



The Southfield Trust

The Lindfield School

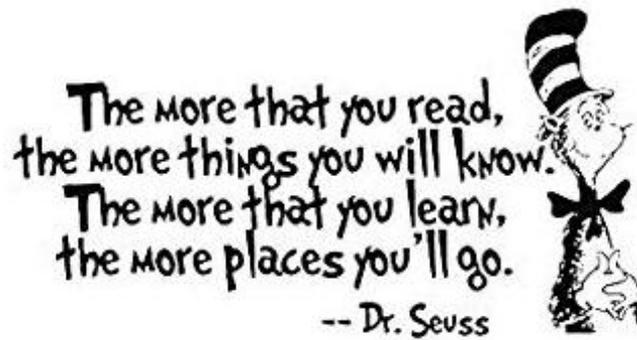
Curriculum Policy for

English

The Lindfield School strives to provide a positive, safe and caring community where students are happy, confident and successful.

We recognise and respect each student as an individual, celebrate their successes, raise their self esteem and prepare them for their future by building on their strengths.

We aim to develop students' independence and empower them to become responsible young adults with the ambition to be lifelong achievers.



Core Values of the Lindfield School

To give students the skills to:

- pursue a love of learning into adult life
- communicate confidently and effectively
- develop their independence in order to succeed in adult life
- form and maintain appropriate positive relationships
- promote their own physical and emotional health & well-being

Subject Aims

- to develop a positive attitude to English as an interesting and attractive subject by providing a stimulating, attractive environment where encouragement and praise are key factors.
- to develop the ability to respond, to listen and to understand.
- to interact and communicate effectively with others in a range of social situations.
- to make choices, obtain information, question and be actively involved in decision making.
- to develop creativity and imagination.
- to learn outside the classroom in a range of settings
- to have access to a wide range of literature to enrich and broaden experiences.
- to communicate thoughts, feelings and ideas verbally and written.
- to develop as fully as possible each child's competence, confidence and enjoyment in English, speaking, listening, reading and writing.
- to enable children to use skills learnt in English in all areas of the curriculum.

Outline of Curriculum

Key Stage 3: - Year 7 and 8 students.

Units aim to cover the three English strands (reading, writing and spoken language). Spoken language underpins the development of literacy and supports competent readers. Students are encouraged to learn the conventions of discussion and debate and to contribute regularly in class. The Lindfield School allows students the opportunity to work collaboratively in small groups and to make formal presentations.

Reading at KS3 is wide, varied and challenging. It is aimed at the level of each individual student through a number of reading opportunities, intervention programmes and use of the library schemes. We hope to inspire reading as 'habit' and to create fluent, competent readers.

Students are encouraged to write clearly and accurately and to adapt their language to suit a range of purposes and contexts.

Students are introduced to a wide range of fiction and non-fiction materials including, fables, poetry from different cultures science Fiction texts, introduction to Shakespeare, narrative poetry and an opportunity to study prose by a range of modern authors and poets.

Key Stage 4: Year 9, 10 and 11 students.

Year 9 students begin a three year programme either working towards a potential dual English Literature and Language AQA GCSE or OCR Entry Level English.

At the end of Year 11, GCSE students will gain a grade levelled 1-9 under the new grading system (9 being the highest). They will gain two GCSEs in Literature and Language. The course is now 100% exam and texts include 'A Christmas Carol', 'Animal Farm', 'Romeo and Juliet' and a unit on Power and conflict Poetry.

The Entry Level Qualification enables students to contribute to a portfolio of work which is 100% coursework developing and incorporating the three core English strands.

Students also have the opportunity to study a wide range of fiction and non-fiction in addition to the set GCSE texts which include, War Poetry, Treasure Island, a modern autobiography, Of Mice and Men, as well as another Shakespeare play. Students also continue to develop their writing skills by responses to real life scenarios. (Holidays, World of Work, Disasters).

Teaching & Learning

Students are taught a variety of skills in their English lessons in order for them to make progress. These include: demonstration, modelling, comparing, analysing, scaffolding, questioning, guided work, listening and responding, discussing and arguing and drama including aspects such as role play and performance.

Lessons will be taught through interactive, kinaesthetic and whole class teaching, with sharing of the lesson aims so students know what they are learning. Emphasis is on preparing students to be independent learners and at all times students will be given opportunities to develop skills in Speaking, Listening, Reading and Writing, with targets set to match individual needs and learning styles.



We aim to nurture positive attitudes by matching the task the child. We feel that successful learning enables children to develop the confidence to meet the challenge of new work.

Students personal learning and thinking skills in English is fundamental to facilitate good learning and so students will learn as a whole group, in small groups, from each other and individually. They will be given opportunities to evaluate their work and the work of others.

Assessment

Key Stage 3 statement

Learning objectives are printed on a learning log sheet with expected learning outcomes colour coded to match the classroom monitor level colours. These are shared with students who then tick the learning outcomes they have achieved twice weekly. Achievements are annotated on the student's work and targets are also written there.

Targets are agreed in weekly discussion with the student, to ensure understanding, and to enable them to move from their current attainment to the next colour learning outcome e.g. amber to green. The target is transferred on to the learning log by the student or staff.

When a student meets the target set their learning log and piece of evidence is stamped with the green star of progress.

The outcomes highlighted through marking are input on to the classroom monitor page relating to those objectives for each teaching group at the end of each term.

The learning log acts as a summary of the previous lessons and learning activities that relate to the learning objective typed onto the log. The work that has been completed is described on the learning log and stored just before it in the student's folder.

Students in Key stage 3 are assessed using the different coloured hexagons to inform progress to the annual set targets. (as a %)

Key Stage 4 statement

Each student has a folder as a record of their achievements and evidence of learning.

Each student has a learning log as a record of learning objectives linked to classroom monitor. Evidence is linked to the folder by date for written work; photographic evidence is also used as evidence of learning over time.

When a student meets a written target or keyword set in their learning log a piece of evidence is stamped with the green star of progress.

Students in Key stage 4 (years 9 -11) have a skills sheet linked to each terms' topic split into the three Assessment focus strands – reading, writing and spoken language – it is these Skills sheet that support the learning objectives and targets in classroom monitor.

Student's work will be marked as it is completed – where possible this will be done in front of the students and if appropriate with a comment. This will provide instant feedback to the student who may need to act upon that comment in the lesson or in the next lesson.

Students in Key stage 4 on classroom monitor are assessed linked to AQA GCSE levels and OCR Entry Levels – these also inform the annual set targets (as a %).

Marking & Feedback

The English department will continue to use the school's SPIRALS marking code and will continue to use the good practice set out in the School's 'Planning, Marking, Recording and Feedback Policy.'

Classroom monitor is updated as work and classroom monitor linked targets/learning objectives are achieved.

Learning Logs are completed and marked regularly – each learning log target will have classroom monitor linked objectives to inform the assessment process.

Progress over time is recorded using a combination of Folders, Learning Logs and Classroom monitor. Evidence may include written work, video and audio recordings as well as photographs.

Equality & diversity within the subject

In teaching English we believe that curriculum access is principally about entitlement, equal opportunity and equal value.

All students have full access to the English curriculum. The mode of delivery of the curriculum will be modified to help support all students. We aim to develop increasingly independent learners and provide opportunities for students to extend their experience and knowledge outside their immediate world experience to help support them in preparing for future life. Students' progress will be carefully monitored to ensure their access to the curriculum is appropriately supported and, where necessary, modified to reflect changing circumstances.

The English curriculum aims to encourage a climate in which all students can learn to the best of their ability and where all students' special educational needs are addressed positively and sensitively.

Links to SMCS

Spiritual

- Spirituality in fiction e.g. The Tempest.
- Science fiction topic – World Beyond Earth (aliens)
- Views on Gothic fiction

Moral:

- Poetry on freedom and justice.
- Aesop's Fables – morals and messages in stories.
- Issues relating to War – 1st world war poets. 2nd world war/life of soldier.
- Actions, consequences. – Smugglers/Highwayman –right/wrong Crime and Punishment (Pirates).
- Persuasion unit – adverts/media
- Christmas Carol – following the development of a character.
- I have a dream speech – Martin Luther King Junior

Social:

- Speaking and listening activities
- LITAC project
- Literacy games
- Play reading sessions
- Reading signs and notices
- Writing invitations and letters
- Relationships – characters in plays/novels/poems.
- Social hierarchy of characters, Women in Of Mice and Men. Power in Animal Farm

Cultural:

- World poetry
- Of Mice and Men – 1930's depression.
- Coming to England Novel – prejudice & differences
- Animal cruelty – poetry, posters, issues in the news, circus animals. – Animal Farm novel.

Links to Children's Rights

Article 12 – (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Throughout the KS3 and KS4 curriculum for English, pupils' progress is measured in part by their ability to make constructive critical comments regarding their own work and the work of their peers as a way of demonstrating their understanding of the skills and topics covered.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Schemes of work and learning objectives across the English curriculum are designed to take into account individual abilities and interests in a flexible manner in order to support pupils' engagement in a range of stimulating activities.

Exploration through spoken language opportunities, examination viewpoints, response to texts, media, literature, non-fiction.

Links to investors in Careers

Exploring scenario's which link to real life and jobs which need English as a qualification.

Roles of different jobs which use English – including newspaper, reporting, blogs, librarian.

Links to LOtC

Use of the external environment for role-play and exploration linked to current texts.

Theatre visits – Shakespeare plays, gothic novel, Of Mice and Men – as available locally and as appropriate.