

English Curriculum

Intent - “Secure foundations” rather than ‘GCSE light’”

‘where are we going’ or ‘what sort of curriculum did we want to create’?

- A curriculum in which knowledge is delineated *carefully*, taught *explicitly*, and placed *forensically*...
- Where skills are taught *deliberately* and practised *repeatedly* as ‘know how’...
- Where learning is assessed *habitually*, so as to be securely learned...
- With pedagogy designed to encode learning well.

‘What sort of English curriculum did we want to create’

- A skills rich KS3 which develops confidence, builds on KS2 competencies and allows students the opportunity to develop their own style of writing and develop advanced reading and analytical skills
- A KS3 which combines the crafts required to analyse and respond to a varied range of texts in terms of their cultural, historical and social settings
- A differentiated KS3 scheme of learning using learning questions for students to make sense of their learning journeys
- A context rich KS4 where students can study and read around key texts and poems in great depth for their literature assessments
- A challenging selection of pathways enabling every student to make progress in 2 English GCSE’s at KS4
- A varied selection of accelerated pathways across all 3 key stages ensuring that high prior attainers are relentlessly challenged with their English studies including opportunities for demanding and enriching additional studies and experiences
- A highly supported selection of foundation and core pathways across all 3 key stages ensuring that all students are confident and competent using literacy and communication skills in both practical life contexts and in the workplace
- A fluid and transparently linked scheme of learning conveying the augmentative and sophisticated nature of the English language
- A presentation of English as progressive whereby students are encouraged to refine their techniques by studying a broad range of texts through independent study
- A curriculum which embeds learning of both fundamental and sophisticated grammar techniques
- A curriculum which inspires students to accumulate an armory of sophisticated vocabulary
- A curriculum which challenged students to strengthen their stamina for extended pieces of writing

Implementation

Where did we start? By picturing our typical KS4 student, and identifying what we would like them *to know* and *to understand* to become our **ideal** student.

Implemented of Curriculum	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Low stakes quizzes at the start of every lesson focus on the knowledge students require before being able to apply the knowledge to more complex questions	X	X	X	X	X		
Students in year 7 are assessed on entry using PiXL micro-wave resources and benchmarked using national comparisons. Subsequent interventions using bespoke resources ensure students can bridge any gaps in missing KS2 knowledge. Primary data is used to create a nurture pathway highly focussed on numeracy for students significantly below ARE to allow them to make rapid and accelerated progress to close the gap between them and their peers	X						
Students in all lessons are exposed to high quality modelling from teachers ensuring that they are exposed with the necessary procedures, use of language and metacognitive processes that will be required from them in their independent work	X	X	X	X	X	X	X
Students are given opportunities to develop their behaviour for learning habits through the integration of the Stoke Damerel 6 principles in lessons	X	X	X	X	X	X	X
All lessons are planned and executed using the 6 principles of teaching	X	X	X	X	X	X	X
All students in year 7-13 are supported to work independently through the use of google classrooms to be able to communicate with teachers and find bespoke resources	X	X	X	X	X	X	X
Students at KS5 are encouraged and supported to continue with their English studies through a range of 3 pathways ranging including functional skills						X	X
Teaching groups are primarily determined by students aspirational targets ensuring all students are being exposed to and challenged by the			X	X	X		

appropriate teaching							
Students are given timely and regular feedback on their knowledge recall, comparative, insightful, literal and conceptual analyses . Teaching is reactive and DIRT activities and weeks are planned to allow students to improve as well as correct.	X	X	X	X	X	X	X
Students are made aware of knowledge that must be learned and are given strategies and resources in which to learn key vocabulary, definitions and contextual information relating to texts through the use of knowledge organisers	X	X	X	X	X		
Students are given regular opportunities to write at length using 'cold write' routines at least once a week. Students are given regular opportunities to re-draft extended pieces of work following feedback.	X	X	X	X	X	X	X
Students are given weekly grammar lessons which are later interleaved into low stakes quizzes and extended writing tasks	X	X	X				

Impact

- All students are supported in working towards their attainment targets
- All students are supported to have confidence and high levels of literacy
- Assessments and schemes of learning are refined in light of data analysis, specification reforms and changing needs of particular cohorts
- Students are assessed following a whole school calendar leading to data collection, distribution and reactive planning on every level (both academic and pastoral)
- Leaders set and meet targets which are realistic and evidence repeated marginal gains