

Curriculum Overview 2021/2022	Subject: English	Year Group: 7
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p><u>How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></u></p> <p>Students receive feedback in multiple forms:</p> <ul style="list-style-type: none"> • verbal feedback from class discussions, Q+A, quizzes • verbal feedback by addressing misconceptions that arise • whole class, verbal feedback, where misconceptions and mistakes are highlighted and explanations and models are given • peer feedback which is guided by teacher modelling • peer feedback using success criteria created by class and teacher • formal, summative, assessments are half termly from which students receive written feedback which is then followed by 'DIRT' lessons. <p><u>How can parents help students? Where can parents access feedback?</u></p> <ul style="list-style-type: none"> • Parents can access feedback through student's exercise books. • Feedback is also shared via parent – teacher consultation meetings. • Class teachers also engage quickly with any parental queries via email or telephone <p><u>How will you ensure parents and students understand the next steps to enable progress?</u></p> <ul style="list-style-type: none"> • Targets are given on every piece formal assessment, which is easily accessible for parents and students. • Students are given regular opportunities to ask and gain clarification on next steps and targets. • Often, through teacher explanation, targets are outlined with exemplar material to demonstrate the progress. • Queries about targets are dealt with by individual teachers at parent-teacher consultations or via telephone or email. <p><u>How can parents support at home?</u></p> <ul style="list-style-type: none"> • Parents are encouraged to help monitor student's exercise books and work and read through targets with them. • Parents could also read the set texts to be able to discuss these with the student. These texts could also be read with students ahead of time. • Parents should remain positive about the subject at home. • Active communication with class teachers is encouraged. 	

Curriculum Overview 2021/2022	Subject: English	Year Group: 8
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p>How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></p> <p>Students receive feedback in multiple forms:</p> <ul style="list-style-type: none"> • verbal feedback from class discussions, Q+A, quizzes • verbal feedback by addressing misconceptions that arise • whole class, verbal feedback, where misconceptions and mistakes are highlighted and explanations and models are given • peer feedback which is guided by teacher modelling • peer feedback using success criteria created by class and teacher • formal, summative, assessments are half termly from which students receive written feedback which is then followed by 'DIRT' lessons. <p>How can parents help students? Where can parents access feedback?</p> <ul style="list-style-type: none"> • Parents can access feedback through student's exercise books. • Feedback is also shared via parent – teacher consultation meetings. • Class teachers also engage quickly with any parental queries via email or telephone <p>How will you ensure parents and students understand the next steps to enable progress?</p> <ul style="list-style-type: none"> • Targets are given on every piece formal assessment, which is easily accessible for parents and students. • Students are given regular opportunities to ask and gain clarification on next steps and targets. • Often, through teacher explanation, targets are outlined with exemplar material to demonstrate the progress. • Queries about targets are dealt with by individual teachers at parent-teacher consultations or via telephone or email. <p>How can parents support at home?</p> <ul style="list-style-type: none"> • Parents are encouraged to help monitor student's exercise books and work and read through targets with them. • Parents could also read the set texts to be able to discuss these with the student. These texts could also be read with students ahead of time. • Parents should remain positive about the subject at home. • Active communication with class teachers is encouraged 	

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<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p>How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></p> <p>Students receive feedback in multiple forms:</p> <ul style="list-style-type: none">• verbal feedback from class discussions, Q+A, quizzes• verbal feedback by addressing misconceptions that arise• whole class, verbal feedback, where misconceptions and mistakes are highlighted and explanations and models are given• peer feedback which is guided by teacher modelling• peer feedback using success criteria created by class and teacher• formal, summative, assessments are half termly from which students receive written feedback which is then followed by 'DIRT' lessons. <p>How can parents help students? Where can parents access feedback?</p> <ul style="list-style-type: none">• Parents can access feedback through student's exercise books.• Feedback is also shared via parent – teacher consultation meetings.• Class teachers also engage quickly with any parental queries via email or telephone <p>How will you ensure parents and students understand the next steps to enable progress?</p> <ul style="list-style-type: none">• Targets are given on every piece formal assessment, which is easily accessible for parents and students.• Students are given regular opportunities to ask and gain clarification on next steps and targets.• Often, through teacher explanation, targets are outlined with exemplar material to demonstrate the progress.• Queries about targets are dealt with by individual teachers at parent-teacher consultations or via telephone or email. <p>How can parents support at home?</p> <ul style="list-style-type: none">• Parents are encouraged to help monitor student's exercise books and work and read through targets with them.• Parents could also read the set texts to be able to discuss these with the student. These texts could also be read with students ahead of time.• Parents should remain positive about the subject at home.• Active communication with class teachers is encouraged	

Curriculum Overview 2021/2022	Subject: English	Year Group: 10
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p><u>How will students receive feedback in your subject? Frequency and form? (As a principle students should receive formal feedback once per half term)</u> Formal feedback with WWW/Next steps clearly identified in books at least half-terminly. Verbal feedback given in all lessons. After mocks, marks are shared via SIMS and lesson time is used to work on targets.</p> <p><u>How can parents help students? Where can parents access feedback?</u> Parents can access feedback via student books. Feedback is also be shared via parent – teacher consultation meetings. Class teachers engage quickly with any parental queries in this area.</p> <p><u>How will you ensure parents and students understand the next steps to enable progress?</u> Targets will be given on every piece of marked work. Further discussion around these happen verbally in class along with tasks to support next steps. Parents will be informed of these via parent-teacher consultations meetings.</p> <p><u>How can parents support at home?</u> Parents are encouraged to help monitor student books and work and read through targets with them. Parents could also read the set texts to be able to discuss these with the student. Active communication with class teachers is encouraged.</p>	

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<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p><u>How will students receive feedback in your subject? Frequency and form? (As a principle students should receive formal feedback once per half term)</u> Formal feedback with WWW/Next steps clearly identified in books at least half-termly. Verbal feedback given in all lessons. After mocks, marks are shared via SIMS and lesson time is used to work on targets.</p> <p><u>How can parents help students? Where can parents access feedback?</u> Parents can access feedback via student books. Feedback is also be shared via parent – teacher consultation meetings and, where appropriate, during academic clinic. Class teachers engage quickly with any parental queries in this area.</p> <p><u>How will you ensure parents and students understand the next steps to enable progress?</u> Targets will be given on every piece of marked work. Further discussion around these happen verbally in class along with tasks to support next steps. Parents will be informed of these via parent-teacher consultations meetings and academic clinic.</p> <p><u>How can parents support at home?</u> Parents are encouraged to help monitor student books and work and read through targets with them. Parents could also read the set texts to be able to discuss these with the student. Active communication with class teachers is encouraged. Presentations on supporting y11 students’ reading and writing at home are sent home via the bulletin, and parents are encouraged to watch these with students and use the strategies to offer further support.</p>	

Curriculum Overview 2021/2022	Subject: English Literature	Year Group: 12
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p><u>How will students receive feedback in your subject? Frequency and form? (As a principle students should receive formal feedback once per half term)</u> All students will receive feedback once or twice a fortnight – where teachers will give targets from written exam responses.</p> <p><u>How can parents help students? Where can parents access feedback?</u> Parents can access feedback via student folders. Feedback is also be shared via parent – teacher consultation meetings. Class teachers engage quickly with any parental queries in this area.</p> <p><u>How will you ensure parents and students understand the next steps to enable progress?</u> Targets will be given on every piece of marked work (at least once a fortnight). Further discussion around these happen verbally in class along with tasks to support next steps. Parents will be informed of these via parent-teacher consultations meetings.</p> <p><u>How can parents support at home?</u> Parents are encouraged to help monitor student folders and work and read through targets with them. Parents could also read the set texts to be able to discuss these with the student. Active communication with class teachers is encouraged.</p>	

Curriculum Overview 2021/2022	Subject: English Language	Year Group: 12
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ul style="list-style-type: none">• Formative assessment takes place in both written and verbal forms. Question and answer within lessons provides immediacy, and a mix of written class and homework tasks allow for more formal feedback to be regularly given. Written feedback is always coupled with verbal feedback to individualise process and to ensure specificity. Written feedback is often towards the end of the module, before formal assessment to build student confidence in successful outcomes.• Summative end of module assessments are also fed back on to integrate learning and skills for terminal examinations.• Frequency of feedback is paramount to success, and students receive feedback on every independent task they undertake, with formal written feedback fitting in with the assessment structure of the school.• Open lines of communication with parents is vital to the success of students, and these begin with scheduled parent consultations which allow supportive dialogue between home and school. Interested parents that support their children through ensuring resources are readily available and engaging with the course structure and content ultimately contributes to successful outcomes.• Students will always have access to materials that they can use to work independently, and they are encouraged to use free resources and social media feeds (eg @EngLangBlog on Twitter) to stimulate ideas and connections to the topic. There is an increasing range of materials shared via Teams or the SLE to enhance understanding.• Students and parents can find the most recent feedback in student folders. Folder checks enhance the school/ home collaboration. <p>Where parents have any questions about a pupil's progress, including how they can best push themselves further, they should not hesitate to contact their child's classroom teacher. This should be done via e-mail in the first instance. If there are any specific questions regarding English Language provision then e-mails can be addressed to menticknap@georgeabbot.surrey.sch.uk</p>	

Curriculum Overview 2021/2022	Subject: English Literature	Year Group: 13
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<p><u>How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></u> All students will receive feedback once or twice a fortnight – where teachers will give targets from written exam responses.</p> <p><u>How can parents help students? Where can parents access feedback?</u> Parents can access feedback via student folders. Feedback is also be shared via parent – teacher consultation meetings. Class teachers engage quickly with any parental queries in this area.</p> <p><u>How will you ensure parents and students understand the next steps to enable progress?</u> Targets will be given on every piece of marked work (at least once a fortnight). Further discussion around these happen verbally in class along with tasks to support next steps. Parents will be informed of these via parent-teacher consultations meetings.</p> <p><u>How can parents support at home?</u> Parents are encouraged to help monitor student folders and work and read through targets with them. Parents could also read the set texts to be able to discuss these with the student. Active communication with class teachers is encouraged.</p>	

Curriculum Overview 2021/2022	Subject: English Language	Year Group: 13
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ul style="list-style-type: none">• Formative assessment takes place in both written and verbal forms. Question and answer within lessons provides immediacy, and a mix of written class and homework tasks allow for more formal feedback to be regularly given. Written feedback is always coupled with verbal feedback to individualise process and to ensure specificity. Written feedback is often towards the end of the module, before formal assessment to build student confidence in successful outcomes.• Until completion at the end of the autumn term, the NEA component is a continual work-in-progress that students where students are monitored in line with the exam board criteria, feedback on both the original writing and the investigation is also in line with AQA recommendations.• Summative end of module assessments are also fed back on to integrate learning and skills for terminal examinations.• Frequency of feedback is paramount to success, and students receive feedback on every independent task they undertake, with formal written feedback fitting in with the assessment structure of the school.• Open lines of communication with parents is vital to the success of students, and these begin with scheduled parent consultations which allow supportive dialogue between home and school. Interested parents that support their children through ensuring resources are readily available and engaging with the course structure and content ultimately contributes to successful outcomes.• Students will always have access to materials that they can use to work independently, and they are encouraged to use free resources and social media feeds (eg @EngLangBlog on Twitter) to stimulate ideas and connections to the topic. There is an increasing range of materials shared via Teams or the SLE to enhance understanding.• Students and parents can find the most recent feedback in student folders. Folder checks enhance the school/ home collaboration. <p>Where parents have any questions about a pupil's progress, including how they can best push themselves further, they should not hesitate to contact their child's classroom teacher. This should be done via e-mail in the first instance. If there are any specific questions regarding English Language provision then e-mails can be addressed to menticknap@georgeabbot.surrey.sch.uk</p>	