

Intent, Implementation and Impact: ENGLISH



Intent:

The purpose of education at Howard House is to equip young people with the knowledge and skills that will enable them to better understand the world around them; prepare them for adult and working life; develop cultural capital and interests that will help remove barriers to achievement; becoming rounded citizens that are able to positively contribute to our changing society. Our curriculum is founded on high expectations and increased opportunities for all students. It is our aim that students are accredited in all areas of study. All students will be supported to achieve accreditations in English, at the appropriate levels: Key stage 2 SATS; Functional Skills; GCSE. At Howard House School we want to support our students overcome the barriers they face and develop a greater problems solving and initiative, which relates to the world around them and their day to day lives. The curriculum will look to increase our student's life chances and provide them with the skills and knowledge that is needed to access better opportunities in further education, college, apprenticeships or/and work.

English is pivotal to a successful education and a successful education is essential in order for young people to be able to communicate their ideas effectively. We recognise that students require a wide range of vocabulary, a solid understanding of grammar and spelling and to be able to read at a high level. Young people need to be confident in applying these skills throughout their adult and working life, our curriculum is designed to ensure the students acquire these skills through reading, understanding, explaining, analysing, interpreting, and evaluating high quality texts, which ignite curiosity and excitement. Our English Curriculum is designed to inspire and educate learners at all stages of their education, from aged 10-18. The curriculum is taught in a progressive and systematic way and exploits opportunities to revisit learning and build on prior knowledge and skills, as presented in our Long term and medium term plans. All elements of the National Curriculum are covered in our English curriculum and are reflected in the short term planning. Students have access to a wide range of texts which expose them to our varied literary heritage and enrich their vocabulary. Our curriculum develops students' abilities to articulate and elaborate their ideas in a variety of contexts in both written and verbal responses. Students are taught about genre, audience, and purpose which not only supports their ability to analyse and compare texts, but also supports them in their ability to write accurately for specific audiences and purposes.

We engage our students in rich, meaningful learning experiences to prepare them for their next steps with opportunities to investigate and explore a variety of learning concepts. Long term plans also highlight opportunities for students to revisit concepts and knowledge, links to other curriculum areas, CEIAG, cultural opportunities and our Graduate Goals. Many of our students read at levels below their chronological age, opportunities are exploited, within teaching episodes, to encourage reading and care is taken to present text at the reading age of the student to increase independence and accessibility. Each lesson is carefully adapted to respond to individual starting points and individual challenges. Our staff are acutely aware that students may have experienced significant trauma and adverse childhood experiences (ACEs), this permeates our curriculum and is reflected in our adaptive teaching.

Implementation:

As the English subject lead, I understand I am accountable for the progress made by all students in English. English and literacy are key priorities throughout the wider curriculum and I communicate regularly with all staff to ensure cohesion and consistency of approach. Monitoring is undertaken in collaboration with the English Lead, deputy head and headteacher. There are also opportunities for cross moderation and monitoring with English leads across Young Foundations. The English Lead feeds back to the headteacher in regards to general results from English monitoring and pupil progress.

I have confidence in my ability to lead English and my subject knowledge is good. The deputy head is also an experienced English lead. In addition, Young Foundation English leads meet every term to explore aspects of the English curriculum and the teaching of English.

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Student progress is tracked using Insight Tracker. All staff members have access to Insight Tracker which allows them to monitor each students' progress towards the assessment objectives of each subject, including English. The tracker also enables subject leads to monitor coverage of the curriculum.

The English planning files, both the Long term plan and medium term planning are also used to track student progress as they are constantly updated to show what lesson objectives have been secured by which students as well as students' individual targets.

External validation is crucial to the development of all subjects; the school is Quality Assured by the Director of Education through regular visits and observations, and the school improvement partner. As subject lead I receive feedback on strengths and areas for improvement and adaptations that need to be made.

A crucial element of my role is supporting the other teachers of English within school.

I have regular both in-person and via E-Mail correspondence; providing advice and sharing with them resources I use to support students in lessons. Likewise, they also share with me resources they use. I lead on planning and support colleagues in making adaptations for their students and guiding them through the planning process.

Working closely with colleagues enables me to identify training needs and these are fed into the CPD programme. External training is also accessed as appropriate and when in line with the school development plan.

The English curriculum is well-resourced for with many copies of taught texts available for use. Lesson resources such as worksheets can be found on the shared drive for everybody to access if needed, as are the PPTs needed.

The materials I provide in the shared drive is how I would ideally like the topic to be delivered. However, I encourage staff responsible for delivering English to adapt the materials as necessary for meeting the needs of individual students. Staff have the freedom to adapt materials to challenge students when appropriate or to add necessary scaffolds where appropriate.

Students have lesson packs which are complete with any resources they may need to access their learning. Some resources are universal that all students will require but some are tailored for individual needs. This includes the preferred colour overlays for students with dyslexia and the use of specific handwriting pens or pencils for students with certain preferences or handwriting needs.

This is monitored and evaluated through the understanding of student IEP's which have informed the adaptive teaching strategies for each students; teachers use these adaptive teaching strategies to tailor lessons and resources for each individual student to ensure they can effectively access their learning.

Some students will miss their English lessons on a certain day of the week if they are offsite completing work experience. I am aware of which students are going to be out and on what days, and am able to plan accordingly. They will be given opportunity to catch up in their next lesson either with myself or my TA to support, or other students in the class are offered the opportunity to peer teach if they feel confident enough to do so (this is guided and supervised myself to ensure information is accurate and understood, and is usually done for smaller pieces of information, rather than the whole lesson).

Students have access to a curriculum which is weighted equally between knowledge and skill. Students will learn the knowledge they need and will then be taught how to use it in practice, refining their skill in applying knowledge to produce successful, well-rounded responses.

This is replicated across year groups in which progression through the year groups will be evidenced by the key terminology used and the sophistication of responses.

The English Lead and the Reading Lead work closely together to ensure cohesion and that knowledge and skills are built upon and reinforced.

Howard House has an agreed teaching model and uses a shared practice for feedback to students. This involves live marking; students receive in the moment feedback, which enables them to address misconceptions and work through errors in real time.

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Students complete formal assessments at the end of every term and are assessed informally across the academic year. KS3 students complete formal assessments created by myself following a similar structure to a GCSE English Language Paper 1 exam but with language tailored at an appropriate level. Year 10 students are assessed formally using AQA Functional Skills exam papers, at either Level 1 or Level 2 depending on which level they're working at. Year 11 students are assessed formally using GCSE English Language Papers.

Informal assessments used throughout the academic year are used to fill knowledge gaps and set challenges to further enrich students' learning. The formal assessments at the end of each term are used to inform short-term and long-term academic targets for each student. The majority of students join Howard House school with significant gaps in their knowledge and schooling, assessments are used to identify and address knowledge gaps – especially for Year 11 students studying for their GCSE's.

Assessments are marked and graded following mark schemes/grade boundaries provided by the AQA exam board or mark schemes/grade boundaries created by myself using the AQA exam board as guidance. Young Foundation Curriculum groups are being used for the purposes of cross moderation.