curriculum at KS3 with all groups having regular lessons devoted to it.

We also ensure that students have many opportunities to write for different audiences and purposes, ensuring that they recognise the importance of using punctuation and grammar accurately and by engaging the reader well, through effective and challenging vocabulary.

Through the English curriculum, students also develop their speaking and listening skills in a range of contexts and for different purposes. As a vital soft skill, oracy is essential in order for our students to become effective speakers and confident communicators, allowing them to compete with their peers in a range of real world contexts including job interviews and debating. To that end, our students are taught to use Standard English appropriately. This is supported by ensuring that they read a wide range of both classic and modern literature fluently and with good understanding. This enables our students to make connections across their reading and to read in depth, critically and evaluatively, so that they are able to discuss and explain their ideas and understanding in detail and with self-assurance and flair.

It is our purpose in teaching English to ensure students leave Glebelands being able to:

- Write successfully with grammatical and technical accuracy in a variety of forms, and for a variety of purposes, choosing language for impact and effect
- Read fluently and widely for pleasure across a range of genres and text types
- Think critically and analytically about the texts they encounter
- Speak with fluency, persuasion and confidence when expressing their ideas or arguing their points of view
- Appreciate the diversity of the literary traditions they inherit
- Critically review their own work and that of peers and effectively



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About the English Department

Department Staff:

Jennifer Riley - Head of English

Poem: *Howl* - Alan Ginsberg

Play: *Stairs to the Roof* - Tennessee Williams

Novel: *Wuthering Heights* - Emily Bronte

Holly Hammond - Second in Department, English Teacher

Poem: *Hollow* - Vanessa Kisuule

Play: *Much Ado About Nothing* - William Shakespeare

Novel: *Scythe* - Neal Shusterman

Georgia Frost - English Teacher

Poem: *The Owl and the Pussycat* - Edward Lear

Play: *A Doll's House* - Henrik Ibsen

Novel: *Atonement* - Ian McEwan

Mike Haydon - English Teacher

Poem: *A Small Dragon* - Brian Patten

Play: *Look Back in Anger* - John Osborne

Novel: *The Great Gatsby* - F Scott Fitzgerald

Mike Ransom - English Teacher

Poem: *Paradise Lost* - John Milton

Play: *Cyrano de Bergerac* - Edmond Rostand

Novel: *Chaos Walking Trilogy* - Patrick Ness

Facilities:

Each member of the department has their own designated classroom, equipped with an interactive whiteboard and visualiser.



English Key Stage 3 Curriculum

We follow the National Curriculum and have designed our own implementation of the curriculum based on a keen understanding of the core skills in reading and writing that students require to succeed and our desire to allow students to experience and appreciate a wide range of texts and authors.

Each year's programme of study is divided into 6 key units. In addition to a whole year group Test Week in either the spring or summer term, students are formatively assessed throughout with core summative assessments taking place three times a year in addition to a whole school Test Week. at the end of each unit. These assessments are always rigorous in nature, but students are offered varying degrees of support - especially in the early years - to ensure that students can perform at their best level.

We follow a cycle of Teach-BOOST-Teach. The BOOST element is fluid as it will depend on what misconceptions or gaps are identified by the class teacher. This work is typically written in green pen is provide greater emphasis for the students. Peer and self-assessment of students work is a vital part of our assessment process.

Alongside standard English lessons, all students in KS3 have a dedicated reading lesson. Students are encouraged to read for pleasure and then to reflect on their reading in a variety of creative ways. Teachers are encouraged to read in these sessions, and to share their reading reflections, as well.

Students are taught in tutor groups in Year 7. In years 8 and 9, accelerated groups are created and all other students are taught in mixed ability groups. There is constant review and tweaking of setting to ensure that students are being sufficiently challenged and supported.



Complete Macbeth / English
Language Mock prep
A Christmas Carol
Complete Lit texts / Exam
preparation

Set Poetry (Part 1)
Language Paper 1 Practice
Modern prose/Drama text (An
Inspector Calls)
Set Poetry (Part 2)
Language paper 2 Practice
Macbeth

Openings – descriptive/narrative
writing
Class Novel – Reading Paper 1
Romeo and Juliet
Writing to express a POV
Reading Paper 2

Literature of Conflict (poetry)
Literature of conflict
(prose/drama texts)
Class Novel
Writing to express a POV
Non-Fiction Text comparison
Shakespeare play

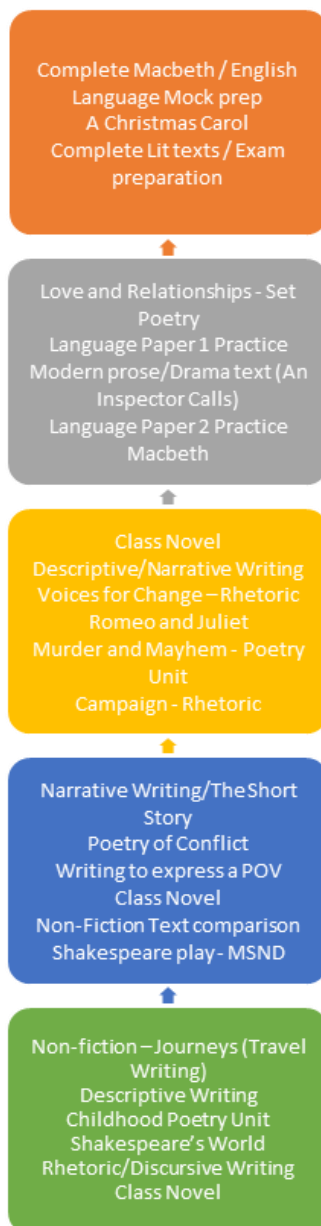
Writing to express a point of view
Travel Writing (Info retrieval,
summary skills, language analysis
comparing viewpoints)
Childhood Poetry (Literature focus)
Writing to Describe
Class Novel (structural analysis,
evaluating writer's craft)
Intro to Shakespeare



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Curriculum Map



English Key Stage 4 Curriculum

All students sit the AQA examinations at the end of Year 11 for both English Language and English Literature. Both courses run parallel and students will have dedicated Language and Literature lessons each week.

All students study the same set texts for GCSE Literature so as to make it easier for teachers to offer extra support for students when required. Currently, the texts are:

- *An Inspector Calls*
- *Macbeth*
- *A Christmas Carol*
- *Love and Relationships* poetry from the AQA anthology

Key Stage 4 2023 Results:

Grade 4 and above

	English Language	English Literature
2023	77	79
2022	85	80
2021	89	85
2020	88	84
2019	86	86
2018	78	76

Grade 7 and above

	English Language	English Literature
2023	19	17
2022	25	22
2021	33	29
2020	36	32
2019	20	14
2018	26	21



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What our students said when asked to finish the sentence 'I like English because....'

'... we get time to read our own books!'

'... I love discovering the deeper meanings in poems.'

'.. we get to write stories and descriptions which I enjoy because it is creative.'

'... though I'm not good at English my teacher helps me to do the best I can.'

*'... we read a book called **Darkside** and it was really exciting mysterious.'*

'... I feel that my teacher has prepared me well for my GCSE exams and gives me great feedback to help me improve even more.'

'... my teacher makes learning fun.'



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