

<p>KS3 Rationale</p> <p>We subscribe to the Ark Mastery KS3 Curriculum, which is a carefully-sequenced and knowledge-rich suite of fully resourced lessons and assessments. Ark shares our vision that all pupils should have access to the best that has been thought, said and written in our subject. Each year involves study of a Victorian novel or short stories, a Shakespeare play and modern canonical literature, so that pupils can see how and why writers have addressed universal themes differently at different times. Explicit teaching of Tier 2 and 3 vocabulary helps to build cultural capital and allows pupils to analyse texts with confidence and precision. Units last a full term so that we can interleave study of complementary non-fiction texts and develop pupils' written expression through the Mastery Writing programme. Being part of the Ark curriculum also gives us access to a national support network and shared assessments, so that we have a reliable measure of our pupils' progress. Indeed, research shows that students in schools that adopted English Mastery made four months' more progress than similar students in schools that did not adopt the programme.</p>	<p>KS4 Rationale</p> <p>We have chosen the AQA specifications for both GCSE English Language and GCSE English Literature because there is a consistency of approach and question type across the papers. This allows us to make lots of links between the different topics, which in turn helps pupils to build schema and strengthens long-term learning.</p> <p>The curriculum builds on the analytical skills, writing competencies and contextual knowledge developed through Key Stage 3, and it is carefully sequenced to allow for frequent interleaving and overlearning of key content and concepts. As with KS3, all units are accompanied by carefully selected tier 2 and tier 3 vocabulary. Although we focus closely on examination skills in year 11 especially, our curriculum is not just about passing GCSEs. It aims to develop the concepts and skills necessary for mastery in our subject and successful further study in general: namely, insightful analysis, critical evaluation, and confident, fluent and carefully-crafted written expression.</p>
<p>Pedagogy within the classroom</p> <ul style="list-style-type: none"> • Cognitive load - our lessons are designed to reduce distractions, so that pupils spend time thinking hard about what we want them to remember. • Pace - every lesson matters. Lessons are well planned and purposeful. "Do now" activities are followed by brisk and timed activities. • Long-term memory – recall quizzes and links to previous learning are used regularly to strengthen schema and boost long-term learning. • Challenge - all pupils are challenged to make the best possible progress, both by the content of their studies and by the questions and tasks set on that content. • Vocabulary – we love language and proudly model that in the classroom. Most lessons will involve exploring vocabulary. 	<p>Links to School Improvement Plan</p> <ul style="list-style-type: none"> • Mixed attainment groups – we teach in mixed attainment classes in years 7 to 10 so that all pupils can access the full curriculum and are well-prepared for the rigours of GCSE study. Following the school motto of "Aim High", we teach "to the top", whilst differentiating and scaffolding tasks effectively so that all pupils are engaged, making progress and growing in confidence with every lesson. • The VLE – we put all of our lesson resources on our virtual learning environment, <i>Moodle</i>, alongside home learning tasks, revision resources, and "explore and extend" extra reading and challenge tasks. Pupils can access this any time, from any device – helping them to become more independent, committed and engaged in their learning. • Extra-curricular – we promote a passion for reading and a thirst for knowledge through our dedicated reading area, and our after-school reading and writing clubs for both KS3 and KS4 pupils.
<p>Skill Progression</p> <p>When studying a text or planning to write our own, we try to focus on 3 key question stems: <i>what</i>, <i>how</i> and <i>why</i>. We have used these questions to identify 6 core skills areas for reading and 6 for writing – skills which are taught, assessed and monitored across KS3 and KS4. This provides a spine for our studies and a shared language for pupils and classes to discuss progress and next steps.</p> <p>The curriculum is carefully sequenced to allow progression within these skills areas. For example, in year 7, we focus on developing insightful inferences about characters, settings and events "within" a text, before learning to step "outside" the text by looking more closely at authorial intent and context in years 8 and 9. The structured nature of the Ark curriculum develops pupils' knowledge of Victorian literature, Shakespeare and modern literature over time, giving them excellent knowledge for study in these areas at GCSE. For both pupils and teachers, there is a clear path to mastery which takes pupils from year 7 to the highest possible achievement in year 11.</p>	<p>SEN</p> <p>We are constantly working to increase our own knowledge of different areas of SEN and how to differentiate more effectively. We understand the SEN needs of all pupils on the SEN register in the class and aim to be adaptable in teaching approaches to meet the needs of all pupils – not just those with SEN.</p> <p>Our high expectations and our commitment to all pupils are evident in our challenging curriculum and our use of mixed attainment classes. However, we recognise that some pupils need additional support for a variety of reasons. We assess the reading ages of all pupils on entry into year 7 and implement specific interventions for those who need help to improve their fluency or comprehension.</p> <p>The department also has a dedicated Learning Support Assistant who knows our curriculum and pupils extremely well, and who helps to plan and deliver differentiation, in class support and small group interventions.</p>