

Painsley Catholic College – English Department Curriculum statement

Intent – What we are trying to achieve?

- In English, we aim to ensure that all students leave with the reading and writing skills needed to access the next stage in their lives. This involves decoding, comprehension and analysis and the writing of both functional and creative texts.
- During KS3, the curriculum is designed to give students the ability to study a wide range of reading and writing. It is designed to be academically rigorous whilst also allowing students to access texts to improve their cultural capital. It is produced in collaboration with the KS2 feeder schools to ensure continuity of skills and preventing the repetition of core texts.
- The KS3 curriculum is designed to reflect the needs of the National Curriculum, including the study of 2 Shakespeare plays and assessing and promoting Spoken Language throughout the curriculum.
- Students study a wide variety of texts which explore ideas around British Values and also allow them to reflect on world issues – both contemporary and historical.
- All students have the opportunity to study for both English Language and English Literature at GCSE. The KS3 curriculum is designed to be challenging but also to allow the LAT students to access the curriculum. For example, Treasure Island is taught via a shortened version with extracts from the original text.

Implementation – How do we translate our vision into practice?

- Schemes of learning are produced in a collaborative manner with members of the department being responsible for different units. Within these schemes, success criteria are linked to key examination skills and are clearly differentiated for different ability levels. These are centrally held to ensure that there is consistency across the department.
- At KS3, a wide range of texts are taught (both historical and contemporary) to allow students to improve their cultural capital. For example, Benjamin Zephaniah's 'No Problem' is linked to bullying and the study of Treasure Island gives a sense of British Values in the 19th Century.
- Students also study 2 Shakespeare plays at KS3: Romeo and Juliet and The Tempest, which is in line with the National Curriculum for English. This supports the study of Macbeth at GCSE.
- In addition to the studied texts, at KS3, students also read a variety of additional texts to encourage a love of reading for pleasure. These are read as class readers and are selected from a set list designed to introduce texts and authors which students may engage with outside of the curriculum.
- All students have the opportunity to study for both English Language and English Literature at GCSE.
- There is a large cross-curricular focus with key texts considering the validity of historical importance. For example, students will look at 19th Century London when considering A Christmas Carol. There are also a wide range of careers considered, including journalism, publishing and politics. In addition to this, the curriculum is designed to continually support the students' spiritual, moral, social and cultural development by considering key issues in the world around us.
- English is a skills based curriculum and is designed to continually revisit and build on the skills previously studied. Assessments and homework are designed to give equal weighting between reading and writing. At KS4, the core content of Literature is revisited throughout the course to ensure the highest level of retention.
- Both English Language and English Literature do not have tiers for the exam entry. Therefore, the curriculum and success criteria have been designed to allow all students to access the content whilst understanding the different outcomes expected of the different ability levels.
- The department is staffed with highly trained specialist staff who contribute actively to the curriculum and have responsibility for individual units and the resources for those units.

Impact – What is the impact of our curriculum on the students?

- Students of all abilities are achieving good results. The work completed in class is overall outstanding as seen through Professional Development Assessment and moderation.
- Students are ready for the next stage in their journey as reflected in the outcomes at KS4 and KS5. There is a key focus of literacy for life and ensuring students are equipped with skills needed in the wider world.
- Students often develop a love of reading for pleasure, encouraged by the class readers and the study of core texts.
- Formative assessment is used to drive improvement with continual professional discussions within the department. Summative data is used to assess the impact of T&L and focuses intervention strategies for KS4 and KS5.
- Results for all areas are successful with notable success with our LAT students.

