

English Curriculum Rationale



CORNFIELD SCHOOL

LEARNING FOR LIFE

INTENT



Alignment to National Curriculum

During pupils learning journey through key stage 3 and onto key stage 4, we follow the national curriculum leading pupils to achieve a GCSE in English Language. Alongside this, we ensure that key skills for life long learning are reached as well as a love for learning, with a focus on reading for pleasure.



End Points

At the start of each unit, end points are shared with pupils ensuring they have a good understanding of what they are learning, and how they will achieve this. Throughout the topics, we use summative assessment as well as higher level questioning to assess understanding. At the end of each half term, a formative assessment will take place assess that the end points for each topic have been achieved.



Sequencing

Spiral curriculum, an approach to teaching, widely attributed to the American Psychologist and Cognitive Theorist Jerome Bruner refers to a course of study in which fundamental ideas are repeatedly presented throughout the course of their learning, but with deepening levels of difficulty / increasing complexity in lessons and reinforcing previous learning. In the English department, this is developed by using the National Curriculum Assessment objectives, ensuring they are covered each year with a level of stretch and challenge, often seen in the texts, ideologies and outcomes we study and produce.



Addressing Social Disadvantage

At Cornfield school we see a variety of pupils, all of which have had a different school experience that has led them to our school. We often see large gaps in their phonetical understanding, and their literacy skills are often below age related expectation. On arrival, we assess their baseline and where needed, pupils take part in literacy interventions.

IMPLEMENTATION



Pedagogical Approaches

At Cornfield we always try to stay up to date with pedagogical approaches. In English, we ensure that retrieval skills are as important as new learning. We start each lesson with a 'Do Now' task that will relate to previous learning, and we use this to check for errors. Each unit is based on a text, and we ensure that new and key words are understood with deep meaning.



Promoting Discussion and Understanding

These aims are embedded across all of the key-stages at Cornfield school and embraced by the wider whole-school curriculum. Our detailed and directed English curriculum ensures each student is explicitly taught the skills required to read and write, and communicate, effectively through whole class teaching and individual targeted learning and intervention. Each lesson includes a time to reflect on their learning and discuss this as a group.



Knowing More and Remembering More

Students are encouraged to use their previous learning in every lesson, and we refer back to previous tasks. At the start of each unit we will revisit any previous learning that will be relevant and make sure our understand is concrete. There will be vast opportunities for retrieval practice, and teachers ensure that any foundation gaps are filled during intervention time.



Teacher Assessment

Termly writing and reading assessments will take place and students will be encouraged to look back across the year to see the improvements they have made. Summative assessment will happen in every lesson, either through verbal feedback or written marking. Formative assessment will happen on larger pieces of writing, using the end goals as success criteria.

IMPACT



Approach to Assessment

Using formative assessment throughout lessons and the use of retrieval and recall strategies will support the teacher to monitor students understanding on the knowledge and skills taught. End of topic assessments can be used to help provide summative judgements at the end of each stage of learning.



Progress Data

Data collected throughout the series of topics within each stage of learning is recorded and shared through the EarWig system. Teachers will share the level of progress with parents and careers on a regular basis. Evidence is based on the learning they see in class and the evidence in students books or online records.



Students' Work

Students work (paper or online) will be used as a way of securing and showing learning and not simply a record of activities done in class as this does not necessarily evidence the learning that has taken place. Students have workbooks that can be used to evidence their learning. Worksheets should only be used when they are the most efficient way of teaching a concept. The use of worksheets can provide students with too much scaffolding, therefore not providing the opportunity to apply their knowledge.



Feedback to Students

Students will receive constant immediate verbal feedback within all lessons. This feedback will be used as a more effective way that writing long descriptive pieces of feedback in books. Professional practice reviews will analyse the impact of the verbal feedback, alongside talking to teachers and students. Students will be asked what they know now that they didn't know before to identify if the knowledge has been understood and transferred to the long-term memory.