

SANDFIELD ENGLISH CURRICULUM STATEMENT

INTENT:

What is the curriculum aim / vision for this subject?

- The curriculum should enable staff to support students to achieve their fullest potential in reading, writing, listening and communicating.
- The curriculum should encourage students to enjoy English, to appreciate the beauty, power and value of language and literature in the world around them.
- To prioritise curriculum objectives, individualising the curriculum or content for particular pupils/groups and their needs.
- To focus on skills of communication so that our pupils have a voice.
- To focus on developing reading skills so that pupils are able to apply their skills in all curriculum areas.
- To enjoy reading and have opportunities to develop their vocabulary so that they gain an understanding of the world around them and their place in it.
- Where pupils can, to write legibly and to have strategies to support spelling.

What do we expect students to get from this subject?

- Engagement and enjoyment in the subject, taking skills and using them outside of school.
- To make expected and better progress in planned areas for each individual.
- To develop skills in English relevant to potential employability routes and opportunities to gain accreditations.
- To be confident in key English skills that can be used on work experiences, supported internships or in the school café.
- To be comfortable with using basic skills in society.

How is our curriculum is planned?

- We use the national curriculum where appropriate and EHCP targets to help develop a curriculum for our pupils and their needs.
- Reading booklets and English Ladders have been created, which encourage learning in depth. It is important to focus on and master the key life/job skills within our school setting to give pupils the best opportunities beyond school.
- These tools follow the pupils throughout school and track their progress in these key areas. They offer the opportunity to set targets and to use the objectives for planning.
- The booklets and ladders are structured sequentially so that they are a useful tool for teachers and understandable for most pupils. The clear structure allows pupils to see their progress and is not restricted to levels. Pupils can make accelerated progress in one area of the subject, while making slower progress in another.

- Some pupils follow an Essential Letters and Sounds systematic phonics programme to support their development in this area and learn the phonic phases.
- Some pupils follow a Reading Development programme to support pupils through modelled, shared and independent reading.

Educational Visits

Educational visits are tied into our curriculum in a cross curricular approach, and despite the fact that very few have an education outcome which is “English” based, a lot of work about the educational trips and visits is recounted, recalled, retold and written about post-educational visit. Trips can encompass employability work learning about employers, employee skills and broadening their horizons to the jobs available to them when they leave school.

How is the timetabled curriculum supplemented or enriched by other approaches to learning?

- Staff across all subjects have access to the Receptive language levels, reading booklets and English ladders so that they know the level pupils are working at and are given further ideas to include English within their lessons, allowing for cross curricular links.
- Class sizes are kept small to give the opportunity to closely support, monitor, personalise learning and track progress. LSA support works for individuals and groups, depending on the knowledge and needs.
- Edexcel Entry Level English qualifications and AQA units are offered as qualifications where appropriate.

IMPLEMENTATION:

How does learning develop over their time at the school?

- At Sandfield the pupils usually arrive aged 11, and usually leave aged 19, within that time we will complete a baseline upon arrival of their reading ability, writing, both content and handwriting, complete a BLANK receptive language level assessment and identify their understanding of others’ spoken language. Their expressive communication will also be assessed to see if they could benefit from using an additional form of communication AAC (Alternative Augmentative Communication)
- Once we have this data, we will look at EHCP outcomes within the communication and interaction and cognition and learning sections, and pick out the outcomes which pertain to English lessons, i.e. reading, writing, speaking and listening. This information, alongside the above dialogue with parents giving us a vision of where they’d like their child to be by the time they leave us, allows us to have a long term goal in mind, which is then broken down into smaller, more achievable outcomes, which can be planned into lessons to ensure progress can be made. We build on

prior learning and revisit knowledge and skills regularly to ensure our pupils can apply their learning across a variety of settings.

- Pupils and teachers work collaboratively to use the reading booklets and English ladders and this creates a bigger picture of the knowledge and skills they have.
- All teachers use the booklets and passports and pass these on to the pupils' new teachers to continue.
- All teachers are using the same assessment tools and these follow each pupil.
- Reading records are used as a development tool to highlight specific words and graphemes which are to be revisited to develop reading of pupils following the ELS Phonics programme.
- Skills are developed, with a priority on reading and communication, whilst also looking at developing skills of writing. These skills are constantly developed in a cross curricular way across the school. This may involve using writing frames for certain pupils to focus their minds and help to scaffold their writing.
- We use age appropriate reading material – high interest, easily decodable books and adapted version of classic fiction. Both in the school library and within classrooms. These are also available within the ELS (Essential Letters and Sounds) suite of software which is used alongside the explicit phonics teaching.
- Class reader texts become more challenging as pupils progress through the curriculum.
- A whole school reading support booklet has been developed to give all staff the necessary resources and ideas to support students in their reading.
- Staff receive on-going training so that they can support the development of pupils knowledge and skills.

What principles have guided our decision making in developing this curriculum?

What is distinctive about our curriculum?

- We understand the importance of being able to communicate effectively. We know the receptive language levels of every child in school, and ensure when speaking to them, we speak at a level they will understand, so that they can demonstrate their understanding.
- We understand the need to be literate, so that you can leave school with the highest possible chances of being employed
- We ensure there is time to address misconceptions, but also reflect upon our learning, and why it is important we learn these skills e.g. “we are learning.....because in the world of work we need to be able to ...”
- We set high expectations of all students.
- We ensure our pupils have the essential knowledge they need to be good citizens, focusing on role models from in and around the region, looking at our culture capital, which Liverpool has a rich tapestry of.

How is our curriculum sequenced?

Our curriculum is very personalised to each child, according to their needs. We do have an English Ladder and Reading Booklet which are condensed versions of the National Curriculum and have the key points which we would expect our pupils to learn whilst they are with us at Sandfield. These will be passed from teacher to teacher as the child moves up the school, showing progress and highlighting the next area of learning within the sequence.

IMPACT:

What forms do assessments take?

- Assessments can happen in all lessons and across the whole school day, as every experience has the potential to be an English learning experience. Therefore, assessments need to be fluid and could happen anywhere. All pupils have their individualised EHCP outcomes, in which the cognition and learning domain outcomes will be directly to do with academic learning and progress, from National Curriculum statements.
- Using the outcomes highlighted in the EHCP and the reading booklet and English ladder, we need to ensure our pupils can generalise their skills and use them across all curriculum areas.
- Some of our assessments may be photographs and videos of our pupils during a task which will be able to be viewed on Evidence for Learning.
- Appropriate accreditations for students.
- The marking policy is followed and allows pupil to see strengths, progress and complete challenges.
- ELS Phonics assessments provide all pupils on the programme with a precise phonics diet.

• How do we know if we have a successful curriculum?

- Outcomes of pupils recorded formally or informally (Booklet, Ladder and EFL) and accreditations achieved.
- Pupil voice, staff voice, parental voice.
- Learning walks and lesson observations.
- Scrutiny of student work.
- Success when they leave school.