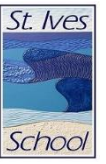




St Ives School - English Curriculum Statement



“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr Seuss

Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

What is unique to the study of English?

English occupies a pre-eminent position both in the curriculum and in our society. A high quality education in English teaches our pupils to speak and write fluently, so that they can communicate precisely and powerfully in any given situation.

One of our fundamental objectives in English is to help shape young people who are both interested and interesting: interested in the world with all its magic; and interesting to those who meet them because of their wide ranging knowledge. We want to develop students who read widely

for pleasure, appreciate the art of writing, relish debating any issue and enjoy sharing ideas. We develop all of our students to have an expanding vocabulary and to understand the grammar of our language, thus enabling them to write confidently and with precision.

The study of English Literature plays a central role in our vision – we want our students to leave with knowledge of the English literary canon and of our beautiful English language; we feel it is their right to leave school understanding something of the novels, plays and poems that have shaped our country's cultural history and the language change that underpins it. The recognition of universal themes of literature also helps people to better understand their own situation, and thus empathise with others.

We have high expectations of all students so that they will recognise and achieve their full potential. Our pedagogy is underpinned by a mastery approach to the teaching of English for understanding. This is organised as a spiral curriculum basing future teaching on the building blocks of previously taught content. Key concepts are broken down into big ideas enabling exploration of a range of contexts and forms to be interleaved throughout the curriculum.

We provide all students with a challenging and enjoyable English curriculum in a supportive and motivating environment. As part of our extended curriculum we use: active dramatic approaches in our lessons; focus on big ideas to explore our repeat concepts; and encourage our students to take part in a variety of creative writing competitions where we have great success in the amount of students who become published.

We believe it is our duty to develop our students culturally, emotionally, intellectually and spiritually and empower them to become truly global citizens: we want them to move forward to their next stages in life with confidence in an increasingly complex world.

In English, our Repeat Concepts are:

- Evaluation of humanity
- Marginalisation
- Spiritual and Supernatural
- Cultural Diversity
- Conflict
- Origins of language and stories
- Belonging and Identity
- My own opinion

Curriculum Implementation

General principles

- English is based on the statutory programmes of study from the national curriculum.

- Fluency in the fundamentals of English is taught through varied and frequent practise of the skills of reading and writing. We use increasingly challenging reading resources and writing stimuli, so that students develop conceptual thinking.
- We use the Accelerated Reader programme to improve reading ability and love of reading.
- Topics are assessed using retrieval low stakes quizzes, verbal questioning, extended writing tasks and summative assessments covering key knowledge to review the content taught.

Student organisation

- Classes are grouped according to the banding of H/M/L. All classes receive the same curriculum with a focus on teaching to the top and scaffolding to support. Teaching and learning activities will vary to suit each individual class.
- Staff make decisions with clear knowledge of who the disadvantaged students are and which class they would be best suited to. This follows our Class Setting Protocol.

Accumulation of knowledge

- English is taught as part of a spiral curriculum to allow students to develop their complexity of understanding in each strand further as they mature. This enables a deepening of understanding, with each successive encounter building further knowledge and confidence. The skills of reading and writing are developed through the use of increasingly challenging reading resources and writing stimuli.
- Repeat concepts are sequenced to allow for transfer of knowledge and conceptual ideas across the topics.
- In order to promote retention of English knowledge, our scheme of learning explicitly plans topics to interleave or revisit repeat concepts with greater depth. These interleaving topics are sequenced not only to allow for spaced practice and retention, but to further promote transfer learning between linked literary ideas.

Time allocation

Each year group will have the following allocation for hours where that are taught the English Curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	7.5	7.5	7.5	7.5	7.5
Percentage of curriculum time	15%	15%	15%	15%	15%

Teaching and learning provision

- Lessons start with retrieval practice which can be in the form: last lesson, last week, last month, last year; or a creative task.
- Checking for understanding points are used in lessons to review previously learned skills that are relevant to the lesson taught. It highlights misconceptions and prevents barriers to learning throughout the lessons by reminding students of these skills.
- Modelling of worked examples is present in lessons using a format of 'I do, We do, You do' to ensure students meet the high expectations we have of them with communicating their work (both written and verbal) using tier 2 and tier 3 vocabulary. This is especially important when introducing new knowledge.
- Each lesson follows a skill based learning objective which is mapped throughout the sequence. A key question is used as a hinge question to allow for transition periods within the lesson and formally assessed. Students' responses provide the teacher with valuable evidence about what the students know, don't know and need to do next.
- Repeat concepts are referenced throughout every lesson.
- Feedback is provided to students 'live' throughout the lessons to ensure students make rapid progress through activities. Whole class feedback is provided regularly to students using topic reviews and is low stakes.

Adapted provision

- Explicit instruction for SEND and PP students focused on teacher knowledge, demonstration and feedback.
- Cognitive strategies like memorisation techniques and metacognitive strategies to help students plan, monitor and evaluate their learning. Chunking the task at each stage will support students with SEND to make the information easier to process.

Enrichment provision

- Students participate in Accelerated Reader to improve reading ages and reading for pleasure.
- Opportunity for students to enhance their enjoyment of English through the Be Inspired programme
- Opportunities within the Extra-curricular programme
- Students engage with a variety of competitions throughout the year, leading to publications

Curriculum impact

Formative assessment

- Formative assessment strategies include:
 - Do Now retrieval activities
 - Impromptu quizzes and low stakes testing
 - Verbal questioning
 - Lesson exit tickets to summarise what pupils have learnt
 - Answering the lesson's key question
 - Whole class feedback
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

Progress

- Curriculum coverage is evaluated by the HOF and, where necessary, actions are agreed and implemented.
- Quality of teaching and learning is monitored through lesson visits by the faculty lead, deputy and senior leaders.
- Visits are recorded using Sistra Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sistra Observe by the faculty lead and senior leaders.
- Assessments are standardised and moderated and recorded on Sims for HOF and reports sent to parents.
- GCSE mocks are standardised and moderated with information gained from an English exam marker to ensure consistency and understanding in applying the mark scheme.
- Peer book reviews are also completed in faculty meetings as a form of moderation and to ensure all faculty staff are consistent in their approaches and monitoring progress.

Summative Assessment

- Assessment during whole school assessment weeks are used to systematically check against set criteria in a given time frame (usually termly).
- Our summative structures are to evaluate student learning and cumulative academic achievement. This is to give opportunities to aid retrieval of prior knowledge and for interleaving.
- Results are reported back to students in the form of an assessment tracker and exam wrapper specifying next steps and Over To You tasks.
- During the summer term of Yr. 10, GCSE past papers are used and students are given a 9 – 1 grade alongside their score/percentage using grade boundaries for that exam series.

Student Feedback

- Student voice is completed to monitor student's understanding and building knowledge of the strategies used in English. Results from this are used to inform future planning.
- Students have the opportunity to communicate with teachers during the school day and by using Show My Homework and Google Classroom.