

English at Sandfield School

INTENT:

What is the curriculum aim / vision for this subject?

The English curriculum is designed around 4 key principles or aims:

- The curriculum should give students the opportunity to become literate, articulate, critical thinkers who are able to access, analyse and question the world around them.
- The curriculum should give students access to culturally broad, diverse and contemporary material, as well as encompassing SEMH and British Values where applicable
- The curriculum should enable staff to support students to achieve their fullest potential in reading, writing, listening and communicating to help make them employable.
- The curriculum should encourage students to enjoy English, to appreciate the beauty, power and value of language and literature.

What should students get from this subject?

- Students should enjoy and achieve in English.
- They should be challenged and engaged.
- They should be supported to develop key, transferable skills which prepare them for making a positive contribution in society and to the workplace.
- Ensure they leave feeling more confident and happier as individuals from when they first started.

IMPLEMENTATION:

How our curriculum is planned?

To plan our curriculum, we use National Curriculum topics, where appropriate at the key stage which is most appropriate for the class. Reading and writing should be wide, varied and challenging to develop knowledge and skills in these areas. We use appropriate key stage outcomes alongside the EHCP to individualise learning and show progression. We complete baseline assessments at the point of entry, taking into consideration the assessment data which has transitioned with the young person, to ensure we are pitching their learning at the correct level. We embrace cultural capital through use of educational visits, authors and playwrights (local where possible or appropriate).

Pupil needs

We have a very pupil centered approach to what our curriculum needs to cover. We engage with parents at the beginning of their school career, as well as throughout at parents evenings and annual reviews to see what their child wants to aim to do, when they leave school, and break down targets to enable them to achieve this.

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 visits.

All trips encompass employability, which is how we ensure our pupils are receiving a rich and varied curriculum, as well as learning about employers, employees skills and broadening their horizons to the jobs available to them when they leave school.

How does learning develop over the years?

At Sandfield the pupils usually arrive aged 11, and usually leave aged 19, within that time we will complete a baseline test upon arrival of their reading ability, writing, both content and handwriting, complete a BLANK receptive language level assessment and identify whether the young person has any communication difficulties, which would mean it would be hard for them to communicate.

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

We use age appropriate reading material – high interest, low ability books and adapted versions of classic fiction. Both in the school library and within classrooms. All classrooms have their own reading areas.

We have established a Reading Committee to give students a voice in reading material that they would like to see in the library and give students the opportunity to share a book with their peers in assemblies.

A whole school reading support booklet has been developed to give all staff the necessary resources and ideas to support students in their reading

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 and that, if you cannot, we will not be able to assess 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 try to ensure that each lesson has a cross curricular approach, and brings in opportunities to consolidate learning from other lessons, and vice versa.
- 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 cultural 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 **will** have an “English Passport” which is a condensed version of the National Curriculum and has 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 English passport, 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.
- Accreditations for students.

How do we know if we have a successful curriculum?

- Positive Pupil , staff and parental voice.
- Evidence of learning and progress and a balanced curriculum from learning walks, Scrutiny of student work and lesson observations.
- Self-evaluation and external moderation via links with other schools in the authority.
- Accreditations for pupils for Entry Level
- Overall success is achieved once pupils leave the school either by being employed or on route to doing this.