

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: English

Academic Year: 2021 – 2022

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

- A positive attitude towards English.
- Competence and confidence in all skills (Speaking & Listening, Reading and Writing).
- An ability to Identify, interpret, analyse language, compare and contrast and evaluate, imagery, speech and text.
- An ability to use English across the curriculum and in real life.
- To achieve GCSE or other externally accredited examinations by the end of P16.

Assessments including baselines

Flight Path (Termly)

Accelerated reader (Monthly)

Progress in English – G L Assessment (Baseline and Yearly)

Star Reading – Renaissance learning (Baseline Termly)

Provision for SEND and GT

Children with SEN are taught within the daily English lesson and are encouraged to take part when and where possible

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths

<p style="text-align: center;"><u>Intent</u></p> <p style="text-align: center;">(Curriculum design, coverage and appropriateness)</p>	<p style="text-align: center;"><u>Implementation</u></p> <p style="text-align: center;">(Curriculum delivery , teaching and Assessment)</p>	<p style="text-align: center;"><u>Impact</u></p> <p style="text-align: center;">(Attainment and progress, reading, destinations)</p>
<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Topics covered will fulfil the requirements of English National Curriculum. • Planning will be completed collectively as a cluster of classes but then differentiated appropriate to age/ability/SEN needs of each class. • All Topics in the 3 skill areas of Speaking & Listening, Reading and Writing to be covered • Cross Curriculum links identifies in planning • Plan lessons around enquiry questions and learning rather than learning objectives e.g. “How do we use persuasive language?” • The curriculum is focused on knowledge that takes pupil beyond their everyday experience. 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Cross curricular link fully utilised especially SMSC/ PHSE/Speaking & Listening Reading and Writing • Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate • Memorable learning experience used to enhance learning experience and different learning styles. 	<p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Book Scrutinises • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion • Star Reading • Teacher Assessments • External Accreditation • Moderation (in house and with other schools)
<p style="text-align: center;"><u>Key Stage 2</u></p> <ul style="list-style-type: none"> • All Key stage 2 pupils set targets of 1 years progress 	<p style="text-align: center;"><u>Key stage 2</u></p> <ul style="list-style-type: none"> • Use of interventions including Read, Write Inc. 	<p style="text-align: center;"><u>Key stage 2</u></p> <ul style="list-style-type: none"> • Flight paths completed half termly • Pupils to complete Key Stage 2 SAT’s
<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • All Key stage 3 pupils set targets of 1 years progress 	<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • Use of English interventions (reading and writing) with learning support mentor and reading coordinator. • Use of specialist English teachers to oversee curriculum delivery and provide support and training to non- specialist teachers. 	<p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • Pupils to complete Progress Through English assessments. • Results from PTE to inform flight paths and predicted grades.

Key Stage 4 and 5

All

- All year 11 pupils to complete an external qualification in English Language (Entry Level 1, 2, 3 and GCSE)

Key Stage 4 and 5

- Use of English interventions such as Read, Write Inc and GCSE Plus.
- Use of specialist English teachers to oversee curriculum delivery and provide support and training to non- specialist teachers.

Key stage 4 and 5

July 2021

- 100 % of pupils achieved GCSE English Language 1-9 (50% of pupils achieved GCSE English Language 4 - 7 50% of pupils achieved GCSE English Language 2 – 3)
- 100 % of pupils achieved Entry Level 3 (Step up to English)
- 100% of pupils achieved Entry Level 2 (Step up to English)
- 100% of pupils achieved Entry Level 1 (Step up to English)
- 100% of all year 11 pupils completed an external qualification with teacher marked assessments