



All students at King James's are developed, motivated and enfranchised by their learning in the English department. They are challenged to become articulate, literate, independent thinkers, ready to make a positive contribution to their communities.

The curriculum at Key Stage 3 is broad, challenging and rigorous, exposing students to a wide range of texts in a variety of forms. From reverse engineering great speeches to imagining life as a refugee, from travels with Bill Bryson to an expression of the ideas in their own heads, the students are encouraged to enjoy, analyse and create great literature.

At Key Stage 4, we deliberately continue to build on a topical, engaging exploration of language and literature, using big ideas such as controversy, beauty and history to drive our choice of texts and topics. The popularity of English Language, Literature and Media Studies at A Level is testament to students' enjoyment of our approach at Key Stage 4.

We have a commitment to mixed ability teaching. This is underpinned by our understanding of the non-linear way in which young people progress, returning cyclically to core concepts, theories and knowledge until this learning is embedded in the minds of all our youngsters. We teach from a collaboratively designed and developed curriculum, with shared schemes of work to ensure parity and quality of provision. Teachers work together to review our curriculum on a regular basis, making adjustments and improvements year on year as our understanding of the way in which children learn develops and evolves.

We recognise that children grow and develop intellectually and emotionally at different rates, and that intelligence and academic potential are not fixed entities. Staff place great value upon knowing their students as individuals, and as such make continuous, unobtrusive assessments of their progress. Our feedback takes a wide variety of forms, from verbal feedback to individuals, to whole class feedback, live marking, and responsive teaching. Whatever the format, the focus is always on enabling our students to make progress, be it incremental or in bursts. We are aspirational for all of our students, and are not bound by numerical targets or prior expectations.

Our students are noticeably confident, independent and purposeful, ready to question themselves, each other and their teachers. They have a sense of ownership over their education that we encourage and celebrate, and we hope that this is something that they will carry with them into adulthood. We firmly believe that all the youngsters at our school are entitled to a full and well-rounded education in English. The ability to speak, listen, read and write effectively enables children to enjoy their right to a full and productive life in society.