

# Curriculum Intent, Implementation and Impact



High Close School

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English

**Subject: ENGLISH**

**Subject Leader: MISS LAVERICK**

## Intent statement

**(What do we want our young people to learn)**

Discuss the critical content of your curriculum and what you intend the students to learn through your curriculum (what they should know by certain points in their life). Discuss the sequential order of learning.

The English department aims to foster a real love for the creative aspects of English so that students engage with and enjoy their learning.

Learners work through Entry Level, Functional Skills, and if able, GCSE qualifications and our ultimate aim is to offer a cohesive learning package to all learners. All students are entered for external accreditation so that, on leaving High Close, they have an English qualification.

Achievement of these qualifications demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real life situations.

There is a heavier weighting on the non-fiction reading and writing than on the literature and creative writing in order to ensure that skills for work and life are prioritised.

## Implement statement

**(How will the students learn what our curriculum is delivering)**

Discuss how you and your teachers will deliver your curriculum, how you will ensure students remember the most important things (opportunities for deep learning. Why are you or your staff teaching the way they are?)

Reading and writing long term plans have been developed to map progression of skills throughout KS3. This ensures in-depth coverage of the assessment objectives for each and every qualification and provides the students with a learning journey from Entry Level through to Functional Skills Level 2.

This learning journey fully prepares students for the demands of the GCSE assessment objectives. However, it is important that students are given pathways suited to their ability and needs. GCSE is not appropriate for all students and some may be working toward Functional Skills throughout KS3 and KS4.

This allows all students to attain to their potential and be sufficiently prepared for further education or the workplace.

All lessons are differentiated to meet individual needs, ensuring that all students are able to access the curriculum. Furthermore, visual learning is embedded into the curriculum to enable students to understand, remember and apply key concepts. All children are continually monitored to in the areas of spelling, reading and comprehension. If necessary, booster classes based on individual needs are provided from a Specialist Specific Learning Needs Teacher. Furthermore, pupil friendly 'I can' statements have been developed for the purposes of marking and feedback.

Students are able to discern which level they are currently working at and what they need to accomplish to progress. The speaking and listening component of all courses is delivered by a Drama specialist who works with students to develop life skills such as: increasing confidence in a variety of situations that require speaking to others, assurance in developing own opinions and being able to share this with others in both formal and informal situations.

## Impact statement

**(How we can monitor whether the young people have learnt what is taught)**

Discuss how you will be able to judge the success of your curriculum and how well the students have performed.

- Engagement in lessons
- Pupil feedback
- Pupil progress
- Externally accredited qualifications: Entry Level, Functional Skills Level 1, Functional Skills Level 2, GCSE English Language