

Subject Curriculum Intent, Implementation and Impact

Subject	English
Curriculum Intent	
<p>The English department's vision is to offer our students the best and most complete English provision. We want our students to be life-long readers and academically curious, with the ability to communicate in a sophisticated manner both orally and through the written word. We want to use English as a subject that leads to social mobility and helps elevate our students out of poverty.</p> <p>We aspire to inspire our students to achieve the best GCSE results possible to enable them to apply for A-Level English. We hope that students opt for English at University and for English-oriented subjects like Law and Psychology.</p> <p>Our desires align with the school's values of working and elevating an impoverished community. We believe that strong English skills and knowledge will open a lot of doors for these students.</p> <p>The students undertake a 3-year KS3 and 2-year KS4. The curriculum is highly diversified with texts that range from native American myths, and Traditional English poetry to classic world literature. We have created a curriculum that is incredibly diverse in terms of literary voices and one that offers the children characters and role models that 'look like them.' Additionally, we offer a dual-stream English curriculum at KS3 to ensure that our HPA students are allowed to be truly challenged. Our curriculum is uniquely positioned to allow the students to broaden their knowledge bases and create high-value cultural capital.</p>	
Curriculum Implementation	
<p>We utilise a knowledge engaged spiral curriculum across KS3 and KS4. Each half term is broken down into a unit that will be either literature or language based (though there is a lot of overlap). Each lesson lasts for an hour and is focused on a learning outcome that is designed to build toward the unit's success criteria. The success criteria themselves are modified and highly deconstructed versions of the GCSE assessment objectives – this ensures that the lessons we deliver are focussed and have the necessary rigour in them. Every lesson has a PowerPoint, which all teachers have access to, and is differentiated by the teacher as they see fit. We use Google Classroom to set all homework and this is monitored by the HoD and 2ic key stage leads. Additional resources in the form of work booklets are used for certain units and homework booklets are used for every single unit.</p> <p>Teachers deploy various strategies within the classroom to help students retain and apply knowledge. A variety of source stimulus material is used in class and provides the basis for conveying knowledge to students. There is a standardised assessment across the Department to ensure that students assess knowledge within the assessment cycle. Application checks also feed into the assessment cycle. These assessments return to work covered earlier in the year. This helps to ensure that work is re-visited later.</p> <p>Within the lessons themselves, there is an expectation for students to engage with some form of extended writing in every lesson in addition to the use of knowledge quizzes, comprehension and summarisation work. There is also the expectation that peer review work is completed regularly to encourage meta-cognitive engagement and avoid passivity.</p>	

Data from testing is used to inform the planning of activities. Individual tasks are used to support student learning. There is centralised planning and PowerPoints to ensure that key concepts are addressed through teaching. There are regular learning walks, observations and book scrutiny at Heron Hall. This helps to maintain standards. Self, peer and verbal feedback are used within lessons. Formal WWW and EBI feedback is given on formative and summative work. Test scores are also given. The students will also ensure that learning logs are regularly filled out, which is monitored by all teachers. Students are also tested inline with school policy.

All teachers have a display area in their room dedicated to literacy – ‘Literacy walls.’ Questioning is used heavily in English, with students expected to mimic the structure of responses used by teachers. In this sense, we actively model the language we want them to use. In Years 7 and 8, students are engaged with bi-weekly literacy lessons and bi-weekly library lessons. We use Accelerated Reader in every session to monitor reading ages as they pertain to zones of proximal development. For students with particularly low reading ages, we utilise the Ruth Miskin reading program to target and enhance student learning weekly. For students with phonics issues, we utilise the Lexia program weekly. As part of literacy, all teachers in the department participate in the King College Oracy program to ensure they have the pedagogical skills to enhance the student’s oracy. As part of our marking and reflection work syntactical, grammatical and lexical errors are specifically targeted across all year groups during any marking, with the expectation that they are rectified as part of their reflective work.

Curriculum Impact

We aim to give the students a genuine appreciation for a variety of literature; not just the more classical text that we study but deeper into a wide range of genres. Through the study of English, we hope to give the students a broad appreciation of the world around them and the history of the literary traditions so that they become well-read and can utilise their new understanding of the world around them.

We expect our students to develop a deeper understanding of the world around them and to be able to critically engage with texts that span the continents and the last 500 years of the English literary tradition. We want students to effectively be able to analyse and interpret information as well as draw inciteful conclusions backed by evidence. We want our students to ultimately achieve beyond any expected targets they might have and become accomplished writers with skills that are more than sufficient for the outside world.

Assessments are in line with school expectations. Students complete DIRT activities to improve their understanding, skills and knowledge. Students are aware of their target grades by teachers and there are high expectations in class. Target grades are aspirational and students complete work outside of the classroom.

We utilise homework and invest heavily in equipment and software that we believe will lead to our students achieving even better grades. We are also willing to listen to the 'student voice' and make reasonable changes to curriculum content rather than deftly assume that the curriculum content we choose is always correct. Furthermore, we are confident in the diversity of our curriculum, ensuring that students feel some form of connection to the texts we study.