

English Curriculum Statement



**KING EDWARD VI
BALAAM WOOD
ACADEMY**

Educational excellence for our City

Core Values: Our curriculum is underpinned by our shared vision of being:

- **Bold...** committed to academic excellence
- **Ambitious...** for all pupils to achieve their best and make progress
- **Collaborative...** developing positive relationships; working together to create conditions where pupils and teachers can focus on learning
- **Kind...** respecting each other and encouraging others to achieve their full potential

Curriculum Intent: We believe in offering a broad and balanced English curriculum at King Edward VI Balaam Wood Academy which is interesting, relevant, challenging and diverse, to give our pupils the knowledge, skills and confidence to achieve their full potential.

- Our curriculum meets the needs of learners and effectively prepares them for the next stage in their educational journey.
- Our curriculum is coherently sequenced to enable learners to use their deep knowledge to make progress because they know more and remember more.
- Our curriculum provides opportunities for pupils to make knowledge and skills links across the curriculum and links to the real world that will positively shape their life experience.

We will:

- Provide an English curriculum that delivers the National Curriculum in each key stage, building upon previous learning and extending pupils' current knowledge and understanding.
- Endeavour to enable our pupils to appreciate our rich and varied literary heritage.
- Use a range of teaching strategies and tailor our curriculum to the needs of different groups of pupils to give them the confidence to actively, collaboratively and independently apply their developing English abilities and skills.
- Enable pupils to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Enable pupils to read easily, fluently and with good understanding; to develop the habit of reading widely and often, for both pleasure and information, through regular reading opportunities.
- Enable pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Inspire, encourage and enable pupils to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; to enable pupils to be competent in the arts of speaking and listening; making formal presentations, demonstrating to others and participating in debate.
- Provide opportunities for pupils to work independently, directing pupils to develop, define and refine their learning through independent home learning and a range of reading and writing activities.

Curriculum Implementation

Through Transition

We assess pupils' knowledge and understanding at the start of Y7 and set students according to their ability; these sets are reviewed regularly to ensure pupils are challenged and supported as appropriate. A range of assessment tools will highlight strengths and weaknesses, allowing us to adapt the curriculum from early in Year 7 and support pupils who have gaps and need to catch up. Our induction unit focuses on reading a variety of texts across various forms and genres all of which focus on how young people are presented using various viewpoints and perspectives. Pupils will build on previous skills and learn how to: summarise key ideas in a text; explain and comment on a writer's use of language and techniques; understand attitude and viewpoint; compare the ways views and perspectives are presented in more than one text. In writing, they will focus on

words and their meanings by focusing on use of tenses and verb/subject agreement and the creation of convincing characterisation and voice.

Through Enrichment

We believe that learning beyond the classroom is essential in developing our pupils' communication skills, in order to prepare our pupils for success in the real world. This is an area that we are developing. Some examples of learning beyond the classroom include:

- GCSE Poetry Live
- Proposed visits to other local schools, including King Edward VI Five Ways.
- Proposed visits to local universities/colleges.
- Proposed visits to local museums.

Through Home-Learning

In English, we use Century Tech as a platform for all home learning. This enables pupils to work independently on recall, retrieval, key skills and revision. Teachers set nuggets as assignments and pupils, once completed, follow their bespoke pathway

Through Teaching, Learning and Assessment

The English curriculum is planned carefully to cover the key skills as defined by the National Curriculum for English, building upon previous knowledge, learning and experience. Key concepts such as developing pupils' understanding of content, ideas, themes, inference, language, structure and context are reinforced each time, allowing for a greater depth of understanding and increasing pupil's retrieval and application of these concepts. The curriculum is also structured so that key aspects of the curriculum, are introduced and taught before, enabling pupils to develop and build their confidence.

At KS3 pupils follow the National Curriculum and study a broad and balanced range of topics over three years. The curriculum is at least as ambitious as the standards set by the National Curriculum. At KS3, Year 7 and 8 pupils have 7 English lessons per fortnight. Lessons are planned and taught by subject specialists to meet the needs of their pupils. In Year 9, pupils have 8 lessons per fortnight.

At KS4, pupils have 10 English lessons per fortnight, which are developed and taught by subject specialists. All pupils follow AQA GCSE English Language and GCSE English Literature course.

English lessons follow our Balaam Wood Quality Mark 7 model, with some subject-specific additions and adaptations, ensuring the following key features are embedded in lessons:

- Clear learning objective via the lesson's 'Big Question', clear learning outcomes and clear success criteria linked to 'I can' statements – the 'What' and 'Why' of the Unit Overview
- DNA (Do Now Activity) which is a review/recall/retrieval activity to support long-term retention and transfer to memory. These may be from previous lessons or topics from previous terms or years. At KS4, this will link to exam skills.
- Reviewing of previous learning and guiding pupil practice
- Clear instruction and sequencing new concepts in small steps, modelling the learning, and guided pupil practice after each step
- Asking planned and directed questions to check the learning of all pupils, with planned opportunities of active learning and collaborative discussion
- A planned reading opportunity and focus on English-specific vocabulary – key words defined and used in each lesson.
- Opportunities for extended, independent writing.
- Regular testing, progress checks and formative assessment to check understanding and set targets for improvement.
- Re-teaching where misconceptions or errors have been identified.
- Opportunities for 'Directed Independent Review Time' and for pupils to be given sufficient guided time and opportunities to complete gaps in learning and work on their 'next steps'.

Curriculum Impact

The impact of the English curriculum is measured and reviewed through several means:

- Outcomes for pupils at GCSE
- Progress and attainment data for other year groups
- Destinations data
- Behaviour logs and attitudes to learning data
- Engagement in enrichment activities
- Pupil and teacher voice
- Knowledge recall quizzes
- Progress towards targets through milestone and end-of-unit assessments
- Faculty reviews and 'Deep Dives'
- Reviews via book looks