



Curriculum Intent, Implementation & Impact

Vision: Explore the importance of character through Literature. Create a safe learning environment that fosters the ability to explore English. Motivate high aspirations in literacy and academic progress.

COURAGE
CONFIDENCE
CHARACTER



<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>Explore the importance of Character through Literature.</p> <p>Within the English curriculum we are able to explore different genres, cultures and time periods. There are unique opportunities to apply Open Mindedness and Compassion when studying fictional characters and to work alongside other departments, such as History to ensure a collaborative approach to studying important issues in our past and present, such as war, women’s suffrage and poverty, which have influenced the way we live today.</p> <p>Create a safe learning environment that fosters the ability to explore English.</p> <p>Our department believe that our curriculum should foster and develop young people’s love of reading, writing, discussion and debate. We aim to inspire an appreciation of our subject through an exposure to a wide</p>	<p>At Aylesford school, the English department is a large, collaborative department. We plan, create and review schemes of work collaboratively with a continuous cycle of revisions and amendments informed by current practice; previous learning and current research to secure progress.</p> <p>Structure:</p> <p>At Key Stage 3 (Year 7-8), students have three one hour lessons per week, as well as one library lesson, focusing on their literacy skills. The students use MyON and Accelerated Reader to track their reading ages, complete reading projects and receive literacy intervention. In Year 9, students experience four one hour lessons per weeks and start a focus on the GCSE English Literature texts. At Key Stage 4, students experience five one hour lessons a week across both years of study and all pupils are entered for the GCSE English Language and GCSE English Literature qualifications. At Key stage 5, students experience five one hour lessons a week focusing on a breadth of texts their two year A Level Literature course. Once a week a focus is on their independent non-exam assessment component worth 20% of their overall grade.</p> <p>Curriculum journey:</p> <p>Our curriculum has been designed to foster a love for literature, develop critical thinking abilities, enhance communication skills, and nurture a passion for reading, writing and oracy. Our curriculum is designed to promote cultural capital through studying different time periods, cultures and issues – including our local area. We encourage creativity, providing opportunities within and beyond the curriculum (for example through writing competitions) for students to develop their own writing</p>	<p>Results at GCSE continue to show that achievement and progress in English is high.</p> <p>We are proud to be successfully facilitating our fourth year of A Level English Literature. 100% of our first A Level cohort received A*-E grades and students are continuing to apply for this course.</p> <p>As a department we constantly reflect upon our PPE and actual exam performance to evolve as practitioners and use this information to enhance provision for our pupils. Internal monitoring of pupils continues to play a key role in this as teachers are able to closely track the progress of their pupils and intervene where necessary. The department has used timetabled and planned intervention as a means of supporting those pupils who need</p>

range of texts that develop pupils: socially; emotionally and culturally. This is all done in an environment where mistakes can be made and students are confident to share their views and answers knowing that it is a safe environment to do so due to the high levels of respect fostered by the English department.

Motivate high aspirations in literacy and academic progress.

Pupils need to develop a secure knowledge in all parts of literacy to ensure success and progress both within and beyond their English studies. All students are exposed to Literature and Language in all Key Stages to ensure they are confident in all aspects of writing; reading and verbal skills and we ensure that we model these skills and their importance to students.

styles and voices and we support students in becoming confident and independent learners.

As a department, we expose our students to a wide range of texts from different eras and genres; allowing them to become curious, open-minded and discover their own passions. Each text has been carefully selected for the value it will bring to students through both its content and writing. Our diverse texts allow students to relate to real-life and social and cultural situations; exploring their own views and enabling them to create opinions. To immerse our students within Literature, theatre trips to Shakespeare's Globe and live performances of texts and poetry occur - including regular performances from outside agencies which are performed on the school premises to support GCSE and Shakespearean text study and ensure every student has access to this opportunity. Students in English are challenged and expected to show resilience through our choice of texts and extracts including: modern literature; cultural poetry and historical and social contexts.

Delivery:

Our curriculum design is delivered through a set of core lessons that have been developed for each year group with shared resources which individual class teachers adapt in order to personalise the learning and meet the needs of their teaching groups.

In English lessons you will see:

Power of Three: Retrieval and revision questions to start every lesson to build confidence and courage within their topic and revisit key vocabulary and fundamental information.

Assessment for Learning: Students are constantly asked targeted questions to ensure security and depth in their knowledge and understanding. Peer and self-assessment is a taught skill used to develop students' independence as well as ensuring they are engaging with tasks and hold a thorough understanding. Students who are aware of success criteria and how it is applied are more likely to achieve success in their own work.

additional small group and one-to-one tuition. This initiative has proven to be highly successful with the vast majority of pupils selected going on to achieve the grade needed to commence the next step of their educational journey.

As an English department, the moderation of students' work continues to be an important aspect of our work. Moderation now takes place at both key stages and is a means of ensuring consistency of marking across the department and quality assuring the work that is scrutinised.

Moderation has been supported through AQA online resources; professional development courses on GCSE & A level marking; regular contact with external English departments to moderate mock exam papers and secure confident and accurate marking within our department.

The English department continues to grow in size, experience and skill fostering a passion for our subject that feels contagious. We are keen

Feedback: Students receive detailed feedback from regular assessments and work is standardised across teaching groups through departmental and cross-school moderation sessions. Personalised feedback, is provided through teacher comments and follow-up feedback lessons. Students are expected to Level up their assessments, responding to the personalised feedback in order to improve their work and achieve their target grade.

Literacy skills:

In lessons, schemes of work and our learning journey literacy Skills are always a significant focus:

Spelling, punctuation and grammar: The accuracy of written expression remains a key focus in all English lessons and we aim to equip students for lives beyond school where these fundamental skills are so important. Our marking policy is based upon the value that quality written expression is vital. All members of the department use the same set of codes to provide feedback on the errors that a student is making. These codes are used with students and students are encouraged to correct their errors. Level Up time takes place after assessments where students routinely use purple pen to respond to feedback and make amendments and corrections in their work. In both key stages, pupils are taught to use a variety of sentence forms and structures and are also instructed how to use a range of punctuation for effect.

Writing: All Aylesford students are exposed to a number of different writing styles and genres. To support students' progression in writing, we explicitly teach how to write in different styles, genres and for different purposes. Students are provided with regular opportunities for planning, drafting and improving their work, and they receive timely and constructive feedback on their written assignments. All students study a breadth of fiction and non-fiction texts and whilst studying a text they are required to craft their own pieces using these texts as a stimulus. Members of the department frequently model writing and use model examples as a way of inspiring and motivating our pupils whilst also using exemplars from our past students. The

to continue providing a safe learning space deepened with educational experiences which enrich and inspire our students.

Our students have developed as a result of the English curriculum and this is not only through improved GCSE results . They benefit from excellent communication skills, both oral and written, enabling them to express themselves clearly and effectively in a variety of contexts. Many have cultivated a love for reading which means they have benefited from increased reading miles, improved vocabulary and comprehension and they will continue to read for pleasure beyond their secondary education.

Through our English curriculum, we empower our students to become lifelong learners, confident individuals and critical thinkers, equipped with the necessary language and communication skills to succeed in their future endeavours.

department also facilitate internal and external writing competitions to encourage students to write for enjoyment and foster a love for creative writing.

Reading: All students are exposed to a number of age-appropriate and challenging texts as a means of broadening their cultural capital. On arrival at Aylesford all students experience an author visit focusing on reading for pleasure as a culture for reading is important to us. We value the importance of reading a full text and ensure that every year group is exposed to study of full books and poetry as well as extract based units. In order to encourage reading miles we have a dedicated reading lesson once a week for all year 7 and 8 students and all students have access to our onsite library to borrow the latest book releases to read for pleasure or use for academic studying. As well as this all students have access to the MyOn app and Kent local library app to be able to access books from home which we promote with parents and students. Reading is part of our mentor time for our KS3 students, with group texts read and discussed – these have been chosen to cover important issues such as bullying, identity and promote our school character strengths. In GCSE English, students experience whole texts, reading them fully for plot and understanding in year 9 and 10 – rather than just studying extracts for the purpose of exams – to motivate students in the texts they are studying

Speaking and listening: Speaking and listening continues to form an integral part of all English lessons. All students are encouraged to speak in an academic and formal manner to support and to feed in to a written response. In addition to this, the department frequently takes part in formal debates and presentations as a way of encouraging pupils to discover their own voices and to express themselves, preparing them for their GCSE Spoken Language component. Students are given the opportunity for drama and oracy, debates and presentations, to build students courage for future careers and education – KS4 is not solely focused on exam recall. We also teach drama as a discrete subject for all students at KS3 and as an option at GCSE.

	<p>We consistently strive to close achievement gaps and support all students in making exceptional progress. Our inclusive approach ensures that students with SEND or disadvantaged backgrounds are provided with the necessary support to succeed. Through targeted interventions and tailored approaches, we enable every student to reach their full potential. We work with the AEN team and TAs to support students who require more support as well as having the capacity to offer extra support for reading and phonics through our LRC and catch up coordinator who identifies students in need of extra support in reading and completes timetabled catch up programmes with them to help close the gaps.</p>	
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School of
CHARACTER

RESPECT SELF-DISCIPLINE **COURAGE**
OPEN-MINDEDNESS **MOTIVATION**
RESILIENCE CONFIDENCE **INTEGRITY**
COMPASSION **CURIOSITY**

