

Subject and Year Team Curriculum Statements

Use the proforma below to identify intent, implementation and impact for your subject/year team curriculum statement. In addition to completing this proforma please include a curriculum map.

Subject/Year Team: English
Intent
What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group? English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through studying a range of texts and stimuli, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society. We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. By the end of Key Stage 2, we aim to ensure that all pupils: <ul style="list-style-type: none">• Acquire a wide vocabulary• Have a competent understanding of grammar and punctuation• Understand linguistic conventions for reading, writing and spoken language• Can write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences• Have a love and passion for the written word
How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map. The curriculum map ensures that pupils begin the school with the opportunity to develop and consolidate the basic skills of literacy before moving on to develop the nuances of specific text types. We ensure that there is a coverage of a range of text types across both the year groups and the school as a whole.
How does the curriculum reflect British Values, PSHE and SMSC? Through studying a range of texts and stimuli, such as classic novels as well as stories from other cultures, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum? All abilities are able to access the curriculum at the appropriate level. Lesson sequencing is designed to ensure that all pupils have possession of the necessary vocabulary to succeed before going on to practise the skill of implementing it. The curriculum is 'brought to life' wherever possible to enhance children's experiences and enable them to write in context. Children are regularly assessed and given clear targets based on their ability and needs. LSAs provide extra support during lessons. EAL children have support to help with their understanding of vocabulary and pre-teaching may be provided if appropriate. Personalisation is encouraged to enable pupils to write about what interests them.
To what extent have we made the objectives clear and how will everyone know them? The objectives are embedded in the curriculum and the assessment of writing. Everyone has access to the curriculum statement, curriculum map, assessment sheets and curriculum coverage sheets.
Implementation – how do we deliver our curriculum
How does the current curriculum match our intention (the points identified above)? The objectives are embedded in the curriculum and the assessment of writing. The curriculum has lessons devoted to developing the skills we want the children to achieve whilst at BVS. The objectives are age appropriate and have clear progression through the year groups. We have used writing targets and objectives from the National Curriculum to plan and resource our lessons with current content.
How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)?

Non-negotiable expectations of writing are implemented and maintained by teachers across the curriculum. Writing is embedded in everything we do and therefore expectations must be high. If there are clear opportunities for writing that are presented by other subjects/topics, these are planned into the English curriculum/topic curriculum so that they are taught alongside one another to develop strong cross-curricular links.

How are we encouraging progression as pupils move through the school?

Objectives are planned so there is a natural age appropriate progression through the school. Children's previous learning is built upon and developed in writing as they progress through the year groups. Assessments are made against age related statements and anyone deemed to be at risk of limited progress is targeted for intervention to achieve accelerated progress.

How do we differentiate our curriculum for the different ability groups? How are the pupils grouped?

Assessment in each year group clearly identifies the expectation for those working towards, working at and working above the expected standard. Consequently, progression through abilities and year groups is easy to identify and target. Children are grouped based on the best possible learning outcomes for that particularly phase in their education (ability groups may be appropriate for specific, focused teaching or mixed groups may be encouraged to share and extend on a range of ideas). Planning ensures that tasks are differentiated and different groups are able to access the learning. There is always extension and challenge for all students.

Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources?

Staff subject knowledge audit is completed to ensure that teachers receive support in order to develop any areas that they do not feel confident. Regular staff training ensures best practice is implemented.

Grammar and writing is a focus for at least 1 hour per day and there is extra time dedicated to spelling on a daily basis. Spelling Shed is used to engage pupils and help monitor their attainment and progress.

Impact – what difference is our curriculum making to pupils?

How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)?

Children's attainment and progress is formally recorded at six points through the academic year. Continuous teacher assessments are made every three weeks and progress is shared with pupils. Pupils' overall progress is shared with parents at points during the year and with Governors.

How well are pupils prepared for the next stage of education? Where do they go to? How do we know?

Age-appropriate expectations are set within each year group to ensure that pupils have a good-grounding and are able to access all areas of the curriculum. We have clear expectations as to what our pupils should be achieving by the time they leave our school and year groups and the curriculum teams works together to ensure continuity and progression.

How do we know our curriculum is having an affect across all pupils, including the different identified groups?

Children demonstrate the skills and knowledge taught throughout the breadth of the curriculum. Clear progression between year groups is evident through the tracking of data and regular reports are produced regarding specific identified groups. If a clear area for improvement is identified then, through discussion and staff training, planning is adapted to improve outcomes for these individuals.

How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?

Teachers assess understanding and make professional decisions that objectives have been embedded, or if they need further consolidation. Tasks are completed to a level of year group expectation.

How well developed are pupils' learning habits and learning skills? How do we know?

The skills and strategies taught are demonstrated by students across the entire breadth of the curriculum. Speaking, listening and writing are an integral part of learning and these skills are regularly embedded across all subjects: this is demonstrated through planning documents as well as evidence in pupils' books and assessment data.

How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?

Planning is continually adapted as necessary. Teachers adapt and refine planning through discussions with students and their colleagues. Lessons are evaluated and then amended using this information.