

## **S1-S3 Broad General Education Course Outline and Assessment Summary**

### **S1-S3 Personal Reading**

As part of skills development in reading every class in S1 to S3 has 10 minutes reading time at the start of the period and a school library slot from a Monday to Wednesday. The school librarian will organise authors' visits during the session and a Book Bingo competition with S1 in term 1. Pupils have access to the LA on line Library service which means they can reserve books from other libraries and can access audio books. Every pupil should have a library card, which they should be encouraged to use when visiting the library.

The use of e books and audio books are at the teacher's discretion; departmental policy is to encourage pupils to read physical copies of books.

All pupils should be issued with and use the appropriate year group **reading log** which should be kept in the pupil's folder.

### **S1 Course Outline and Progression**

English classes in S1 are deemed 'mixed ability'.

Teacher planning and selection of units of work and texts should focus on using 3<sup>rd</sup> level Es and Os as the baseline for breadth and challenge to build literacy and English skills. In addition to recognising differentiation by pupil response, differentiated support or extension materials should accompany coursework as well as ASN support when necessary and available.

Teachers should use the key assessment outcomes to plan courses throughout the session and use the **BGE Assessment Criteria documents** (laminated copies) to inform planning, formative and summative assessment.

Materials and approaches for the two S1 core units are mandatory and are available on the server.

#### **Common S1 Core Units-**

- 'The Great McGunnigle' LAT Transition Unit
- Levels 3-4 English RUAЕ Textbook (Understanding Ideas and Details)

**An S1 Folio containing a pupil log, all summative assessment and the pupil's purple jotter should be passed to S2 teachers in June.**

## **S1 Summative Assessment**

By the end of S1, all pupils should have completed the following summative assessment:-

1. **PEER paragraphs from 'The Great McGunnigle' task** ( a further full critical evaluation on prose is optional )
2. Poetry Unit assessment –either full or part critical evaluation OR textual analysis response
3. One imaginative **OR** personal piece
4. One individual presentation and one group talk/ paired or group presentation
5. One Listening Activity
6. One Close Reading assessment (TBC Session '19-'20)

**Purple jotters** should be used for pupils to redraft or present their 'best work' and to record success criteria, strengths and next steps. Purple jotter work can be used for self, peer and teacher feedback and can act as the basis for 'learning conversations' with pupils.

This jotter should be included in the folio at the end of the session along with other relevant assessment items which will inform a holistic picture of a pupil's Level. The Folio will provide information for teachers and pupils in the progression through S1 to S3.

## **S2 Course Outline and Progression**

English classes in S2 are 'broad banded'.

Teacher planning and selection of units of work and texts will be determined by the nature of the S2 class within this loose construction. All units should provide opportunities for pupils to experience 3<sup>rd</sup> and, when appropriate, 4th level Es and Os.

The focus in S2 is to provide **increasing opportunities for pupils to become more independent** in their learning and teaching.

As well as appropriate coursework the following strategies should inform planning and methodology;-

- provide less scaffolding for extended writing tasks (such as critical evaluations, personal /imaginative writing and functional writing)
- Incorporate individual research and skills development tasks such as- poetry anthology, writing journal, personal reading study, newspaper analysis and collation
- Provide more opportunities for choice in the range of activities and texts that pupils encounter.

Key assessment outcomes and the **BGE Assessment Criteria documents** (laminated copies) should continue to inform planning, formative and summative assessment.

#### **Common S2 Core Units-**

- Study of and critical essay on a **drama** text
- Levels 3-4 English RUAE Textbook (Analysing Language and Style)

**An S2 Folio containing a pupil log, all summative assessment and the pupil's purple jotter should be passed to S2 teachers in June.**

#### **S2 Summative Assessment**

By the end of S2, all pupils should have completed the following summative assessment:-

1. **A critical evaluation on a drama text**
2. Poetry Unit assessment –either full or part critical evaluation OR textual analysis response
3. One transactional writing piece
4. One individual presentation and one group talk/ paired or group presentation
5. One Listening Activity
6. One Close Reading assessment (TBC Session '19-'20)

**Purple jotters** should be used in a similar fashion as S1.

### **S3 Course Outline and Progression**

S3 is an interface year between BGE and NQs and classes are constructed, in collaboration with the Mathematics and Modern Languages Departments, with this in mind.

Teacher planning and selection of units of work and texts will provide opportunities for pupils to experience 3<sup>rd</sup> and 4th level Es and Os with a greater focus on 4th Level. Coursework will also reflect the preparation for the skills and course content required for N4 and N5. With the removal of RPA at N5, there is a greater need to 'bank' assessment items in preparation for N4. This will influence teacher planning and course delivery.

#### **Common S3 Core Units-**

- Study of a drama, prose or poetry text and critical essay in preparation for N4 /N5
- AVU or Research Activity leading to discursive/ persuasive writing
- Levels 3-4 English RUAE Textbook (Revisiting Skills)

### **S3 Summative Assessment**

By the end of S3, all pupils should have completed the following summative assessment:-

1. **At least one full critical evaluation** from any genre:
2. AVU / Research Activity
3. One individual presentation and one group talk/ paired or group presentation (possibly from Research Assignment/AVU)
4. One Listening Activity
5. One Close Reading assessment (TBC Session '19-'20)

**The S3 Folio containing a pupil log, all summative assessment and the pupil's purple jotter should be passed to S4 teachers in June. AVU and/or assessment leading towards N4 should be collated separately.**

**Teachers will use the departmental year planners on an annual basis to plan and review course work for each year group.**