

### Curriculum purpose

#### 'Curriculum for life'

Our curriculum allows all learners to flourish, have parity of opportunity, be life ready, harness their potential, creativity, have rich experiences and broaden their life choices. Our curriculum is built on the principle of 'powerful knowledge' which is described as 'the most powerful knowledge that goes beyond 'common sense' (what we acquire in our everyday experience).

#### Purpose

Our policy and practice is intended to:

- Introduce the aims and objectives of the English department
- Outline the key components within English
- Outline the knowledge skills and understanding for all Key stages
- Explain the effective Teaching and Learning strategies utilised in English
- Provide the monitoring strategies used within English

#### Aim:

At Oakfield we aim to develop in our learner's ability to communicate effectively in speech and writing, and to listen with understanding, enabling children to succeed in education, employment, participate fully in society and promote mental wellbeing. We aim to develop learners into enthusiastic, fluent and responsive readers and writers who can learn and gain pleasure from producing and reading the written word. Learners should be able to communicate their ideas and emotions to others effectively.

#### Objective:

- To develop positive attitudes towards books so that reading is a pleasurable activity
- To read a varied selection of texts whilst gaining an increased level of fluency and understanding
- To develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- To use reading as a means of gathering information to support their learning throughout the entire curriculum
- To enjoy writing in different contexts and for different purposes and audiences, including themselves
- To write with increasing awareness of the conventions of grammar, punctuation and spelling
- To form letters correctly, leading to a fluent and legible, cursive handwriting style
- To develop listening and comprehension skills through a variety of means including reciprocal and nonreciprocal situations
- To develop their spoken language skills in drama activities and as a valuable tool and progression to develop their writing skills.

- To express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

### **Components of powerful knowledge:**

- Learners will develop explicit speaking and listening knowledge
- Learners will develop knowledge of grapheme phoneme correspondence
- Learners will develop knowledge and understanding of effective word reading and comprehension
- Learners will develop competence in transcription and composition in their writing

### **Key Stage 3**

#### **Knowledge, Skills and Understanding**

- To develop an appreciation and love of reading, and read increasingly challenging material independently
- To understand increasingly challenging texts
- To read critically
- To write accurately, fluently, effectively and at length for pleasure and information
- To plan, draft, edit and proof-read
- To consolidate and build on their knowledge of grammar and vocabulary
- To speak confidently and effectively

### **Key Stage 4**

#### **Knowledge, Skills and Understanding**

- To read and appreciate the depth and power of the English literary heritage
- To understand and critically evaluate texts
- To make an informed personal response, recognising that other responses to a text are possible and evaluating these
- To write accurately, fluently, effectively and at length for pleasure and information
- To make notes, draft and write, including using information provided by others
- To revise, edit and proof-read
- To consolidate and build on their knowledge of grammar and vocabulary
- To speak confidently, audibly and effectively

## Key Stage 5

### Knowledge, Skills and Understanding

- To listen, understand and make relevant contributions to discussions with others in a range of contexts
- To apply their understanding of language to adapt delivery and content to suit audience and purpose
- To read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
- To write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- To understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important

### Teaching and learning

Oakfield has used the 'Unleashing Greatness Framework' to help leaders to deliver Instructional Rounds (appreciative inquiry) to provide a more detailed analysis of the best practice across the school. This has provided Theories of Action, a set of guidance, protocols and procedures that will hold us to account for the delivery and impact of our teaching and learning.

In English, the theories of action are:

#### Scaffolding and sequencing

- When teachers describe a clear and visible learning narrative and plan and structure lessons sessions and specific tasks so that they are well scaffolded, sequenced and differentiated. Then all learners can engage fully and make positive progress with high levels of engagement.

#### Higher Order questioning

- When teachers systematically use higher order questioning, directing and targeting the questions around the class, giving them time to think and develop their reasoning to build real meaning. Then the level of understanding for all learners will be deeper and the levels of attainment are increased.

#### Clarity of instruction

- When teachers make sure that they have provided clear instruction and checked that all learners have that understanding of the learning expectations. Then routines are clear, and learners feel secure, behaviour is good, and they are able to move from one phase of the lesson to another

smoothly without any loss of learning time and are able to remain on task fully participating in the lesson.

#### Differentiated communication

- When teachers use a breadth of sensory and communication strategies (e.g. mirroring, non-verbal communication methods) are used providing a more immersive learning environment. Then all learners can fully understand what is expected and can engage with the learning.

#### Vocabulary

- When teachers clearly and consistently develop vocabulary and terminology and precise language, explaining clearly, reinforcing definition and understanding. Then learners have a clear understanding of concept, develop skills more rapidly, communicate in a more precise manner (even if non-verbally), preparing them for their next steps in their learning and are more able to apply this understanding to a wide range of contexts.

#### Collaboration

- When teachers consistently use collaborative or group activities as part of their teaching strategies. Then learners skill in enquiry is increased, they increasingly trust one another through their collective participation and extend their understanding through a peer reciprocal approach.

#### Assessment

- When teachers use timely (within the lesson) and purposeful formative assessment (marking and verbal), ensuring it is accessible for each individual, creating time for students to reflect and review this. Then learners will be clear about their next steps and how they can challenge themselves, increasing their agency as to how they can achieve higher quality of work.

#### Assessment

At Oakfield we firmly believe that the focus should be on 'learning' rather than teaching, and value the importance of our school rubric assessment as a tool for all of our learners. The rubric assessments are written in a bronze, silver, gold and platinum structure. The rubrics are then shared and are made clear to learners to develop their independence and evaluation of their work (known as agency) and future target setting. Self-evaluation is key in getting learners to understand what they can do well and what they need to improve on further.

### Monitoring arrangement

The Head of School and leadership team will:

- Monitor the subject through the Oakfield self-evaluation schedule and monitoring schedule which are reviewed annually

Governors will:

- Monitor the work of each subject through the Oakfield self-evaluation and monitoring schedule which includes a timetable of Departmental meetings and a Departmental leader's report to governors, which are reviewed annually

Departmental leader will:

- Monitor learners work and quality of teaching and learning
- Review Curriculum Maps and Schemes of Work based on suitability of use
- Review and monitor risk assessments for practical lessons
- Analyse performance data
- Produce a SES
- Attend link meeting

### Links to other policies:

- Teaching and Learning
- Behaviour for Learning
- Monitoring
- Assessment for Learning
- Health and Safety
- Homework
- Marking and Feedback

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<b>Signed Executive Headteacher:</b>	<b>C Taylor</b>