

[English]

Curriculum Information



How has our curriculum been designed?

Intent

At St. Augustine's our English curriculum at Key Stage 3 and 4 has been planned to enable, support, enhance, develop and hone reading and writing skills to allow students to access and create a range of texts. The texts have been curated in order to broaden students' understanding of human, societal and global issues both past and present, and to enhance their skills of empathy. In the enhancement of these skills and exposure to these texts, issues and characters the curriculum allows for students to become informed and empathic citizens with the ability to be the best they can be academically, professionally and socially.

The way we teach our curriculum is not static – the texts are reviewed every couple of years as we monitor student progress and our student population (e.g. The Goldfish Boy was introduced in response to our rising numbers of Autistic children and the need for a more challenging Year 7 text) and our timelines are adapted slightly when progress is assessed.

We teach distinct language and literature units in order to prepare and enhance students' ability to succeed in these 2 GCSEs.

We ensure that our KS3 curriculum allows for the explicit teaching (at least once if not more) of the fundamental skills required to access and have success at GCSE (e.g. structural features and their effects are taught in Year 9's Of Mice and Men unit to help prepare students for the structural analysis required in English Language Paper 1).

Implementation

We assess in two ways – one method is ongoing assessment each lesson (conducted through questioning, observing, written work etc) which then informs future lessons (and indeed the course of that original lesson). We also assess with the (ultimate) end in mind - at the end of teaching units with assessments that are linked to a part (varied in size depending on the assessment and unit) of the GCSE curriculum. This is to build skills and confidence in the final assessments that students are being prepared for to ensure they arrive at these assessments in Year 11 confident and clear on what is being asked of them.

We assess skills periodically throughout the 5 years a student spends in our English department and over the five years the assessments are linked allowing students to use previous knowledge and assessment experience to further their success in later assessment. Additionally, skills based assessments help us identify clearly in feedback to students which skills are embedded and which need to be improved and we ensure upgrade work supports this.

Assessment is continuous and ongoing – this means much more than simply summative and formative marking but also through class discussion, Q and A etc. We also record question by question marks on each assessment given helping us to identify progress and misunderstandings at all levels and then this is acted upon with feedback lessons and adapting teaching and learning.

Impact

As a result of the English curriculum they receive pupils achieve:

Exposure to the full experience of literature including prose, poetry, and plays, and to both modern literature and literature from the canon.

- Broad understanding of a range of people, cultures, and experiences across the world and through time developing students' cultural capital.
- Opportunities to reflect upon their own experience and their place in the world.
- The ability to identify and reflect upon the importance of English as a subject and also a skill to enable them to access the world outside of school and as adults.
- Students should develop confidence in expressing their ideas and interacting with others in a range of settings and contexts.
- Comprehensive experience of GCSE exam style questions and opportunities to practice and develop appropriate responses leading to improved outcomes in Year 11.

Exam results show that all pupils achieve well in English and each year consistently a large % of our cohort (much larger than the target %) achieve levels 7-9 in GCSEs and overall our results are consistently above the national average and above those of similar centres.

Students Voice at KS3 also shows students find the curriculum engaging and challenging.

Research Links/Professional Links

The Subject Leader and other members of the department are AQA GCSE Examiners.
<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Sequencing

We have a spiral curriculum at KS3 where skills are taught and then revisited the following year and developed and enhanced as e.g. our poetry units in each year group show. We ensure that our KS3 curriculum allows for the explicit teaching (at least once if not more) of the fundamental skills required to access and have success at GCSE (e.g. structural features and their effects are taught in Year 9's Of Mice and Men unit to help prepare students for the structural analysis required in English Language Paper 1). Our Spiral curriculum and skills mapping ensure new knowledge and skills build on what has been taught before. A good example of this is the teaching of singular poems in Year 7, then bringing in comparative poetry in Year 8 before moving on to much more challenging poetry in Year 9. Assessment in Unseen Poetry is then in Year 11. This shows the transfer of knowledge through the years and new knowledge and skills as children progress through the years and key stages.

Key Stage	Level	Qualifications	Exam Board
4	2	GCSE English Literature GCSE English Language	AQA
5	3	English Literature	OCR