



English Department Handbook 2010-2011

A guide for teachers of English.

Introduction

Our department is characterised by a strong sense of collaboration and enthusiasm for our subject and our students. Members of the department have an excellent working relationship which is extended to staff from other departments and to those teaching in primary. The department's main aim is to achieve the highest possible standards for all students. We hope that the work they do in English is enjoyed and strive to ensure that our curriculum offers a rich and diverse range of learning experiences.

This handbook is designed as an informative document for a number of audiences – department personal, the head teacher, our governors, visiting inspectors and prospective teachers should they wish to read. It should provide these audiences with the information they need to guide them through the policies and practice of the English Department at The British International School Istanbul.

It is also designed to offer helpful advice to colleagues as well as outlining their main teaching responsibilities. It is therefore important that colleagues within the English Department, and those associated with it, are familiar with its contents and adhere to it at all times. It should be read in conjunction with other documentation within the department (such as; schemes of work, examination specifications, National Curriculum documents, QCA documents, and the BISI Secondary Department Teachers' Handbook), all of which should form a complete picture of the current practice and the expectations and the responsibilities of an English teacher at BISI.

We perceive ourselves as a team where each member enriches the department by their own contributions, strengths, and experience. It is this sense of teamwork and willingness that enables us to face the challenges of teaching with confidence and enthusiasm. Welcome to the English team.

Russell Gunnell,
Head of Department

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English & its Importance

English is a vital way of communicating in school, public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many cultures and eras. In studying English students develop skills in speaking, listening, reading, and writing. At the same time they develop skills needed to be confident and reflective self learners. Such skills enable and empower them to express themselves creatively and imaginatively and to communicate with others effectively. Students learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps students to understand how language works and where it came from by looking at its patterns, structures and origins. Using this knowledge students can choose and adapt what they say and write in different situations.

“The value of English in the curriculum? What can I say? Without English, nothing. And without good English, nothing very well.” – Anne Fine

“A good book studied with a good English teacher, takes you on a journey in search of answers to the crucial questions in life you didn't even know you wanted or needed to know.” – Lisa Jardine

“English is the language of the future, the language of technology and the computer. English is the most important tool you'll ever need, no matter what career you choose. You have the right to English. Make it your right.” – Ben Zephaniah

“Studying English Literature at school is the first, and probably the biggest, step towards mental freedom and independence.” – Ian McEwan

English at BISI Our aims...

The British International School Istanbul is an English medium school catering for a wide range of students from a variety of cultural backgrounds. We teach English from Key Stage 3 to International Baccalaureate at Key Stage 5. At KS3, we follow the National Curriculum and its Programme of Study, while at the same time taking into account and making use of the rich and varied cultural and linguistic backgrounds of our students. Our aims are to:

- instil in students the ability and confidence to communicate clearly, appropriately and with effective accuracy to a variety of audiences through speaking and writing.
- encourage students to explore and enjoy reading literature and appreciate its contribution to aesthetic and imaginative growth by providing engaging, interactive and motivational lessons

- compliment students' other areas of study by developing cross-curricular skills such as research, analysis, evaluation, note making, planning, reporting and presenting, etc...
- promote students' personal understanding of themselves, of others and of their place within the world
- explore enrichment opportunities outside the curriculum to enhance students' appreciation and enjoyment of English
- prepare for study, transition through the Key Stages, progression and the external examinations they will ultimately experience at KS4 and beyond by setting challenging targets and maintaining high expectations.

Our Philosophy...

English should be seen as a central and vital part of every student's educational experience. Those who teach English should be well informed, highly motivated, willing to review their own attitudes in the light of knowledge and experience and reflective of the impact their teaching can have on individual students and on the school community.

Learning and knowledge acquired by students through English should be perceived by all as useful, appropriate, necessary and practical, in terms of understanding themselves and others.

The skills and knowledge acquired in English should be fostered and capable of use in a cross-curricular fashion and so these skills should be emphasised whenever addressed and connections made whenever possible.

English should be seen to have relevance in the world outside school. Students should be guided towards an appreciation and understanding of world literature and the international usage of the English language.

Above all, English is the main language of the school, through which all subjects are taught and its central position and importance are fundamental to success in all subjects, at all levels for all students. Therefore, we should insist that the main language in our lessons is English and not Turkish. We must liaise with our ESL colleagues whenever possible to ensure understanding is maintained.

The overall importance of linguistic acquisition in the process of human thought and development cannot be denied. All teachers teaching through the medium of English need to be aware of this and it is of particular importance that teachers of English focus on this central and fundamental fact in all aspects of their teaching.

Our objectives...

The department must and will reflect the objectives, ethos and vision of the school. In accordance we will endeavour always to:

- consider every student with equal value and importance, regardless of age, ability, gender, religion or ethnicity and model an appropriate code of conduct accordingly
- ensure that our strategies do all that is possible to enable students to become confident and competent with the spoken and written formats of language
- be aware of our student's needs and that control of language in all its forms will enable them to participate fully in society outside and beyond school
- recognise that learners acquire skills and knowledge in different ways and so provide varied, stimulating and meaningful activities for all our students
- assess students' progress regularly, and to monitor development using measurable data and IEPs provided by SEN department to inform planning
- encourage and reward the highest standards of achievement so that all can realise their potential
- give students positive praise, feedback and encouragement whenever appropriate so as to develop confidence to be more independent learners
- incorporate opportunities for autonomous tasks and learning within our teaching and planning
- set meaningful homework twice weekly designed to contribute to or extend understanding of work done in class
- regularly present student work for display and publication
- enrich the curriculum by providing extra-curricular workshops and out of school opportunities such as visits and theatre trips
- advocate and model a policy of reading for pleasure and study. English teachers, therefore, will take students to the library on a regular basis
- support each other by sharing resources and good practice
- allow access to and promote Continued Professional Development for all Department staff – final decision subject to head teacher's approval
- establish and maintain positive links with parents

Our teaching...

At Key Stage 3

The teaching of English should enable students to experience the key components set out by the English National Curriculum – Speaking & Listening, Reading, Writing, and Language. Planning and lessons should be firmly focused upon the development of the key skills highlighted by the NC's teaching objectives. Progress within these key skills will be measured and assessed following the standardised NC levels 1-8.

Schemes of work within KS3 follow the guidelines of the English National curriculum and deliver opportunity for all components to be taught. Each unit of work will contain core assessments that address a variety of key skills in each component. At the end of each unit of work there is an expectation that at least 1 core assessment has been done for each key component.

Individual teachers are responsible for the marking and correcting of student work according to the English Curriculum assessment guidelines and descriptors. Discussions and shared moderation within departmental meetings together with regular book trawls and feedback will ensure a consistent and accurate standard of assessment. It is expected that teachers within the department have a good working knowledge of the English National Curriculum and, additionally, be familiar with and follow the school's teaching and assessment policies on this.

Our present schemes of work are currently being reviewed, rewritten or changed. This is a department development target for this year and so means that each teacher is expected to produce a complete scheme of work at the end of every half term or completion of a unit of work for classes in KS3. This production, collection and review of schemes of work is very much an on-going progress to be critically reviewed next curriculum content meeting scheduled at the end of the summer term, 2010.

At Key Stage 4 & 5

The schemes of work and programmes of study for KS4 and for IB are shaped largely by the syllabi of the respective examination boards and at IB by our students' interest and needs also.

Our approach... guiding principles

- teachers should have a deep understanding and extensive knowledge of their subject and be effective in communicating their enthusiasm to their students
- teachers should keep up-to-date with current developments in English and be aware of changes to the English National Curriculum and the IGCSE & IB syllabi
- teachers should plan, organise and work together closely to devise and implement schemes of work that provide effective progression and continuity.

- all schemes of work should have clear learning objectives that match the NC objectives and desired learning outcomes which should be made explicit to the students
- schemes of work are not so prescriptive to stifle a teachers style or creativity and so it is expected and encouraged that SoWs be supplemented by a variety of rich and diverse resources - remember to add notes to alternative resources on scheme and attach additional or replacement resources
- in finding supplementary or alternative texts teachers should choose texts that take into account their students' needs and, whenever possible, draw upon the students' own experience and knowledge of the world
- teaching groups continue to be mixed ability rather than set and so within class students should be taught and grouped in ways that most facilitate the learning process – taking into account both ability in skills and styles of learning
- appropriate differentiation should be employed in all classes at all times, teachers should do their best to make provision for students with special educational needs and for those whose ability in English is exceptionally high
- homework should be set to support and reinforce learning taking place in the classroom and also encourage students to be better self-learners
- English should be delivered and received in a manner that inculcates an appreciation of the attitudes and beliefs of others and takes into account the diverse and linguistic backgrounds of our students
- the teaching and learning of English should be an enjoyable, motivating and meaningful experience for all involved

The Department

Current staffing

There are currently three full time teachers of English:

Mr R Gunnell, HoD	S28	Telephone Extension number 194
Miss F Lewis	S27	Telephone Extension number 147
Mr M Muller	S26	Telephone Extension number 149

All teachers of English are fully qualified to teach up to and including IB English A1. Additionally, this year, the department has two part time teachers who help implement the delivery of KS3:

Miss A Bowers	S22	Telephone Extension number 155
Miss J Christianssen	S33	Telephone Extension number 198

English teachers are expected to plan their own course programmes fitting to the department's long term KS3 plan and rotating SoWs and resources. There is considerable flexibility within the KS3 and IB courses and teachers are encouraged to teach to their strengths. Teachers may be encouraged to invite colleagues into their lessons to provide extra insight on aspects of a course less familiar to them. Part time teachers within the department are given and guided through current units of work and advised on strategies to help reach common assessments.

Responsibilities

Head Of Department

- English Policies
- Department handbook
- Department Development Plan - DDP
- Staff development
- Curriculum development
- Collation of resources & SoW
- Exam entries
- English Department meetings
- Department discipline
- Student placement & ESL/SEN referral & reintegration
- Coursework Moderator
- Internal assessment & examinations
- English Department timetable
- Department resources
- Department new orders
- Update of English pages on BISI website

Shared responsibilities

- Production of year and short term work plans
- Production & recording of tests and assessments to assess intended learning
- Production of exams
- Carrying out of internal assessment for IB courses
- On-going improvement to existing SoW
- Inventory
- Issuing & collecting of texts
- Displays

It is expected also that all teachers within the department adhere to the school's code of professionalism and accountability and follow all whole school procedures and policies.

Staff Development Policy

It is recognised by the school that it is important for each member of staff in the English Department be able to keep abreast of new initiatives, in addition to developing individual interests in either subject or management.

INSET

Staff are encouraged to attend appropriate courses as or when they occur particularly if such courses coincide with the school's SDP and our own DDP. Richard Robinson as the school's IB Co-ordinator, or Anne Downie the IGSCCE Co-ordinator, will as courses arise inform HoDs and staff. If courses become known to teachers bring a written formal request providing details and cost in the first instance to the HoD for referral.

All new teachers to IB can expect CPD. This may be outside training or on-line training depending on a course's placement and vacancy. A teacher wishing to train and become an IB examiner is wholly encouraged and will be supported by your HoD providing expertise is then disseminated for department and student benefit. If a member of the department attends a course it is expected that they should cascade information to the rest of the team at the next department meeting, as well as providing an A4 sheet of key learning points.

Within BISI there are a number of CPD opportunities including a teaching and learning group, a coaching group and a number of organised working parties.

Performance Management

Staff INSET requirements are identified during the Performance Management process. Every member of the department will meet with the HoD in a more formal setting to discuss general performance, strengths and development needs, to review previous targets and set new ones. Please refer to Monitoring Policy and your *BISI Staff Handbook* for further guidance on this matter. This will follow the three term cycle.

New Members of Staff

Staff whose main department is elsewhere are attached to a mentor who supports them with their English teaching. In addition they can call upon the HoD for support at any time concerning any issue relating to the teaching and learning of their English classes.

Each new member of the English Department is entitled to:

- opportunities to visit the department before taking up a post
- Opportunities to observe and team teach with other members of the department
- opportunities to be observed by and supported by the HoD
- full access to the school's summer induction programme
- opportunities to be fully involved in collaborative planning and reviewing of materials, courses and all other aspects of the English Department's work

Monitoring Policy

The HoD will monitor and evaluate throughout the year using a variety of means. It is a supportive, professional and open process encouraging the development of good practice and professional dialogue within the department. It is central to the maintenance of standards and the raising of achievements. The department is proud of its 'open door' ethos.

Lesson Observations

Classroom observations help to share good practice, and encourage developmental and professional dialogue and reflection. The department endorses an informal open door policy where peer observation is wholly encouraged. As part of every teacher's Performance Management Cycle more formal observations are undertaken three times a year – once a term. On such occasions lessons will be assessed based upon specific criteria which can be found in the *BISI Staff Handbook 2009-2010* and on the school network. Observational forms will be written up and feedback given end of next day. The feedback session will include discussion and target setting. 'Hot lessons', where members of staff are encouraged to practise new teaching ideas, are strongly encouraged and supported by HoD and should happen fortnightly. This helps teaching, learning and reflection to progress.

Departmental Review

The department is reviewed by Senior Management periodically annually, usually at the end of year. This includes a review of record keeping documentation and lesson observation of HoD.

Examinations and Results – Internal and External

The examination results of internal exams are reviewed critically by the HoD and used to complete student trackers, assess and evaluate progress and development of key skills. Internal exams for KS3 have for the past two years followed the UK's now optional SATs style format. Exam papers currently used are either past SATs papers or QCA Optional Year End Tests. These tests result in a NC level which is then converted to the BISI grade system. KS4 internal exams, including Year 11 Mocks, are produced from past IGCSE papers. IB exams also are comprised from past papers – Year 12 sit a paper one unseen text exam.

The examination results of external exams are reviewed each year by the Head Teacher, the HoD and by the department as a team. Successes are acknowledged and targets set. The HoD also uses available data – value added/ residual scores – as a means of assessing teacher and class performance. This continual process year by year informs the working of the department on a daily, termly and yearly basis.

Book Trawls and Standardisation

Book trawls are carried out throughout the year by the HoD to ensure consistent approach and to reward and encourage individual students. Standardisation takes place throughout each Key Stage to provide an opportunity to discuss student progress and form part of our annual review of schemes of work.

Teacher Absence

'Unknown absences'

When not known in advance, due to unexpected sickness or emergency, follow the school policy and **telephone Richard Robinson**, the Director of Studies, **between 7:00 – 7:45am** to notify and relay work. Telephone his mobile: **0538 660 1894** or reach him on the school telephone: (0212) 202 7027 – extension 134. A courtesy call to your HoD would also be appreciated. If possible, phone again in the afternoon to let your intentions be known for the following day and again provide work.

It is obviously essential that work is relevant, is part of current teaching, and is appropriate for your missed lesson. Work may be sent with a colleague, faxed: (0212) 202 70 28, or preferably sent via e-mail to r.robinson@bisistanbul.org Please do cc your HoD in this communication.

'Known absences'

In the case of known absences, as a result of outside courses or visits, inform your HoD and the Director of Studies as soon as possible. Tape your cover work to your main teaching desk making sure all lessons have been catered for and that the work provided and its resources, if needed, are easily accessible. Ensure that the work set is meaningful and appropriately fitting yet is still deliverable for a non-specialist. It is expected that cover work should have learning objectives and clear learning outcomes that can be explicitly told to your students. Again, please do ensure HoD has a copy of work set so that the class can be monitored.

The HoD will check at the beginning of each lesson with the class and cover staff to help facilitate departmental expectations and provide support if needed.

Administration



Communication

Within the department...

- the department bulletin is published at the start of each two week cycle, providing housekeeping information and summary points of previous HoDs' Meeting for quick cascade. This allows departmental meetings to keep a focus on teaching and learning issues rather than loose valuable time.
- staff are encouraged to discuss any professional issues with the HoD informally at any time
- staff may raise any department issue at department meetings by placing the matter on the agenda. If an issue needs less discussion, then please leave for the meeting's AOB
- informal contacts are probably the main source of communication here at BISI due to size of school. These are frequent and useful. The HoD endeavours to initiate informal chat at the end of every day as a point of contact.
- English department meetings take place on a regular basis, usually every three weeks. Additional meetings are organised as needs arise.

With parents...

It is essential that parents are kept closely informed about their child's behaviour, attitude and progress. Such communication will usually take place via the whole school systems such as teacher-parent evenings and the reporting process. Communication through your student's exercise book may only be effective if a parent is in the habit of looking at their child's work. This is true of homework diaries also - if parents do not check or if the student neglects to show them then desired communication fails.

Instances where it is necessary to contact home:

- concerns arising from the department tracking and monitoring system
- if a student does not meet deadlines for homework or coursework
- if a student is given a department detention
- if an English trip or social event is organised by the department

Communication via letter, phone or e-mail is to be discussed with HoD in the first instance if related to English in any way. *(Staff within the department who are tutors should keep pastoral issues, unrelated to English, aside here – your first point of reference should be to the Dean of Students, Niall Johnson.)* If you are initiating contact regarding any issue relating to English you must speak with your HoD first. Parents have been given all staff members' school e-mail addresses and may write to you at any time. You are NOT to reply without first discussing and showing an intended response to the HoD. This is to protect you rather than an issue of mistrust to its content, style and tone. This applies to all e-mail communication and written correspondence no matter how trivial you deem it. If of a more serious nature then the HoD may take the matter to Senior Management for advice on how best to support you in the first instance. Teachers are strongly advised to safely keep a record of all communication on file or in folder.

Department Meetings

Frequency, location and duration

English department meetings take place on a regular basis, usually every week. Due to teachers' commitments within the department to extra-curricular activities or after school clubs the best day for all seems to be Thursday. Please attempt to always keep this day free.

There may be additional meetings throughout the year to ensure the moderation of IGCSE coursework, IGCSE and IB oral examinations and where normal standardisation procedures are carried out.

Meetings are held after school in the HoD's classroom, room S28, and last approximately 40-50 minutes. This year, 2010/2011, they will be held every Thursday after school.

Attendance

All members of the department are expected to attend. If staff are unable to attend they should inform the HoD before the meeting. The HoD will then attempt to reschedule a meeting for the same week with the option of either finding a common non-contact time during the day or an early morning start. Where a meeting is not possible or not necessary, memos will be issued.

Agenda

An agenda will be issued before the meeting. Staff who wish to put items on the agenda should see the HoD at least 24 hours before a meeting.

Regular department meetings enable the English team to:

- discuss student progress
- raise and review issues
- feedback from other meetings and training courses
- discuss teaching and learning
- share, reflect and evaluate good practice

Minutes

The minutes will be taken by staff on a rota basis and will contain action points to be published to all department staff. Minutes should be distributed within 5 working days and a copy of the minutes is to be stored on the school network in the English folder.

Memos

Where a meeting has been cancelled then the HoD will send a memo outlining a summation of issues and needs by use of a memo to all departmental staff. A copy of this memo in replacement of minutes will be stored in the English folder on the school network.

Display Policy

Displays are essential to student motivation by providing a stimulating and supporting learning environment. Each teacher is responsible for the displays in their classroom and responsibility is shared for the display boards in the vicinity of our teaching area. These display boards, unless they are assessment formative and/or representational of the department's philosophy, vision and aims, should be changed approximately once every term. Resources for display work are stored in the reprographics room near the school canteen if none can be found in S28. There is a folder for displays in the English area on the school network. The department fully supports the whole school policy on display.

We all have our own individual styles, but the following should be adhered to when putting up a display:

- backing paper must be used to cover the boards
- use borders to enhance the overall effect
- work displayed should be either self-explanatory or explained clearly by a title or a brief note by teacher or class
- work should represent a range of abilities, but the work should reflect care, effort and attention to detail
- work displayed should be marked
- the use of 'blu tack' is not permitted in BISI so keep display to notice boards

Display should be aesthetically pleasing. Display should be tidy and well-kept to show value is placed upon them. Display in the English Department will fall into two main categories:

Celebratory – highlighting success or improvement

These may well be the finished products of a larger piece of work or extended writing. They typically show work from a range of all abilities and students will, in completing the work show an awareness of another audience other than their teacher. Every student should be given the opportunity to have their work displayed.

Informative Learning Displays

These displays focus in key elements within topics and schemes and highlight learning aspects students need to be constantly reminded and aware of. These might include key words, sentence starters, definitions, reading and writing objectives, levels and grades, exemplar texts etc. These displays may well use aspects of work to show the process a student needs to go through with a piece of work to be successful. For example, the process of annotating a poem to planning and finally writing an analytical essay may be visually recorded.

The BISI Community Newsletter & Student Newspaper

The monthly newsletter is an additional method of displaying student achievement and at the same time helps promote the department in a very positive light as success is shared. The student newspaper, written by the students, also provides an opportunity for success to be recorded and shared. The HoD wholly supports teachers within the department who wish to forward successful student work in these directions.

Stock Procedures & Policy

There is a large range of texts available in novels, poetry and drama, and a selection of course books. Please refer to the Department Inventory.

Though the department does not have a television or video player there is easy access to both to all those who teach on the corridor – this is shared with Maths and Humanities. This equipment can be found in Mr Cole’s room, S24. Most rooms along this corridor have now been equipped with a data projector and computers recently upgraded so allowing the presentation of supplementary films, drama and documentaries to enhance study in all courses and for all age groups. Cassette tape and digital recorders and microphones allow within school that can be borrowed with ease. The installation of data projectors and revamped computers has made a significant difference to the ease in offering these kinds of supplement.

We are always looking for opportunities to expand our resources, for instance in small reading sets or for greater range, but staff must be aware that funds are finite and budgets small. We must take care of the stock we possess in order to develop them rather than replace. Damage to stock or missing copies of texts should be reported in writing to the HoD. Due to the nature of international schooling students frequently migrate and so it is vital that all teachers of the department follow the school policy on the distribution and collection of text books. All books must be returned before students leave. For this end please make a list of who received what and when. In addition to this, once texts have been distributed, take your class to the library where this information is also electronically stored on the school library system.

Resources

Resources for the delivery of the English curriculum are stored within the English classrooms (S26, S27 and S28) – the majority of which can be found in S28. Within room S28 the departmental inventory can also be found. Here, so can paper copies of SoWs and supplementary resources, past exam papers, audio recording equipment, and a growing collection of supplementary DVDs.

Consumable stock

Items such as exercise books, file paper, board markers and other such stationary can be found in the reprographics room next to the school canteen. Each member of staff is welcome to collect what they need as they need it providing stock is there. Staff must sign out what is taken so reorders can be made.

Texts

We have a great number of books which is happily increasing. This can be in itself a problem in terms of storage, circulation and quality control.

- There is a file in S28 where staff enter the sets of books they have taken.
- Rule through when all copies are returned

- Please ensure that all books are signed in and out and returned as soon as no longer required
- Please do not return sets via a student: find time to return them back to S28 yourself
- Staff should inform HoD in writing of tatty or incomplete sets so that replacement copies can be ordered. An incomplete set is not of use for full-class work.
- In the instance where a book is lost refer student to HoD where they will be charged the current cost of a new same copy
- Pick up and return home the odd copies which occasionally float about school.

Textbooks

Staff must keep a record of the book number issued to each pupil. Students should keep them in good repair. If a book is lost or damaged, the pupil will be expected to pay for a replacement. (Ensure all students are aware of this when the textbooks are issued). If a book has been seriously damaged, send the student to HOD.

When books are issued their number and condition is noted next to the student's name on the book issue form, the student then signs for this. These forms are to be given to the HOD to keep so staff should also make a note of the text numbers in their planners or make extra copies. Additionally, do take class to library and oversee books being scanned into the library system.

Exercise books

Please do not issue new exercise books until the complete one has been seen. Should a student loose their English exercise book refer them to HoD.

Orders

Recommendations for new texts and learning resources are always welcome and are encouraged throughout the year. Please add these recommendations for alternative texts, replacement books or additional resources to the list kept in S28 – currently attached to the bookshelf beside door. Orders are sent by the HoD early April to the Head of Secondary for further consideration before made.

Classroom Management

Discipline Policy

Rewards

- Teachers of English should praise and instil confidence at every opportunity and so should adapt and embed positive language in all aspects of their teaching
- Giving positive feedback and explicit thanks for good lessons is encouraged and should be a regular feature of our end of lessons – differentiate this response and set improvement targets if lesson was not
- The department follows the maxim: ‘catch them being good’ and attempts to pre-empt poor behaviour through praise
- Teachers are reminded that classes are small enough to actively listen to all our students thus eradicating reasons for poor behaviour due to lack of attention
- Immediate oral feedback within lessons should contain praise highlight something positive even if response is quite poor
- Homework and class work written feedback should also contain positive comments that build confidence, promote reflection and lead to progression

Blue slips

Are awarded for outstanding work, improvement and very good effort – refer to *BISI Staff Handbook 2009-2010*. Teachers fill these and hand them directly to the student.

Yellow slips

Are awarded for exemplary work where a student has gone above and beyond the expectations of the teacher. Before filling these present the for student work to your HoD for validation. This is to ensure that the integrity of such a commendation to the head teacher remains high.

Sanctions

The department follows a policy of positive behaviour management which is assertive and consistent, firm but fair, so that teaching and learning is mostly uninterrupted. Non-confrontational low-key intervention is most effective in dealing with disruptive behaviour. Incorporating Assertive Discipline strategies through techniques which promote reflection leads to more responsible learners. Use these strategies to talk to individuals who are misbehaving at the end of the lesson in a positive manner rather than during the lesson in front of their peers to avoid teenage angst and attitude.

- Teachers should adhere to the school’s Discipline Policy whenever poor behaviour is encountered – refer to *BISI Staff Handbook 2009-2010*.
- If there is a concern about homework, ie: persistent tardiness, improper effort or failure to do; or behaviourally, attitude or effort is poor, then students should be given a detention by their English teacher in the first instance – either break or lunch time.
- Twenty-four hours’ notice should be given and the teacher needs to communicate this

home via the homework diary. (This aids with communication with the Pastoral System and is clear to the student). At the earliest convenience informally communicate this intention to the HoD and the Dean of Students, Niall Johnson

- If a student fails to attend this detention the teacher should notify the HoD. The student will then be instructed to attend an official departmental detention.
- If a student fails to attend this detention, then the HoD will give a pink slip.

Referrals to HOD

- For students who persistently warrant departmental detentions due to lateness, poor effort or serious poor behaviour in class.

Daily report

- For persistent serious problems and set by Dean of Students. A pupil on daily report will have up to three simple targets to meet. The class teacher simply places a tick or cross next to each target for each of the lessons that the report lasts, depending on whether or not the target has been achieved. Each day, the report needs to be seen and signed by the pupils' parent/guardian and by the Dean of Students.

School detention

- Set by the Dean of Students for failure to attend departmental detention or for more serious problems with behaviour, attitude or homework. These are currently held on Wednesday's after school.

Health and Safety

In the first instance staff are to follow the school's Health and Safety Policy – refer to the *BISI Staff Handbook 2009-2010*.

An orderly and controlled classroom environment is the best way to ensure student safety whilst also promoting learning. Particular attention needs to be paid to the entry and exit of the students and the movement of furniture when this is necessary.

All safety hazards in the classroom, or in the vicinity of the classroom, should be reported promptly to the site manager whose office is currently within the reception foyer.

If a member of staff is concerned about the health of a particular student whilst in lesson, that student should be sent to the school nurse with a signed and dated note explaining the reasons for this action, and be accompanied by another student if necessary.

It is always best if staff set up any electrical equipment needed in the classroom, and preferable this is done and tested in advance.

Inclusion Policy

Differentiation

The English Department recognises the need for clear learning objectives and clear learning outcomes. All students need to be aware of these and be able to engage, feel motivated and challenged by them.

Why differentiate?

- To cater for individual abilities and interests.
- To aid planning procedures and target setting.
- To ensure student achievement and success.
- To enhance individual capabilities, strengths and interests.
- To ensure more accurate record keeping.
- To make assessment procedures more effective.
- It makes teaching and learning more effective.
- To better match task to student.
- It will ensure that students can progress at their own pace.
- Differentiated work can assist with early diagnosis of learning difficulties.
- To identify specific needs and gaps in learning.
- Differentiated tasks can lead to the more effective use of resources.
- Students will be better motivated and fewer behavioural problems will arise.

English classes are not currently streamed and so are very much mixed ability groups. Consequently it is expected that all lessons should be differentiated to some degree so that the English delivered is meaningful and accessible to all. We aim to:

- establish a classroom climate where all students feel that they can contribute, and which secures their motivation and concentration
- adopt teaching and organisational strategies to keep all students suitably challenged, while giving them maximum opportunity to interact with their teacher
- provide appropriate support, aids or intervention to give particular students access to the planned programme and to keep any who might fall behind in step with the rest of their class

What would you expect to see in a classroom where there is effective differentiation?

- Students working independently and showing autonomy.
- Students would be working in a variety of different ways.
- The classroom would be organised in an appropriate way for the lesson.
- Students may be working on a variety of tasks. All the children would be involved and well motivated.
- Students would be on task.
- The teacher would be free to move around the classroom.

- There would be a positive student-teacher interaction.
- Students would be involved in negotiating their work.
- Outcomes would be presented in a variety of ways.
- A variety of assessment techniques would be in use.
- The teacher would adopt a variety of roles.
- Co-operative learning would be taking place.
- Appropriate texts and guides would be in use.
- A range of resources would be in evidence.
- Teachers' planning and records would be on an individual basis.

Some useful ideas for differentiation within English:

1. Oral questioning

- Repeat and simplify initially difficult questions
- Give an either / or option
- Vary difficulty of question for ability of student
- Students to write questions (and answers) to be swapped by teacher with students of similar ability

2. Written questions

- Start with easier ones and get progressively harder, with the intention that only the more able will finish / setting different targets
- Colour code questions seemingly randomly, and giving pupils of different abilities a certain colour to follow; or saying, tackle red first, then green...
- Cloze exercises with options to circle for some, whereas others must write out whole sheet

3. Written work / group work

- Putting vocabulary lists on desks and/ or placemats
- Use of collaboratively written writing frames - (write frames as class and choose best?)
- Pair work of same or different ability for stretch or security
- Working on different materials in similar ability groups or same materials in small mixed ability groups
- Use of very structured worksheets
- Assigning responsibility for group feedback, taking ability into account
- Arranging ability groups for guided reading / writing
- Visual prompting - e.g. use of pictures, labelling
- Linking idea with relevant quotation on a jumbled up worksheet
- Use of video / tape to help understanding

4. Differentiation by task

- Giving some students crosswords or word searches linked to topic - they could devise these themselves and swap
- Use of pictures to aid understanding
- Give some students a storyboard with cloze activity captions when others have to devise captions themselves

5. Drama

- Drama can be used in many ways to aid understanding of a text - the roles assigned can be differentiated by the teacher according to ability

Learning Support & Intervention

SEN and English as a Second Language...

The Department endeavours to make all areas of the curriculum accessible to every pupil whatever their ability. The work is differentiated where necessary to enable all students to achieve success at a level appropriate to their ability and to stretch and encourage the more able to reach their maximum potential.

Liaison is maintained with the Special Needs Department so that students and staff can receive support in teaching, differentiation and, if necessary, with assessing a student's ability and developing programmes of study to meet individual need.

Students who have Special Educational Needs in BISI will have been identified and be supported in same way or other explained on their IEP. If you have any concerns about a student who seems to be having problems and who needs extra help, advise the HOD and a *focus of concern* referral slip will then be sent to SENCO.

IEPs are available within the SENCO department where staff should read and retain copies for reference. It is the responsibility of staff to review these periodically and use them to inform teaching and assessment.

SEN and ESL students may be taken from mainstream English for extra support or intervention – this may be from just a few lessons of English a week, or completely should their level of English not to be a standard where learning in mainstream can take place. Such students will remain under the support of ESL until ready to be integrated into mainstream English. This could be for a term, a year, or even the entire KS3.

Weak students and those with less severe SEN statements currently receive extra English skills type sessions as additional intervention on Friday afternoons with HoD. Students are targeted from the KS3 Progress Tracker Sheets that the HoD uses to pick up those making slow or little development. These sessions run for a half term before another group of targeted students receive similar style intervention.

The Gifted & Talented

The English Department aims to provide opportunities to develop independence of learning by the use of initiative, working individually, in pairs, in groups and as a class. Learning will be linked to wider applications across the curriculum using a range of resources.

Students will avail themselves of more complex and demanding text, completing work in greater depth than those carried out simultaneously by other students.

There are opportunities embedded in the schemes of work for students to take leadership roles in the classroom.

Equal Opportunities

Entitlement

Within the English classroom, each individual has something positive to offer and should be valued accordingly.

All students are entitled to full access to the curriculum; groups are organised and learning is structured, with the intention that all students have equal access to the experiences we offer them. This involves ensuring that individuals do not become 'invisible' or in any way marginalised because of their race, their gender, their language or their ability.

Attitudes

English has a particular role to play in the development of students' understanding and tolerance of others, and their ability to co-operate with them. The department is committed to countering actively any forms of discrimination on grounds of gender, social class, disability, religion or sexual preference. In the curriculum, work on language and on media and literature texts raises issues relating to equality and prejudice. Where negative or stereotypical representations are found in texts, these are looked at critically.

Our curricular materials are designed to present positive images of groups who can be discriminated against and much of our work is designed to provide opportunities for exploration of stereotypes and of the working and effects of prejudice and discrimination. There is a very strong sense of global awareness and interest of other cultures within most programmes of study in English which is expected and in keeping with an international school such as BISI.

Language

We are committed to promoting a model of language in which there are no 'correct' or 'superior' forms of spoken or written English, only forms appropriate to particular contexts. All work on language reflects this model. However for formal assessment Standard English is required. We aim to raise awareness of multilingualism and we are committed to valuing any languages spoken in the school as a rich resource in our classes.

Teaching & Learning

The Policy within English

As a department, we believe that all students should enjoy learning and that each student should have an equal opportunity to achieve their maximum learning potential. This is a challenging goal and as a department we are constantly reviewing and developing our practice as we strive to achieve it.

Students come to English lessons with certain expectations; that they will be valued and encouraged but that the lesson will be demanding, rigorous and enjoyable. All members within the department are working hard individually and as a team to ensure that these standards are maintained and bettered through self evaluation and evaluation of work done.

Learners in English lessons should be:

- *Engaged in suitable activities* - to acquire or consolidate concepts and skills which are appropriate for their age and abilities
- *Challenged* - in relation to their earlier work. Students should be able to understand and cope successfully with lesson content, but only with intellectual, physical or creative effort
- *Productive* - students should be working at the optimum pace
- *Motivated* - students should be seeking help when needed and staying on task.

Teaching in English lessons should be:

- *Discursive* - characterised by high quality work
- *Interactive* - pupils' contributions are encouraged, expected and extended
- *Well paced* - there is a sense of urgency, driven by the need to make progress and succeed
- *Confident* - teachers have a clear understanding of their objectives
- *Ambitious* - there is an optimism about high expectations of success

Lesson procedure

- Teachers must supervise the corridor between lessons. They should meet and greet students at the door, and ensure that they enter the classroom in an orderly manner and ready to work.
- A register must be taken during every lesson.
- The teaching aims must be made explicit to the students.
- Most lessons should begin with a starter. Variety and pace within learning is an important aid to concentration. The idea behind the starter is to begin lessons in a fast-paced, interactive way that

helps students focus on an aspect of learning. It is also a good control mechanism since it means classes know focused work will begin promptly at the start of every lesson.

- The second part of the lesson should usually begin with teacher-led input or activity which builds in the necessary groundwork for the students to tackle the work in the development section successfully.
- The importance of the plenary cannot be overstated. The logic here is that the students, not the teacher, should review what they have learned by summing up some key aspect of learning within the lesson.
- Teachers are encouraged, where appropriate, to provide students with a variety of meaningful tasks throughout the lesson.
- Teachers should keep a brief written record of the content of lessons.
- If homework is to be set, time must be given for the students to write the tasks in their planners.
- In English we must recognise that noise, in moderation, may be as productive as silence.
- At the end of the lesson, students should be dismissed in an orderly and positive manner.

Assessment and Marking in English

Assessment is a formative tool to promote learning and to ensure that every student makes progress, until they reach their true potential. It is essential to engage students in a dialogue about how they can make progress, making explicit the objectives against which they are being assessed. Modes of assessment are clearly related to the National Curriculum requirements and examination specifications.

Work is assessed by the following methods:

- Continuous observational assessment, in particular of speaking and listening, planning or performing
- Day to day marking
- Homework
- Work produced under controlled conditions
- Annual examinations
- Portfolio pieces
- Student self and peer assessment and review

Formal Assessment of Work

In Key Stage Three, assessment pieces are clearly signposted in the schemes of work, and always reflect work that has been completed as part of a sequence of lessons. Assessment pieces are graded according to NC levels and are self and/or peer assessed if appropriate. Cover sheets are attached to each piece for target setting purposes and are held in the student's file.

In Key Stage Four and Five, the coursework requirements set by CIE and IB determine the major assessment pieces, although staff also set a variety of assignments to prepare students for the examinations.

Day to day Marking

The department recognises the importance of marking exercise books for the following reasons:

- as an expression of teacher interest
- as an expression of praise and encouragement
- as an opportunity to open up a dialogue with the student
- as a diagnostic tool
- as an assessment of student learning
- as a means of correcting technical errors
- as a tool for informing planning

There is no doubt that marking within English is weighty and can be onerous if it is not managed properly. As mentioned, all units lead to a final portfolio piece. Shorter pieces of class work and homework can be marked with simple comments and brief targets if necessary. The ideal circumstances for marking involve staff and student discussion of work in progress. However, this is not always practicable. The following may be helpful:

- use the agreed symbols for marking and have them clearly displayed in your classroom for ease of reference.
- try to be selective about which errors to concentrate on and target - explain these to students
- maintain a balance between helpful marking and proof reading - encourage students to self and peer assess
- marking can be done in alternate weeks: for example, Years 7 and 9 one week and Years 8 and 10 the following week.
- Marking of work for Y11 and Sixth Form students will vary according to the task set and how imminent coursework deadlines are.


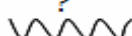
Department marking code

On the following page is the Department's agreed code for annotation when correcting and marking work. This should currently be the same cross-curricular as was agreed to be the whole school marking code also.

Note for English that the piece was given a level and a grade; an improvement target and a literacy target.

Though no mark or grade is given for effort it is clearly recognised and shown to be valued by the teacher.

Marking Code

MARK	MEANS
Sp <u>word underlined</u>	Incorrect spelling – follow spelling strategy: students find correct spelling then Copy, Cover & Check into book.
C	Missing or misplaced capital letter
P	Punctuation
//NP	A new paragraph needed
^	A word or letter missed out
Exp	Poor expression –re-write this section
	Look again – needs improving/add more explanation
T	Verb tense needs changing
✓	Correct/ good point
✓✓	Exceptional work
? 	Meaning unclear (either sentence or paragraph)
X	Incorrect
e.g. or Q	An example supporting information or a quote is needed.
Dev	Develop ideas or description

It matters where the mark is:

- next to a line – means you can find it in the line
- against a vertical line – means you can find it in this section
- at the end – means this is a problem throughout

Remember to mark against criteria already shared with students.

Please note that extended writing ought to include a **literacy development target** as well as a **subject content target**.

For example, after reading and marking a comparative essay on poetry a good teacher might write into the book of a Year 8 student:

Level: 5b	Grade: B
Comment: good effort shown here – well done! You show a clear understanding of the main themes and cover imagery well.	
Target: to improve to the next level you must fully develop your ideas & analyse language more critically. For example, what does line 12 refer to? What is the effect of the technique on line 10?	
Literacy Target: develop paragraphs & use appropriate connectives for analytical writing.	

Assessment & Marking Policy



1. General

- Assessment and marking will be formative with clear and specific targets for improvement. The teacher comment should also refer to subject content and make reference to effort though no mark, grade or level is to be awarded for effort. There will be no marks out of ten unless a spelling test has been marked.
- The department will follow and lead by example in the implementation of the school marking code, the spelling strategy & whole school literacy focuses.
- Peer and self assessment is encouraged, however teachers are still expected to oversee such marking to check appropriateness and accuracy.
- Assessment and marking will follow a previously outlined success criteria whenever possible. *The HoD will support a teacher's refusal to accept or mark work if no effort has been made by student to address a specific target or any aspect of a previously explained success criteria or handed work in one week after a deadline.*
- Exercise books are to be read and marked by teachers every week; the priority being homework. Work done in class will be checked thoroughly but less frequently – though it is HoD & school's expectation this is at least twice each half term.
- Completed homework will be marked and returned no later than one week after handed in. Late homework – one week or more – will be formatively marked if handed in but given no level. If not handed in within one week after original deadline and after pink slip intervention, then such missing homework needn't be chased. It then becomes a behavioural concern. This is in accordance with the new homework policy.
- Untidy work, incomplete class work, poor effort and missed homework (two consecutively) is to be reported to HoD at earliest opportunity for reprimand and possible departmental detention. ESL or SEN concerns are to be reported to HoD in the first instance.
- Similarly, please report good work to HoD. Yellow slips can only be awarded by HoD.
- Please date & sign marked work.
- HoD will expect to see a range of marked exercise books during the end week of every half term for book trawl. Teacher feedback will be formal and recorded alongside performance management observations.

2. Key Stage Three

- It is expected that every student completes and is given an NC level for En1, En2 & En3 every half term.
- Teachers should follow the department core assignments wherever possible for comparative standardisation. A teacher may however repeat or do additional assessment tasks than the minimum three in a half term should they wish.

- It is expected that every student knows what level they are currently working at, what level they are working towards, and know the steps needed to get there.
- It is expected that every student has recorded in their exercise book their level, areas for improvement and end of year target. An explanation of the levels and a grid to record such information is to be glued onto the inside covers of all KS3 students' exercise books.
- It is expected that the KS3 tracker (1) is kept up to date every half term. The class tracker (2) is only a recommendation, as is the target tracker (3). Please do not alter levels after they have been entered onto the KS3 tracker or change the format of the excel files.
- For formal reporting, internal examination & communication home levels used in KS3 will be converted into grades from the boundaries set out below:

Year 9	Level	7c-8	6b-6a	5a-6c	5c-5b	4	3	B3
	Grade	A*	A	B	C	D	E	E

Year 8	Level	7c-8	6b-6a	5a-6c	5c-5b	4a-4b	4c-3	B3
	Grade	A*	A*	A	B	C	D	E

Year 7	Level	7c-8	6c-6a	5a-6c	5c-5b	4a-4b	4c-3a	B3
	Grade	A*	A*	A*	A	B	C	D

Attainment at Key Stage 3

Level	Year 7	Year 8	Year 9
8			A*
7		A*	A
6	A*	A	B
5	A	B	C
4	B	C	D
3	C	D	E
2	D	E	
1	E		

- By the end of Key stage 3 it is the expectation that every student, unless there is a learning and/or behaviour issue present, be at level 5 or above.
- Certainly, one would expect 'value added' to be at least 2 levels during the course of this stage.
- Each level has three divisions which are labelled a, b, or c. A level 5a would signify the high end of level 5 whereas a level 5c would be the lower end of this level. A 5b then represents a secure level 5.
- These a, b, and c divisions perform two functions. Firstly, they help distinguish students and their accomplishments who are working within the same level descriptor. They also

help to highlight progression through a level so that students do not lose incentive to learn and develop. If a student were to work at a level 5 for perhaps a full academic year without such progression being highlighted, then enthusiasm to improve might be difficult to maintain.

3. Key Stage Four

- Assessment & marking will follow the Cambridge IGCSE syllabus assessment objectives for Language & Literature (4). All extended writing will therefore be given a mark out of 40 for Language assignment 2 type tasks (out of 50 for Language assignment 3 type tasks). Extended writing will also be given a converted grade.

KS4	Mark /40	40 - 36	35 - 31	30 -26	25 - 21	20 - 16	15 -11	10 - 6
	Grade	A*	A	B	C	D	E	F

- It is expected that teachers of KS4 have read and understand the requirements of the Cambridge IGCSE board in terms of coursework portfolios and assessment.
- It is the department's aim to have the three pieces of coursework for Language complete by the end of Year 10 so that Year 11 is unhindered by outstanding coursework portfolios.
- Moderation of coursework will take place 1 month prior to the BISI internal deadline (this is around the 1st week of March).

4. Key Stage Five

- Assessment & marking will follow the International Baccalaureate Programme assessment objectives for A1 HL & SL, and similarly A2 (5). All extended writing will therefore be given a level from the descriptors provided by IB.
- It is expected that teachers of KS5 have read and understand the requirements of the IB board in terms of coursework portfolios and assessment.
- It is the department's aim to have the coursework for IB done, one World Lit complete & the second in first draft by the end of Year 12, so that Year 13 is unhindered by outstanding coursework portfolios.
- Moderation of coursework and oral commentaries will take place at least two weeks prior to the internal deadline.

Homework Policy

The department adheres to the whole school policy – refer to the *BISI Staff Handbook 2009-2010*. Homework should be set regularly and seen as an important feature of our teaching. It is important as it consolidates learning introduced in class, helps to promote self study and can be used diagnostically.

- It is not always appropriate or indeed desirable to set the same task for all students. Differentiation should be ensured in homework as much as class work.
- Teachers should keep a brief written record of the task set.
- In English it is particularly important to remember that not all homework tasks should be written assignments. For example, private reading, research, preparation and practice for oral tasks are all valuable learning activities and we must show that we recognise their value. Usually, one written homework and one reading or research homework should be set per week.
- As stated in the Marking Policy, written homework must be regularly marked and the completion of other tasks monitored.
- Teachers are expected to monitor the completion of homework by pupils. Those students who fail to complete tasks are to be reprimanded. The HoD and tutor should be kept informed.
- Good homework should be rewarded with praise, good marks, comments, blue or yellow slips as set out in the marking policy.
- If a student fails to produce homework on the day required there are three alternatives that can be used, depending upon the nature and frequency of the offence:
 1. Allow the student to bring it in the next day
 2. Keep the student in at break or lunch
 3. Place the student in departmental detention
- For persistent failure to hand in homework, follow the guidelines set out in the Sanctions section of this handbook.

Guidelines for homework:

- | | |
|---------------------------------------|--|
| Key Stage 3 (90 mins per week) | – 1 short hmw (30mins = 2 days to complete)
& 1 long hmw (1hr = 1 week to complete) |
| Key Stage 4 (2hrs per week) | – 2 short hmw (2 x 30mins = next day completion)
& 1 long hmw (1hr = 2 days to complete) |
| Key Stage 5 (4hrs per week) | – IB students should expect to do a large amount of work outside the classroom to complete reading, wide reading and organise notes. Short tasks could take 45mins and be due the next day whilst longer tasks could take an 1½hr and be complete within 2 days. |

KS3 (Yrs 7-9) Curriculum

The work in Years 7, 8 and 9 is based on the requirements of the National Curriculum and the National Framework for English. However, we believe that we have developed a programme that is innovative and exciting but more importantly meets the needs of our international and internationally aware students.

All students follow the same course in English which is delivered in a modular programme to ensure continuity, progression and opportunities for departmental monitoring and assessment. The master folders (Schemes of Work) are available from the HoD's room, S28 though each teacher has their own copy to use as a working document. Teachers can add their own material to meet the weekly objectives and we promote the sharing of new and exciting ideas amongst colleagues.

Students complete an assessment piece during each scheme of work and these are marked in accordance with the Assessment Policy and are stored either by the teacher within their classroom or taken home by students to safe keep.

The Curriculum Map for Key Stage Three can be found on the school network in the English area.

KS4 (Yrs 10-11) Curriculum

Students follow a course based upon six-week units of work. The Long Term Plan is displayed on the school network in the English area. These have been designed to develop students' knowledge and understanding of language and literature and provide progression towards further study through a wide range of reading opportunities, reading and response to both literary and non-literary texts and writing for a variety of purposes as well as speaking and listening in a range of contexts for a variety of purposes.

In year 10 the focus is on coursework, and ideally all English coursework should be completed in that year. In year 11 the focus is on the skills required for the English and English Literature examinations.

In year 10 additionally, students are prepared and entered for IGCSE English as a Second Language. The thinking behind this is threefold:

- It allows students to experience their first external exam and gain confidence from sitting a reading & writing paper, an oral examination, and a listening examination.
- Results act as a diagnostic tool to predict attainment in First Language English intended to be sat the following year.
- If passed, this achievement ensures all students will end KS4 with a success in English whether it be in First or Second Language.

IGCSE First Language English

The Cambridge International Examination Board sets out a syllabus that aims to:

1. enable students to communicate accurately, appropriately and effectively in speech and writing;
2. enable students to understand and respond appropriately to what they hear, read and experience;
3. encourage students to enjoy and appreciate variety of language;
4. complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
5. promote students' personal development and an understanding of themselves and others.

All students who have passed their English as a Second Language Examinations and/or are proficient enough to access and appreciate this course, will be entered either at Core Level or Higher Level. Should students be recommended to sit the Core Paper then they may only be awarded the maximum – a C grade pass. Those recommended to sit the Higher Tier have the opportunity to be awarded a grade from the upper end of the A* - U range.

There will be one examination at the end of the two year course should students have a completed coursework portfolio.

If a student cannot complete a portfolio of three short pieces of coursework by February of Year 11 then they will sit two papers - an additional examination will replace the coursework component of the course.

Exam	Duration	Weighting
Just one paper with a reading and writing focus. Students will respond to three questions	2 hours 15 minutes	50 marks = 50%
Coursework – three different pieces of extended writing (600 -800 words)	To be completed during year 10	50 marks = 50%

IGCSE English Literature

The Cambridge International Examination Board

The BISI English Department, in conjunction with the Cambridge syllabus, aims to encourage and develop a candidates' ability to:

1. enjoy the experience of reading literature;
2. understand and respond to literary texts in different forms and from different periods and cultures;
3. communicate an informed personal response appropriately and effectively;
4. appreciate different ways in which writers achieve their effects;
5. experience literature's contribution to aesthetic, imaginative and intellectual growth;
6. explore the contribution of literature to an understanding of areas of human concern.

There will be two examinations at the end of the two year course.

Component	Duration	Weighting
Paper 1: Set Texts – Open Books	2 hours 15 minutes	75%
Paper 3: Unseen	1 hour 15 minutes	25%

KS5 (Yrs 12-13) Curriculum

International Baccalaureate Diploma Programme

As a department we are proud of the successes and achievement of our students at Key Stage Five. We take as our starting point the skills our students gain at IGCSE and aim to build on these skills to produce students who can: express themselves with accuracy, fluency and imagination in both written and spoken quotation; analyse and evaluate a range of texts in detail, linking form, structure and language to meaning, purpose and context.

We expect our students to take responsibility for their own learning by: undertaking independent research; by reading beyond the set texts; by exploring biographical, critical and contextual sources to inform their own discovery.

At BISI we offer IB English Literature at three levels, **English A1 and A2, and English B**

English A1 - is a literature course. Higher level students study 15 texts; standard level students study 11 texts. The course has four components: an unseen commentary paper, a written examination on a genre, two oral presentations, and a coursework element in the form of two world literature essays.

A1 Assessment:

Oral Presentation – 15%	World Literature – 20%
Oral Commentary – 15%	Exam – 50%

For further information please consult the syllabus.

English A2 – is a course which combines literature and language topics, such as Media or Global Issues. These topics may change with various amendments to the syllabus. This examination is assessed partly by oral presentation or exam, partly through written coursework and partly by the final examinations.

A2 Assessment:

Text Productions – 40%
Oral activities – 30%
Exam – 30%

For further information please consult the syllabus.

English B – is a course which hopes to inspire those English who are in the beginning of their English study and is very much centred on language acquisition rather than literary analysis.

Individual Oral – 15%	World Literature – 20%
Interactive Oral – 15%	Exam – 50%

Appendices



English KS3 Long Term Plan 2010 – 2011 (Including international concerns/ interests contained within planning.)

Year 7	Class FL1		Class FL2	Class JC
Autumn 1	Transition unit: Mythical Creatures Including mythology & legend around the world		Transition unit: Mythical Creatures Including mythology & legend around the world	Transition unit: Mythical Creatures Including mythology & legend around the world
Autumn 2	Shakespeare Introduction & language Elizabethan England		Shakespeare Introduction & language Elizabethan England	Shakespeare Introduction & language Elizabethan England
Spring 1	Boy in Striped Pyjamas WW2, ghettos, holocaust & Auschwitz		Boy in Striped Pyjamas WW2, ghettos, holocaust & Auschwitz	Writing to inform & instruct Reports to UN on a variety of global issues
Spring 2	Writing to inform & instruct Reports to UN on a variety of global issues		Writing to inform & instruct Reports to UN on a variety of global issues	Boy in Striped Pyjamas WW2, ghettos, holocaust & Auschwitz
Summer 1	Themed Poetry Anthology Coverage includes a wide range of poems from other cultures		Themed Poetry Anthology Coverage includes a wide range of poems from other cultures	Themed Poetry Anthology Coverage includes a wide range of poems from other cultures
Summer 2	Reading & Textual Analysis A selection of non-fiction texts taken from around the world		Reading & Textual Analysis A selection of non-fiction texts taken from around the world	Reading & Textual Analysis A selection of non-fiction texts taken from around the world
Year 8	Class RG	Class AB	Class MM	Class FL
Autumn 1	Black Harvest Drama based on the Great Irish Potato Famine. Focus will extend to famine & poverty within the world today.	Holiday/Travel Writing Includes a research project on a country to visit: culture, geographic features etc...	Holiday/Travel Writing Includes a research project on a country to visit: population, geographic features, culture, food & drink, religion etc...	Holiday/Travel Writing Includes a research project on a country to visit: population, geographic features, culture, food & drink, religion etc...
Autumn 2			Poetry – social commentary Coverage to include a selection of word poetry protesting on various global concerns.	Frankenstein Man's moral decline linked with scientific advancement widens to global examples.
Spring 1	Science Fiction Includes a focus on technological progress to combat global environmental & cultural issues.	Frankenstein Man's moral decline linked with scientific advancement widens to global examples.	Black Harvest Drama based on the Great Irish Potato Famine. Focus will extend to famine within the world today.	Romeo & Juliet Issues of conflict and gangland feuds & examples of global prejudice.
Spring 2			Romeo & Juliet Issues of conflict and gangland feuds & examples of global prejudice.	Poetry Coverage to include a selection of word poetry protesting on various global concerns.
Summer 1	Romeo & Juliet Issues of conflict and gangland feuds & examples of global prejudice.	Poetry Coverage to include a selection of word poetry protesting on various global concerns.	Frankenstein Man's moral decline linked with scientific advancement widens to global focus.	Science Fiction Includes focus on technological progress to combat global environmental issues.
Summer 2			Science Fiction Includes focus on technological progress to combat global environmental issues.	Black Harvest Drama based on the Great Irish Potato Famine. Focus will extend to famine within the world today.
Year 9	Class RG		Class FL	Class FL2
Autumn 1	Conflict WW1 Trench warfare/ Crimean War & conflict around the world today		Conflict WW1 Trench warfare/ Crimean War & conflict around the world today	Conflict WW1 Trench warfare/ Crimean War & conflict around the world today

Autumn2	Of Mice & Men Issues of solitude, prejudice & American Dream	Writing Unit Texts based on global issues & tasks to have a global audience.	Writing Unit Texts based on global issues & tasks to have a global audience.
Spring 1	Writing Unit Texts based on global issues & tasks to have a global audience.	Of Mice & Men Issues of solitude, prejudice & American Dream	Of Mice & Men Issues of solitude, prejudice & American Dream
Spring 2	Macbeth Issues of corruption, ignorance & greed to be given global reference.	Creative Writing Ideas sourced from a variety of global interests.	Creative Writing Ideas sourced from a variety of global interests.
Summer 1	Creative Writing Ideas sourced from a variety of global interests.	Macbeth Issues of corruption, ignorance & greed to be given global reference.	Macbeth Issues of corruption, ignorance & greed to be given global reference.
Summer 2	Media Issues of control & power. In advertising – analysis from examples around the world.	Media Issues of control & power. In advertising – analysis from examples around the world.	Media Issues of control & power. In advertising – analysis from examples around the world.

BISI – Key Stage 3 Long Term Plan / Curriculum & APP Unit Map 2010/11

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Transition Unit [W] <u>Imagine, Explore, Entertain</u> (Creative Writing)</p> <p>En1. Individual Presentation En3. Creative Writing</p> <p>Relevant APP [W] unit: ‘Starting a Mystery’</p>	<p>Shakespeare (Intro.) [W] <u>Inform, Explain, Describe</u> (Personal Writing)</p> <p>En1&2. Presentation of Research Project En3. Diary Writing</p>	<p>Poetry (Animal) [R] <u>Analyse, Comment, Review</u> (Analytical Writing)</p> <p>En1. G/work – analytical presentation of poetry En2. Analytical response to poetry</p> <p>Relevant APP [R] unit: ‘Journey to a Poem’</p>	<p>Play (Demon Head) [R] <u>Argue, Persuade, Advise</u> (Persuasive Writing)</p> <p>En1. Drama role-play En2. Director question En3. Persuasive letter</p> <p>Optional APP [W] unit: ‘Are you a litter lout?’</p>	<p>Prose (Skellig) [R] <u>Analyse, Comment, Review</u> (Analytical Writing)</p> <p>En2&3. Analytical essay focusing on writer’s craft & employed narrative hooks</p> <p>Relevant APP [R] unit: ‘Night in the Red Room’</p>	<p>Non-Fiction (Couch Potatoes) [W] <u>Inform, Explain, Describe</u> (Report Writing)</p> <p>En1. Game show En3. Report & leaflet Writing</p> <p>Relevant APP unit: ‘Campaign Leaflets’</p>
8	<p>Holiday/ Travel Writing Project [R] [W] <u>Inform, Explain, Describe & Persuade</u> (Travel Writing)</p> <p>En1. Persuasive speech En3. Descriptive travel Writing</p> <p>Relevant APP [W] unit: ‘Use Sunscreen’</p>	<p>Poetry (Themed) [R] <u>Analyse, Comment, Review</u> (Analytical Writing)</p> <p>En2. Comparative essay – comparing two poems studied</p> <p>Relevant APP unit: ‘Uncle Ifer’s Welsh Dresser’ [R]</p>	<p>Prose (Genre specific) [W] <u>Imagine, Explore, Entertain</u> (Narrative Writing)</p> <p>En1. Individual presentation of ghost story En3. Opening/ ending of own prose writing - parody?</p>	<p>Play (Black Harvest) [W] <u>Analyse, Comment, Review</u> (Review Writing)</p> <p>En1. longer group presentation En3. Review Writing</p>	<p>Prose (Frankenstein) [R] <u>Analyse, Comment, Review</u> (Analytical Writing)</p> <p>En2. Analytical essay focusing on development of character – trace, insight, motives etc... En3. Diary account – Frankenstein or monster</p>	<p>Shakespeare [W] <u>Imagine, Explore, Entertain</u> (Creative Writing)</p> <p>En1. drama focused activity En3. Script writing</p> <p>‘The new Play’ [R] ‘Reality show Application’ [W]</p>

BISI – Key Stage 3 Long Term Plan / Curriculum & APP Unit Map 2010/11

9	<p>Poetry (Conflict) [R] Analyse, Comment, Review (Analytical Writing) En1. Hot seating En2. Comparative essay of two WW1 poems. Focus on language & structure Relevant APP [R] unit: ‘Imagined Fears’</p>	<p>Writing Triplets [W] All 4 triplets to be covered this ½ term En1. Persuasive/ argumentative speech En3. Review/ Report Writing Relevant APP units: ‘Recycle & Revive’</p>	<p>Shakespeare (Tempest) [R] Analyse, Comment, Review (Analytical Writing) En1. Presentation on theme, character, language En3. Series of timed analytical essay responses</p>	<p>Media & Advertising [W] Analyse, Comment, Review & Persuade (Planning, filming, editing & evaluating own advert) En1. Discussion on chosen TV advert En3. Review Writing Relevant APP units: ‘Film Review’</p>	<p>Prose (Of Mice & Men) [R] Inform, Explain, Describe En1. Presentation on theme, character, language En2. Commentary on themes Relevant APP units: ‘A message from the Pigman’ & ‘Toast’ [R]</p>	<p><u>Narrative Writing</u> (IGCSE Coursework?) [W] Imagine, Explore, Entertain & Describe (Narrative/ descriptive Writing) En3. Open Writing Relevant APP unit: ‘Eye witness account’ (could use as intro?)</p>
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Assessment Tracker

Class: Year 8

Name	CAT Prediction	Target	Autumn 1 Black Harvest				Report	TA	Autumn 2 Science Fiction				Exam	TA	Spring 1 Storzbriker			TA	Spring 2 Writing Skills			TA
			En1	En2	En3	En3/5			En1	En2	En3	En3/5			En1	En2	En3		En1	En2	En3	

Level	8	7	6	5	4	3	2	1	En1	Speaking & Listening
Grade	A*	A*	A	B	C	D	E	F	En2	Reading
									En3	Writing

Assessment Tracker

Class: Year 8

Name	CAT Prediction	Target	Summer 1 Shakespeare				Report	TA	Summer 2 Frankenstein				Exam	TA	Notes/ additional information for Year 9
			En1	En2	En3	En3/5			En1	En2	En3	En3/5			

Class: Year 8 This half term I am working at level...

Name	Target		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	5a	4b	B	4a	5b/B	4b	AF1 AF4 AF6	AF5 AF2 AF6 AF4	R W	R W	R W	R W	R W	
	5b	4c	D	4b	4a/D	4b	AF5 AF2 AF6 AF4							
	5a	4b	B	5c	5c/C	5b	AF2 AF3 AF2 AF5							
	5b	4c	C	4a	5c/C	4a	AF2 AF2 AF4 AF3							
	5a	5c	B	5c	5c/C	5c	AF5 AF7 AF6 AF8							
	5b	3a	C	4c	4c/D	4b	AF2 AF2 AF2 AF3							
	5c	4b	C	4c	5c/C	4b	AF2 AF2 AF4 AF5							
	6c	5c	B	5b	5a/B	5b	AF5 AF6 AF6 AF4							
	6c	5b	B	5c	5b/C	5b	AF2 AF2 AF2 AF3							
	6a	3c	B	5c	5a/B	5b	AF2 AF2 AF4 AF3							
	5b	4b	C	4a	5b/B	5c	AF5 AF5 AF6 AF4							

Which is a grade...

KS3 Assessment Objectives:

Writing

AF1 – write imaginative, interesting and thoughtful texts

AF2 – produce texts that are appropriate to purpose and intended reader (PFA)

AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events appropriately

AF4 – construct paragraphs and use cohesion within and between paragraphs

AF5 – vary sentences for clarity, purpose and effect

AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

AF7 – select appropriate and effective vocabulary

AF8 – use correct spelling

Reading

AF1 – use a range of strategies to read for meaning

AF2 – understanding, describing, selecting information, events or ideas from texts and referencing to text (using quotations)

AF3 – deducing, inferring or interpreting information, events or ideas from text

AF4 – identifying and commenting on the structure and organisation of texts, including grammatical and literary features at text level

AF5 – explaining and commenting on writers' use of language, including grammatical and literary features at text level

AF6 – identifying and commenting on writers' purpose and viewpoints and the overall effect of the text on the reader

AF7 – relate texts to their social, cultural and historical contexts

ASSESSMENT CRITERIA FOR COMPONENT 4 – COURSEWORK PORTFOLIO

Table A: Grade Descriptions for Writing (assignments 1-3)

Mark Band	Description
Mark Band 1 (36-46)	<ul style="list-style-type: none"> Confident and consistent completion of challenging tasks. Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. Subject matter is significant and there is authoritative information and apt illustration. Arguments are cogent and developed in a mature, persuasive register. The sense of audience is strong, giving entertainment to the reader who can read without hindrance. Candidates write fluently, using appropriate and varied sentence structures and a wide range of attractive vocabulary. Language errors, if any, are rare and insignificant. The work is very well structured. Paragraphs are well constructed and linked to clarify the organisation of the writing as a whole.
A*	<ul style="list-style-type: none"> Some of the work addresses challenging subject matter and the interest of the reader is generally aroused. There will be some minor language errors, but sentences are mostly well made and varied, and much of the work is fluent. Appropriate and varied vocabulary is used. Paragraphs will show evidence of planning, have unity and are generally linked. Candidates are in control of the shape and style of the writing.
Mark Band 2 (31-35)	<ul style="list-style-type: none"> Frequent merit in the manner of writing and the choice of content. Candidates describe and reflect upon experience, and analyse with occasional skill what is felt and imagined. Some of the work addresses challenging subject matter and the interest of the reader is generally aroused. There will be some minor language errors, but sentences are mostly well made and varied, and much of the work is fluent. Appropriate and varied vocabulary is used. Paragraphs will show evidence of planning, have unity and are generally linked. Candidates are in control of the shape and style of the writing.
A	<ul style="list-style-type: none"> Competent writing with some development of ideas. Candidates express clearly what is felt and imagined and supply some detail, explanation, and exemplification for the benefit of the reader. It is possible for writing with pedestrian but accurately described subject matter to be placed at the lower end of this mark band. However, writing awarded a mark at the top of the range will stand out because of the choice of content, the range of register and vocabulary, and the range and variety of sentence structure. Candidates sustain ideas and arguments at reasonable length, and their stories have some originality and flair. While candidates exercise care over spelling and punctuation, minor language errors may appear quite frequently and a few errors may verge on the serious. They should not, however, interfere with the reading of work that has other, sufficient, strengths. Paragraphs are used to make the sequence of events or ideas coherent and clear to the reader.
Mark Band 3 (26-30)	<ul style="list-style-type: none"> Some development of satisfactory content. Candidates express with some clarity what is felt and imagined. There is an obvious attempt to address the topic with relevance, though the outcome may not always show that candidates are able to sustain their ideas. The use of interesting detail and illustration is somewhat limited. There are a number of language errors, some of them serious, but meaning is generally clear. Work may lack liveliness and interest owing to the use of simple sentence constructions or a satisfactory but unexciting range of vocabulary. Paragraphs are used with some effectiveness.
Mark Band 4 (21-25)	<ul style="list-style-type: none"> Some development of satisfactory content. Candidates express with some clarity what is felt and imagined. There is an obvious attempt to address the topic with relevance, though the outcome may not always show that candidates are able to sustain their ideas. The use of interesting detail and illustration is somewhat limited. There are a number of language errors, some of them serious, but meaning is generally clear. Work may lack liveliness and interest owing to the use of simple sentence constructions or a satisfactory but unexciting range of vocabulary. Paragraphs are used with some effectiveness.
C	<ul style="list-style-type: none"> Some development of satisfactory content. Candidates express with some clarity what is felt and imagined. There is an obvious attempt to address the topic with relevance, though the outcome may not always show that candidates are able to sustain their ideas. The use of interesting detail and illustration is somewhat limited. There are a number of language errors, some of them serious, but meaning is generally clear. Work may lack liveliness and interest owing to the use of simple sentence constructions or a satisfactory but unexciting range of vocabulary. Paragraphs are used with some effectiveness.

continued...

Table A: Grade Descriptions for Writing (assignments 1-3) – continued

Mark Band 5 (16-20)	<ul style="list-style-type: none"> Simple work, the meaning of which is not in doubt. Candidates express intelligibly what is felt and imagined. The subject matter is communicated satisfactorily to the reader and candidates demonstrate some limited ability to sustain ideas and arguments. Candidates write in simple vocabulary. While there may be many language errors, they will not greatly affect meaning. The work is paragraphed, if not always effectively so, and there is some sense of order.
D	
Mark Band 6 (11-15)	<ul style="list-style-type: none"> Generally clear, despite difficulties with expression. Candidates make an attempt to express what is felt and imagined in simple language and sentence structures. While language errors and weaknesses of style will be apparent, these will not often seriously impair communication, though there may be 'blurring' from time to time. Candidates will show at least a partial understanding of paragraphing and structure.
E	
Mark Band 7 (6-10)	<ul style="list-style-type: none"> Parts can be followed. Candidates struggle to express what is felt and imagined in very simple language and with some sense of sentence and overall structure. Weakness in punctuation, spelling and grammar is persistent, but the reader is able to follow at least part of the writing. There are unlikely to be more than a few accurate sentences, however simple, in the whole work.
F	
Mark Band 8 (0-5)	<ul style="list-style-type: none"> Fails to communicate. Very simple meanings and experiences are attempted, but most of the work is too incoherent and trivial to make sense. An absence of structure leads to further confusion.
G	

Table B: Grade Descriptions for Reading (assignment 3 only)

Mark Band 1 (9-10)	Candidates analyse and evaluate several ideas and details from the text(s), and develop lines of thought. Their own ideas are closely related to the original text(s) and show a good understanding of the main arguments.
Mark Band 2 (7-8)	Candidates respond in detail to ideas from the text(s), explaining them and expressing views on them with varying degrees of effectiveness. There is some reference to details in the original. Their own ideas are based on those of the original text(s).
Mark Band 3 (5-6)	Candidates show some response to the ideas in the text(s), summarising them and giving simple views on them. Their own thinking is relevant, if not always tightly focused on the original text(s).
Mark Band 4 (3-4)	Candidates give a response to the original. Their ideas are relevant to the topic but make only occasional references to individual ideas or details in the original text(s).
Mark Band 5 (1-2)	Candidates write about the topic but there is little evidence that they have read or understood the text(s).
Mark Band 6 (0)	There is no discernible reference to the topic or to the text(s).

KS3 National Curriculum Level Descriptors

	En1 Speaking & Listening	En2 Reading	En3 Writing
L3	<p>I can talk and listen in some different situations, I am able to communicate and explore ideas verbally. I generally understand the main points of a discussion. I can show that I have listened carefully through making comments or asking questions. I can sometimes change the way I speak in order to suit my listener. I know what standard English is and when it should be used.</p>	<p>I can read some range of texts fluently and accurately. I can read independently. If I come across a word I don't know, I am able to try and work its meaning out by myself, and I am often successful. I can usually understand the main points of a piece of writing. I can formulate my own ideas and opinions about a text I have read. I can use my knowledge of the alphabet to help me find books and information in a library or index.</p>	<p>My writing is usually organised and I try to be imaginative. I try and adapt what I am writing to consider what the reader wants. I develop my ideas logically. I sometimes choose words for variety and interest. My sentences are usually formed correctly. I can spell simple words correctly. I can use full stops, capital letters and question marks accurately. My handwriting is legible.</p>
L4	<p>I can talk and listen in a range of different situations. When I speak, I usually think about my audience and make sure that what I'm saying is appropriate. I can develop my ideas when I'm speaking. I listen carefully in discussions and sometimes ask questions. I sometimes use standard English vocabulary and grammar</p>	<p>I can read a range of texts and show understanding of their main ideas, themes, events and characters. I can sometimes infer and deduce meanings from the texts that I read. I understand how texts reflect the time and culture in which they were written. I can refer to the text when explaining my views. I am able to find the information that I need.</p>	<p>My writing in a range of forms can be lively and thoughtful. My ideas are often sustained and sometimes developed in interesting ways. My vocabulary choices are sometimes adventurous and I do occasionally use words for effect. I can use complex sentences to extending meaning. I am generally able to spell simple words accurately. I am beginning to use some punctuation within my sentences e.g. commas. My handwriting is fluent and legible.</p>
L5	<p>I talk and listen confidently in many different situations, including some formal situations. I think carefully about who I am speaking to make sure what I am saying is appropriate. When I speak, I am able to interest my listeners by varying my expression and vocabulary. When others are speaking I listen very carefully and ask questions to help develop their ideas. I often use standard English in formal situations.</p>	<p>I understand a range of texts and can select the essential points from them. Where appropriate, I am able to deduce and infer information and meaning from these texts. I can identify key features, themes and characters and can select sentences, phrases and relevant information to support my views. I understand that texts fit into historical and literary traditions. I can retrieve and collate information from a range of sources.</p>	<p>My writing is both varied and interesting. I vary my writing so that it suits purpose and audience. I can use a more formal style where appropriate. I can use a some range of imaginative vocabulary accurately.. My sentences and paragraphs are clear, coherent and well developed. I am generally able to spell words with complicated spelling patterns correctly. I use a range of punctuation, including commas, apostrophes and inverted commas. My handwriting is clearly legible and fluent.</p>
L6	<p>I change the way I talk in a wide variety of different situations so that what I say is always appropriate. My vocabulary and expression is varied and lively when I speak. I take an active part in discussions and can assume different roles. I show a sensitive understanding of others' ideas. I use standard English fluently in formal situations.</p>	<p>I can read, understand and discuss a range of texts. I can identify different layers of meaning and comment on their significance and effect. I can give a personal response to literary texts, and refer to aspects of language, structure and themes to justify my views. I can make connections between texts from different times and cultures; I can link these to my own experiences. I can summarise a range of information from different sources.</p>	<p>My writing is fluent and it engages and sustains the reader's interest. I adapt my style of writing and language choices to suit different forms. I experiment with a range of sentence structures and a very varied vocabulary in order to create effects. I organise my ideas in well-developed, linked paragraphs. My spelling, even of irregular words, is generally accurate. I use a range of punctuation to clarify my meaning, for example, semi colons. My handwriting is neat and legible.</p>
L7	<p>I am confident speaking in all situations, even those that are new to me. I use vocabulary precisely and creatively to interest my listeners. I organise my speech so as to communicate clearly. I make significant contributions to discussions and am able to evaluate other peoples' ideas. I use standard English confidently in situations that require it.</p>	<p>I understand the ways in which meaning and information are conveyed in a range of texts. I can articulate personal and critical responses to poems, plays and novels. I show awareness of the thematic, structural and linguistic features of a range of texts. I understand why some texts are particularly valued and influential. I can select, synthesise and compare information from a variety of sources.</p>	<p>I am a confident writer and adapt my work appropriately and imaginatively to suit purpose and audience. I develop both character and setting in my narrative writing. My non-fiction writing gives clear points of view, and takes account of different perspectives. I use grammatical features and vocabulary accurately and for effect. My spelling is correct, even of complex, irregular words. I use paragraphs and correct punctuation to make the sequence of events or ideas coherent and clear. My work is legible and attractively presented.</p>
L8	<p>I maintain and develop my talk purposefully in a range of contexts. I structure my speech carefully and use a wide range of apt vocabulary, intonation and emphasis. I constantly show that I have listened perceptively and can follow how discussions develop. I use standard English confidently in a range of situations and can adapt it as necessary.</p>	<p>I frequently demonstrate my appreciation of and ability to comment on a wide range of texts. I can evaluate how authors achieve their effects. I can select and analyse information and ideas, and comment on how these are conveyed in different texts. I can explore some of the ways in which texts from different times and cultures have influenced literature and society.</p>	<p>I am extremely creative in my writing and select specific features and expressions to convey effects and to interest the reader. My narrative writing shows control of characters, events and settings. I am able to express complex ideas clearly and coherently and anticipate a range of viewpoints. I use vocabulary and grammar to help me make distinctions or to create emphasis. For effect, I vary the structure of my writing. I clearly understand how to use a wide range of punctuation in order to improve the clarity of my writing.</p>

BISI Effort Descriptors

The descriptors should be read through from top to bottom. As soon as a descriptor does not apply to the student in question you should assign the grade given in the row above.

Effort Grade	Descriptor
F	<p>The student's effort has not reached a standard described by any of the descriptors given below</p> <p>The student... rarely arrives to lessons on time, often without the required equipment and books. Rarely completes work in class and rarely meets deadlines. Rarely participates in class and has difficulty remaining focused in lessons.</p>
E	<p>The student... occasionally arrives to lessons on time with some of the required equipment and books. Sometimes completes work in class and occasionally meets deadlines. Sometimes participates in class and has difficulty remaining focused in lessons.</p>
D	<p>The student... usually arrives to lessons on time with most of the required equipment and books. Usually completes work in class to the best of their ability and meets most deadlines. Participates well in class and remains focused in most lessons.</p>
C	<p>The student... regularly arrives to lessons on time with all of the required equipment and books. Regularly completes work in class to the best of their ability and meets most deadlines. Participates fully in class and remains focused in lessons.</p>
B	<p>The student... always arrives to lessons on time with all of the required equipment and books. Always completes work in class to the best of their ability and meets all deadlines. Participates fully in class and remains focused in lessons. Shows initiative.</p>
A	<p>The student... always arrives to lessons on time with all of the required equipment and books. Always completes work in class to the best of their ability and meets all deadlines. Participates fully in class and remains focused in lessons. Shows initiative <i>and asks for or produces extra work.</i></p>
A*	