

English - Curriculum Intent, Implementation and Impact

Intent

Through our English curriculum at Kickstart we aim to create the very best communicators, readers, writers and thinkers. Through GCSE English Language and the functional skills curriculum we aim to provide students with the language capacity to navigate and succeed in all of their subjects as well as inspiring those students who wish to pursue the study of English in further and higher education. We aim to challenge students to think, act and speak appropriately, to write with purpose and with fluency and promote exposure to a wide range of reading material.

Our English curriculum reflects our mission statement, for example, students are encouraged to think inquiringly and independently, develop their ability to articulate ideas confidently, thoughtfully, and with precision, politeness and accuracy, and to listen to, evaluate and respond to the opinions of others.

Discussion and debate are a regular feature of lessons, as is extended reading and writing. We engage with real life contexts where possible to enable students to connect their learning with the world beyond. Our overall aims are:

- For students to be able to read, write, spell and speak at individually appropriate levels.
- For students to be exposed to a variety of literature, genres and authors.
- For students to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- For students to be confident when writing and read easily, fluently and with good understanding.
- For students to develop their understanding of grammar and punctuation and to acquire a wider range of vocabulary to enhance their verbal and written communication.
- For students to develop a love of reading for pleasure, as well as for information, by reading widely and often.
- For students to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- Encourage students to take pride in their writing and to present their work neatly and coherently.
- Inspire students to raise their aspirations, believe in themselves and achieve a recognised qualification.
- Achieve the necessary qualification levels to progress into further education, training or employment.

Implementation

At Kickstart every student will participate in an assessment phase to identify their reading, comprehension, writing, spelling and listening levels to enable us to identify individual learning needs and plan an appropriate level of study. For most students this will be at GCSE level but for some students the functional skills curriculum at entry level will be recommended. Each student will be advised of their starting point and be given clear and realistic target grades to aim for. Progress will be tracked through marking and next step guidance and also on internal tracking programmes.

All lessons and targets will be differentiated and take into consideration:

- Individual learning style preferences
- Reading and spelling age data
- Behaviour targets
- SEN targets
- Summative and formative teacher assessment following initial skills screening
- Additional identified support needs such as dyslexia

Through robust planning and preparation a student's course of study will show progression through the syllabus. The marking policy will identify areas for improvement/development and next steps in addition to advising the student of what they are doing well. Verbal feedback and praise will be consistently shared to enable the student to develop pride in their work and raise their self-esteem and aspirations. Student work will be displayed in and outside of the classroom and one piece will be entered each week for a smart book award.

Formal assessment through mock examinations, common assessment tasks and functional skills assessments will take place regularly to prepare students for the rigour of the final examination schedule.

Staff will role model effective use of spoken and written language at all times.

Students will be encouraged and supported to read a variety of literature on a daily basis and be encouraged to read out loud in class when appropriate. Literacy needs will be shared with other subject leads to enable a consistent and student centred approach to learning.

In English we will promote creativity at every opportunity to compliment the prescribed teaching of spelling, punctuation and grammar. .

Students will be encouraged and supported to write at every opportunity and to develop and extend their writing over a period of time.

We will strive to meet the needs of all students including those with disabilities, gifted and talented and those learning English as an additional language.

A range of differentiated resources are available to support the teaching of English. The classroom is equipped with a range of dictionaries, text books, story books, literacy games, flash cards, magazines, newspapers, audio texts, the internet, iPads, interactive whiteboard and specific software options to support students who experience visual difficulties and/or dyslexia. A variety of pens and other writing aids will be provided to support students with written tasks. Theatre and cinema trips may be offered when appropriate to support and enhance the learning experience for all pupils.

Impact

The impact upon students is clear: progress is evidenced, learning is sustained and transferable skills are developed to enable students to access training, further education or employment at post 16 level. Learning is sequenced to cover the breadth of the GCSE and Functional Skills curriculum and student progress is tracked over time. Exam results have steadily improved over the last five years with students progressing into a range of further and higher education opportunities. Most importantly, students have developed their creativity, a passion for learning and higher aspirations which will hopefully travel with them throughout their lives.