

How do we identify the starting points of our students?

- We identify the starting points of our students with KS2/3 and induction data.
- Regular assessment and marking highlights individual gaps
- Targeted support from in-school tutors and Literacy Lead

What should pupils be able to do at the end of this sequence/topic/key stage?

- At the end of Year 9, we aim for all students to have completed the KS3 Oxford Quest Smart English pathway and developed all of the national curriculum skills incorporated within.
- The KS4 pathway is built on the firm foundation provided in the KS3 pathway, where students are taught the relevant program of study according to their individual capabilities. Whether it be Entry Level, Functional Skills or GCSE, mixed year-group classes enable learners to develop their skills within Year 10, and then more deeply establish them in Year 11 when final examinations will take place.

How do we assess and track progress?

We assess students and track progress through:

- Diagnostic and formative assessment
- Self-assessment opportunities throughout the units of work
- Fortnightly formative marking, informal verbal assessments
- Termly summative assessments
- Termly RAP meetings.

What do we want pupils to learn?

Pupils should be able to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the pathways. Which includes:

- Literary studies
- Composition
- Linguistics
- Rhetoric

What key threads flow through our curriculum?

- In KS3 students are taught the Oxford Quest Smart curriculum where they exposed to key information, skills and content. These are developed in KS4.
- AO1: identify and interpret explicit and implicit information
- AO2: Explain, comment on and analyse how writers use language and structure
- AO3: Compare writers' ideas and perspectives,
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively for different forms, purposes and audiences.
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect.
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language.

How we uncover and respond to gaps in knowledge?

- The English department cover a wide range of genres through literature, relating to different cultures, religions, socioeconomic class and many more.
- We make constant use of informal assessment to highlight and address individual gaps
- We routinely monitor and evaluate to ensure that students meet the assessment objectives for either key stage pathway.
- Termly summative assessments
- Support from in-school tutors and Literacy Lead
- Additional scaffolding and 1 to 1 support within the classroom

How do we adapt our content to help our students know more?

- Strategies for students with identified need e.g Dyslexia, including graphic organisers and task breakdown sheets
- Laptops or bespoke writing implements provided for students for whom writing is a particular issue e.g.: with fine motor skills difficulties
- Quality-first teaching strategies employed in lessons, providing different Strategies to support individual students as identified in IEPs
- Coloured overlays/paper provided for students

How do we promote reading?

- We teach a wide variety of texts from many genres to expand vocabulary and help promote a love of reading.
- The Big Read where teachers read to students.
- Pupils will read extracts and scenarios.
- Comprehension.
- Independent reading / Reading for pleasure to scaffold students to confidently read aloud.

How do we deepen knowledge?

- Revisiting prior learning.
- Providing opportunities to access higher pathways.
- Modelling good skillsets and examples.
- Develop a student's curiosity to dig deeper than the surface.
- Differentiation.
- Explain their knowledge through creative mediums.
- Critical thinking
- Debate and discussion

What we do to make sure students retain knowledge during this sequence?

Our **Teaching and learning Model** is rooted in the science of how pupils learn. The structure is as follows:

- Retrospective **Starters** which test knowledge of previously covered learning.
- **Acquire** phase sees teacher led imparting of new knowledge and skills.
- Students then use what they have learned to **construct** models.
- Finally, students use feedback to **apply** what they have learned to an independent task.