

English Department Curriculum Statement

Intent

Principles and purpose

Our aims are:

- To develop pupils' confidence, creativity and engagement in the study of English
- To promote high standards in spoken and written English and critical reading of varied and challenging texts
- To develop a love for Literature and interest in wider reading
- To promote intellectual rigour by building higher order thinking skill
- To promote inclusion and British Values
- To provide a broad and balanced curriculum of study that inspires pupils to learn and builds their cultural capital
- To support progress and success of all students

Entitlement and enrichment

Beyond the taught curriculum, we offer a range of enrichment opportunities with the aim of developing students' love of English, and supporting their confidence and progress.

In Year 7 and 8 we now teach five, rather than four, lessons of English a week. The fifth lesson is a dedicated reading lesson, where students have the opportunity to bring in their own books, read them independently and discuss them with their peers. This means students have greater ownership over what they are reading for pleasure.

To develop students' creativity, we offer a range of extra-curricular clubs: Journalism Club, Debate Club, Film Club, Creative Writing Club and Book Club. There are also termly creative writing and reading competitions. Additionally, we have published several anthologies of pupils' poetry, the most recent being 'Poetry in Lockdown'

Enrichment which also aims to build students' cultural capital includes talks by authors and journalists, trips to museums and performances, and workshops.

Students also have an entitlement to additional support, including Year 11 revision sessions, one-to-one tutoring and small group interventions for all year groups.

Implementation

Breadth and balance

The curriculum is sequenced with a genre-based spiral approach so that over KS3, the following genres and skills are covered: drama, poetry, a novel, a Shakespeare play and English Language reading and writing skills. Each year, the units build on the skills taught the year before, and Year Progress Leaders discussed progression with each other when planning their units to ensure that this was the case. Additionally, the texts come from different time periods and from diverse cultural contexts, so that by the start of KS4, students have been exposed to a broad range of Literature and have practised analysing all the text types they study at GCSE.

Our Curriculum Maps set out the units students study each year; the GCSE Assessment Objectives are mapped onto this so that each unit helps students develop these skills in a balanced way.

Teaching Narrative

Medium Term Plans (MTPs) have been developed for each unit from the Curriculum Maps. These lead up to an end of term assessment focusing on the Assessment Objective for that half term. Year Progress Leaders are responsible for the MTPs for their year groups, and also share resources with teachers. Teachers adapt these lessons or create their own in line with the MTP, and there is a positive culture of teachers sharing lessons with each other. Lessons are planned to follow Rosenshein's Principles and Kingsdales's 'PEDALS' approach. A midterm assessment for each unit is planned as a formative opportunity for teachers to evaluate what students need to improve on during the remaining weeks of term.

Resources

Resources are created along with the MTP by the Year Progress Leader and are developed and differentiated across the unit by teachers. The Year Progress Leader also collates booklets before the start of term where the unit is extract-based. Where a whole text is studied, students are given their own photocopies to annotate. High quality revision booklets have also been created for exam units by the Key Stage Four Lead. Resources and PowerPoints are uploaded to Teams so students are able to access them from home.

Impact

Review and evaluate

We regularly review units based on feedback from students and teachers. Each half term, staff and students are asked to evaluate the effectiveness of taught units so that managers can make changes for future teaching. Alongside this, pupil progress is reviewed each half term by class teachers and progress leaders. By doing this, we are able to see where students need intervention, but also where units need to be improved to enable more effective teaching and learning. In addition, we review the whole curriculum each summer term to see if there are entire units which need to be changed or updated. Teachers with gained time from exam classes have been asked to create new resources or update MTPs, as well as managers doing this. We also evaluate the effectiveness of English teaching through departmental QA including learning walks and book looks. This informs the CPD we run for staff during English meetings and the external training which teachers receive.