

Subject Curriculum Statement of Intent

Subject	Subject Leader	Completed By	Date
English	C Bowen	CBo	25/10/19

Observable behaviours		
Care for Self	Care for Others	Care for our Environment
<ul style="list-style-type: none"> I take responsibility for my own emotions and behaviours. I take responsibility for my own learning. I am proud of my achievements. I am resilient when things get difficult. 	<ul style="list-style-type: none"> I reflect upon my impact on others. I celebrate in others achievements. I practice being honest, compassionate and empathetic. I talk to people, not about them. 	<ul style="list-style-type: none"> I respect my own and others property. I care about our environment. I show a contribution to our community.

Intent	
<p>How is our school's intent represented throughout the curriculum for this subject?</p>	<ul style="list-style-type: none"> <u>Care for Self</u> – Pupils are educated using an enriched and varied curriculum which exposes them to a broad range of skills and experiences that are needed to access the scheme of work. Time is taken to improve presentation of work and our pupils are encouraged to be able to celebrate their own successes which in many of our pupils isn't a naturally occurring skill. We support students and guide them to act responsibility when faced with challenge (both academic and social) and provide strategies to make learners more independent. Students are able to work independently with software packages such as Literacy Planet and BKSb which enables them to practise their own skills and gain confidence in its application. Out of the classroom opportunities are provided to facilitate different emotions and learning experiences. It also provides a platform for students to experience different media first hand with film reviews and theatre trips included in the curriculum. <u>Care for Others</u> – Pupils are given the skills to critique their peer's work in a positive and purposeful way that considers others' feelings and ability. Elmwood pupils are taught to also consider the effect that their own learning and behaviour has on others and to consider positives and negatives for this. Pupils are encouraged to instigate positive conversations with each other to discuss academic and behavioural progress. Across whole school we provide opportunity three times a day where students are asked to effectively reflect and discuss their impact on others promoting improved emotional literacy as well as conversational interaction. These skills are also used in School council where pupils are able to articulate a pupil voice and communicate collective thoughts and feelings. Drama underpins the development of group dynamics and interaction as well as empathy. All pupils complete the Social Use of Language program that supports positive group interactions and social development to enable them to succeed in life.

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	<ul style="list-style-type: none"> • <u>Care for our Environment</u> – Pupils are educated on appropriate methods of communication with our wider community and practice verbal and written methods of effective use of language. Visits are included to exercise principle to practice and provide pupils with the opportunity to contribute positively to our wider community whilst operating within a supportive and inclusive environment. Within Key Stage 4 pupils choose a research project to work on, based on recent national or international events. Not only do pupils think about issues such as crime, effects of video gaming etc they also explore topics such as terrorism, damage done by humans to the planet and social media. Enabling pupils to think independently is key to be resilient and have a wide ranging ability to problem solve when outside of their comfort zone.
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Implementation	
<p>How is the subject timetabled? How do we know this happens?</p>	<p>Where ever possible English lessons are timetabled during the morning session as we find our students are more able to concentrate for longer periods and absorb new information effectively. They are also more responsive to academic challenge and show improved resilience. Bespoke timetables and interventions are created as and when needed to assist learning. Staff are consulted two weeks prior to timetable changes and invited to give feedback or share their views. In addition to English lessons, students in KS3 benefit from a Social Use of Language Practice session which provides students with the opportunity to develop interpersonal and social abilities from a communication and thinking perspective. These positive verbal and social interactions practised in a calm and safe environment provide our students with the skills needed to progress confidently in a competitive world. Pupil voice around this subject is incredibly positive and enhances English speaking skills throughout the timetable. Across the whole school we have a dedicated social reading session before afternoon lessons to facilitate individual and group reading activities promoting a love of books and literature whilst addressing the importance of reading to our young people. For any individuals struggling to access this part of the curriculum we offer interventions and additional support. Drama builds confidence as well as improving social interactions; refining and strengthening speaking, listening and communication skills. This supports not just progression within English curriculum but across the school as pupils become more adept at communication with peers and staff.</p>
<p>How is the subject mapped out? How are we ensuring coverage?</p>	<p>A theme for each term throughout the whole academic year is prescribed and given to teaching staff. This is based on national curriculum expectations differentiated to meet needs of pupils. For example, all pupils cover two Shakespeare plays as per expectation. The level of reading texts are differentiated but the challenge inherent in text, context and themes are age appropriate. Within each topic, there is an expectation that certain skills are covered although teachers are given the autonomy to decide how to deliver this. Half termly department meetings provide professionals with the opportunity to highlight areas for development, and areas of strength that can be celebrated. This feedback can then be addressed and reviewed for future applications. To enhance the learning experience of our pupils their personal interests are taken into account and topics can be built around them to make their learning more accessible, engaging and valuable. The English curriculum uses national curriculum expectations differentiated to point of need. This ensures that whilst pupils may be of a lower ability than age expected, they are presented with learning materials, challenges and experiences that are age appropriate. The KS 3 curriculum follows the statutory guidance September 2014 and covers a wide range of literature including two Shakespeare plays. Writing is developed based on need with the aim that they (depending on ability) 'write</p>

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	<p>accurately, fluently, effectively and at length for pleasure and information' (KS3 National Curriculum). This is diagnostically assessed every term to ensure pupils receive the precise skills teaching required.</p>
<p>Can we see progression across the school within pupils' books?</p>	<p>Regular marking scrutiny monitors both student progress, curriculum coverage, and underpins progress alongside a termly assessment which is undertaken in alignment with the topics covered. Marking progress is recorded on Perspective and monitored by both Curriculum leads and SLT so that this information can be shared, evaluated, and acted upon. Pupils have their own record of best pieces – this supports staff development and moderation as well as the journey of the pupil.</p>
<p>How is assessment used to impact learning? How do we know it is accurate?</p>	<p>During each term Elmwood KS3 students are required to complete an assessed piece that covers the skills and content covered that term. In KS4 pupils follow an assignment brief that is mapped to awarding organisations' assessment criteria supported by BKSB diagnostic assessments. Work scrutiny and classwork will be drawn on to strengthen judgements when needed. Marking moderation occurs with other schools to ensure content, levels and outcomes remain in line with our primary and special counterparts. Elmwood continues to work with the CADMUS group of schools to maintain consistency with key stage two to three transition and values the good practise that comes from meetings with them. For key stage four work our provider Gateway have external moderators that visit school termly and assess the quality and content of work.</p>
<p>How confident are staff with the subject? How do we know?</p>	<p>English teachers within the school show good skills and comprehensive knowledge of the curriculum confirmed by lesson observations undertaken by the senior leadership team. Regular meetings with department staff provide the opportunities to discuss all matters around effective teaching and delivery of English across both key stages. To maximise on effectiveness of our curriculum there are additional monitoring evaluations put on each key stage to enable staff members to add their expertise and ensure concise coverage. This provides teachers the additional rigour to master each key stage and share good practice. A majority of teachers within the subject have QTS and are specialists within English whether that be primary trained to enhance transitional work, or secondary trained to ensure our delivery is robust and fit for purpose. The one teacher that delivers English as his second subject has been identified as an outstanding practitioner via observations (we also have MWe who is an instructor delivering English – but this is with the Cognition and Learning group as his approach and practical delivery is more suited towards their learning needs) which have also been externally ratified. Any new teachers are offered a Subject Knowledge Enhancement course where necessary. We also have PDa (ITT – Sunderland University Assessment Only) who is delivering English and SULP across KS3&4 – they are consistently good and have utilised experiences within contrasting placement across the alliance. A returning Teaching Assistant (CCI) is also progressing through Barr Beacon SCITT from September 2020 and the Curriculum Lead for English is an SLE. In addition to this PMi and PDa have attended specialist training with Dr Wendy Rinaldi (SULP) to support the delivery of communication across the school. MWe is also the only teacher of Drama and has experience within the world of work as well as experience in delivering this curriculum area.</p>

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Impact (Desired)	
Do all groups have equal access to the curriculum? How do we know?	All groups are accessing the curriculum as teachers are empowered to make a professional judgement and create innovative lessons that Elmwood students can relate to. Qualifications are selected for individuals depending on their level of ability and pathway for the future. Curriculum Leads meetings discuss the progress and address significant shortfalls, and highlight patterns across the curriculum. Educational Health Care Plan meetings provide the opportunity to discuss progress and successes in the curriculum. Progress and achievement reviews also give teachers a termly opportunity to provide feedback and ensure all pupils are accessing the curriculum equally. English curriculum is predominantly delivered during the morning as we feel this structured approach enables improved engagement and understanding. Drama is traditionally taught during the afternoon sessions (for every group in KS3) to support creativity, this can lead to over arousal at times but this is directed so they can take risks. Those pupils who are successful can progress towards BTECH Performing Arts in Performing Arts. SULP is explicitly taught to every group in KS3 and additional access for 10c (Cognition & Learning) due to their differing curriculum and needs.
How does varying staff confidence impact on the curriculum?	As we have a wealth of knowledge and expertise within the team we are able to share good practice and innovative lesson plans which give depth to our delivery and improves impact for the students. Attainment and achievement in students is good overall due to the variety of lessons we can provide which tap into our pupil's strengths and skills. We have a wide variety of teaching styles within the subject area which provide our students with the benefit of receiving a broad and comprehensive delivery. This is how we justify a minority of non-specialist teachers in the department to enable creativity and produce differing perspectives on resources and cross-curricular opportunities. Schemes of work are available for each prescribed programme of study, written by curriculum lead in partnership with non-subject specialists. Diagnostic assessment of pupils' work ensures skills focussed teaching is evident throughout for example use of Big Write framework for KS3 and Assignment Briefs for KS4 that for on consolidation and next steps.
How are 2e students provided with the opportunity to show mastery and depth of understanding of the curriculum?	Following identification of 2e pupils they are offered a variety of enriching activities and visits that enhance their learning experience with a view to deepening understanding. It is our intention that by providing our pupils the opportunity to exercise their skills in a variety of environments that they begin to develop mastery and transferrable skills that can be used in their onward pathways.
How does learning outside of the classroom impact the curriculum?	Pupils develop a greater understanding of how their knowledge and learning impacts on themselves, others and their environment. Learning becomes more accessible as it is relatable to real life situations and so retention is improved. Many of our young people have experienced barriers to learning whilst inside the classroom so relate to these previous hindrances by default. It is therefore invaluable that we can take our learning away from the very places that have previously caused upset and anxiety but provide a learning platform that has no pre conceptions or negativity attached. Pupils are provided with a wealth of immersion opportunities for example: falconry (A Kestrel For A Knave), Cinema visits (How to write a review) canal trips (travel writing), with each example chosen to meet need a point of teaching to maximise the learning potential.

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<p>How does presentation of pupil work impact the curriculum?</p>	<p>Pupils are encouraged to show pride and care over their presentation in order to care for their own learning. Improved attention to classwork and finished pieces naturally lends itself to an improved standard and quality of work. Elmwood feels it is important to encourage students to improve the quality of their presentation with the intention of improving standards achieved. Personal presentation is also key, supported by Sulp and Drama, leading to greater confidence and quality in speaking and listening. In Key Stage 3 this is based on statutory guidance which successfully underpins three internally assessed and externally moderated speaking and listening assignments.</p>
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Things to celebrate	Next Steps
<ul style="list-style-type: none"> • In KS3 85% of pupils are making at or above expected progress from their baseline assessments into the school, with 58% of them working above expected progress. (Autumn Term 2019). • In KS4 100% of pupils are making at or above expected progress from their baseline assessments into the school, with 26% of them working above expected progress. (Autumn Term 2019). • A variety of Pathways available to all of our students including Entry Level, Gateway and GCSE qualifications. • A developing scheme of work that gives staff a reference point to ensure high quality lessons within English across Elmwood. • Elmwood students benefit from an enriched curriculum that takes into account their barriers to learning and additional educational needs. • English is positively received across both key stages. • Pupils positively participate in reading. • Pupils are benefitting from increased knowledge and understanding of SPAG and an improved curriculum structure within the subject. 	<ul style="list-style-type: none"> • To continue to up skill staff to confidently deliver the curriculum. • To have staff meetings to up-skill staff in aspects of the curriculum, to provide updates around the subject and reflect on what has gone well and what more we can do. • Ensure that the increased number of GCSE target students are accommodated and planned for both with the curriculum and taking into account staff capabilities. • KS3 Pupils will be given a reading comprehension session once a week to inform practice when reaching KS4. • Whole school events that improve participation and enjoyment within the subject.