



Curriculum Statement



The English curriculum at Groveside School promotes a high standard of language and literacy, enabling pupils to gain the confidence to communicate fluently and purposefully through the mediums of speech, reading and writing. Pupils develop a passion for rich literature, a love of reading for enjoyment, a curiosity of vocabulary for meaning and a wealth of transferable skills which will equip them with the analytical and evaluative expertise paramount to the needs of a successful workforce and an ever-changing wider world.

Our school's English curriculum will:

- Fulfil all statutory, framework and National Curriculum requirements.
- If appropriate, lead to qualifications that are useful for both employers and further education.
- Enable our pupils to fulfil their potential.
- Meet the needs of our pupils of all abilities.
- Provide equal access for all our pupils to a full range of learning experiences beyond statutory guidelines.
- Help our pupils develop lively, enquiring minds, an ability to question and argue rationally, and an ability to apply themselves to tasks and physical skills.
- Ensure continuity and progression within the school and between phases of education, increasing our pupils' choice during their school career.
- Foster teaching styles that offer and encourage a variety of relevant learning opportunities.
- Help our pupils use communication effectively.
- Provide opportunities for our pupils to develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life, and help our pupils understand the world in which they live.

At the very heart of the school is the belief that English is a tool for life with widespread cross-curricular opportunities and the ability to embed and explore the core British Values of democracy, tolerance and mutual respect; so that our pupils will become well-informed and open-minded individuals able to make conscious choices in the world surrounding them. Our curriculum is designed to enable each pupil to flourish; following a programme of study and a specification which is tailored to their needs and capabilities.

At Groveside School, we teach the core reading skills that then support pupils in understanding the intents and purposes of writing. Grammatical structures are demonstrated through the study of various fiction and non-fiction texts to encourage pupils to be able to produce writing in depth and with confidence. With this in mind, we teach the pupils a range of accessible and adapted 19th century fiction texts, poetry snippets from various genres, topics, cultures, traditions, and play texts spanning from pre-19th century to the 21st century and a range of functional non-fiction reading texts and writing extracts.

Our curriculum supports the development of Phonics progression using Little Wandle as well as inspiring a love of reading for enjoyment as well as for progression. Pupils access a wide range of reading materials as well as our Accelerated Reader Program. Reading for understanding and meaning is at the core of the KS3 curriculum.

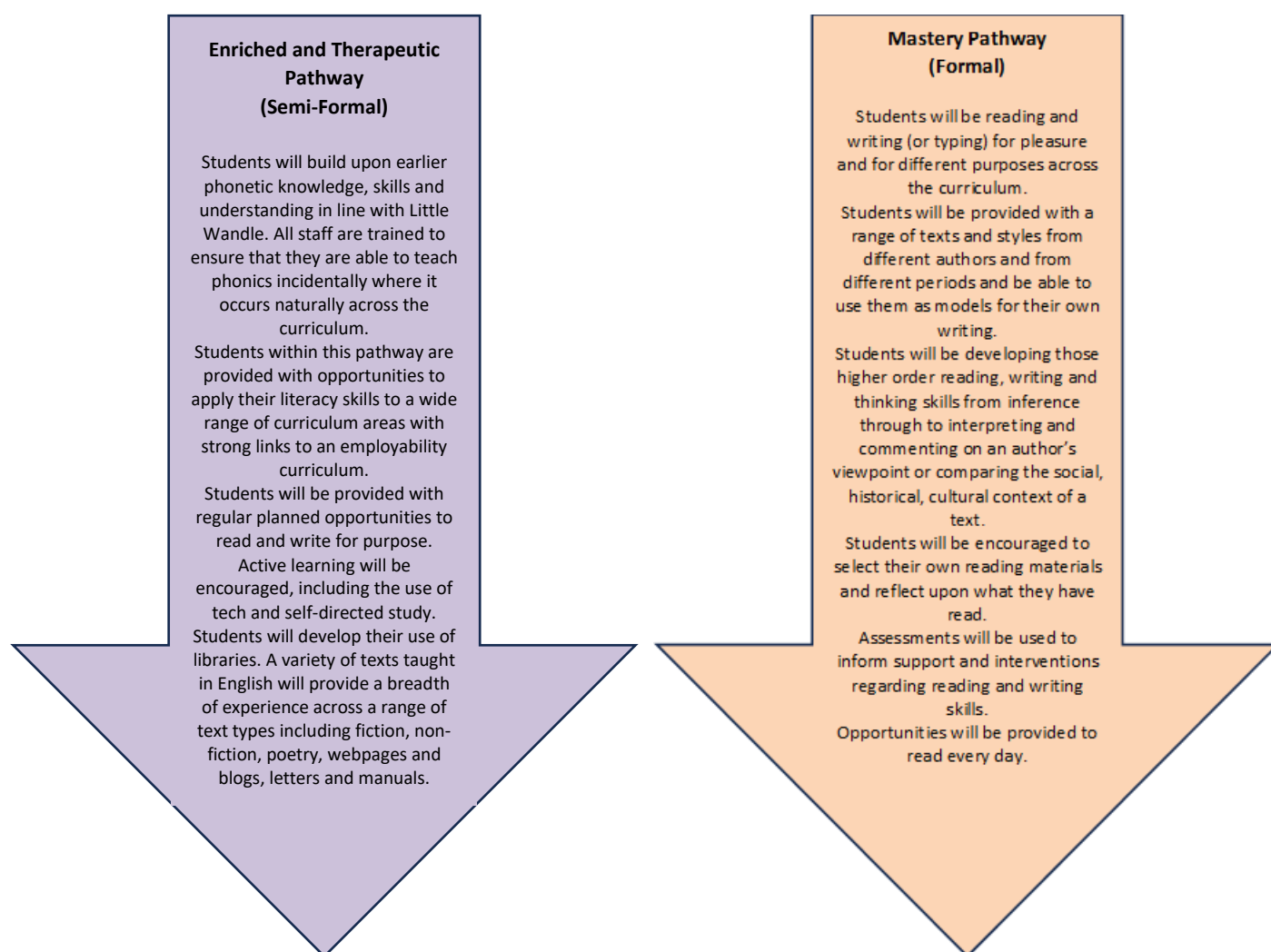
We recognise that the techniques learnt through reading allow our pupils to develop in all aspects of their life, both inside and outside school and within the wider world of work. This supports their mental, emotional and cultural development.

At Key Stage 4, pupils follow pathways most appropriate to their individual capabilities and aptitudes; enabling their achievements to be accredited through suitable qualifications tailored to their needs. All pupils access our Entry Level Certificate in English, whilst our most able pupils work towards an English Language GCSE qualification.

Across all Key Stages, we aim to foster independence, empowerment and resilience by developing our pupils' abilities to communicate effectively; encouraging them to become ambitious and aspirational in all that they do.

The curriculum follows two pathways

Curriculum Pathways



Semi-Formal / Vocational Pathway

This pathway supports pupils who are better suited to vocational qualifications and who may need additional academic support and resources. Includes appropriate mathematics and English but focus is on engagement with learning in a narrower selection of options linked to employability. Timetable follows a college/FE design with space for therapy, this may include alternative provision off-site.

This pathway offers a developmental sensory based curriculum. Supporting pupils to engage in the world around them. To build and sustain meaningful interactions and make choices.

Pupils in the Semi-Formal Pathway are likely to present with the following characteristics:

- Communication and social interaction difficulties, differences and traits and rigidity in behaviour towards thought and change
- Processing, receptive understanding and organisational difficulties
- Sensory processing and integration difficulties, differences and traits
- A tendency towards restricted personal interests
- A need for support and direct teaching to engage in social activities
- Difficulties in conforming to what may be considered conventional school behaviour which means much or all of the learning takes place in very small groups or on an individual basis.

The curriculum is specially designed for learners with SEND and creates opportunities for appropriate independence and fostering skills for life. Timetable will often reflect thematic or contextual areas of learning, eg. vocational. Lessons will often be delivered outside of classrooms, using simulations of workplaces (catering kitchen, mechanics workshop) where appropriate. Timings, pace and breaks will build pupils towards the expectations of the workplace. Lessons will embed literacy, numeracy and core skills in preparation for next steps. If a specific qualification is required for a further course (e.g. functional maths to access horticulture qualification) these are embedded within the timetable. Therapy will often be a timetabled slot but may also be in groups. Standalone futures education and personal/social learning is included, to ensure preparation for life and work is balanced and broad.

Formal Pathway

This pathway supports pupils who are capable of formal academic qualifications and who are likely to go on to further education and the workplace. The timetable is an adapted National Curriculum incorporating skills for life and adapted with space for therapy, enrichment and exploration of possible career options (eg. technology)

Pupils work towards formal qualifications ranging from Entry Level to GCSE with access arrangements in place as needed.

Lessons will often be delivered in classrooms, using traditional formats (books, laptops) where appropriate but will also include opportunities to learn in different environments across a broad range of activities. Resources will be provided to support pupils to understand expectations and enable them to engage as independently as possible. Timings, pace and breaks may be different, but school will feel more traditional. Lessons may have more engaging approaches, such as use of the immersion room to explore topics or more interesting resources to engage reluctant

learners. Expectations will be high, for pupils to achieve recognised qualifications, and to progress onto further learning or work. Therapy will often be a timetabled slot but may also be in groups. Enrichment is linked to next steps and outcomes, visiting workplaces, colleges, building cultural capital and exploring life after school.

Teaching & Learning in English

What does excellent teaching and learning look like in English?

We believe excellent teaching helps encourage pupils to build their confidence and believe in themselves. Where possible, pupils work in groups to promote social skills, tolerance and respect. Excellent teaching promotes positive relationships and develops resilience, allowing pupils to communicate in a range of situations. Outstanding teaching plans for all pupils to achieve their personal best academically, which means our learning journey aims to prepare pupils for the Language and Literature GCSE as appropriate.

To help all of our pupils achieve the best outcomes, we need to ensure that we are addressing gaps in knowledge, and this is a whole school approach. For this whole school approach to be successful, we ensure that every member of staff, regardless of their role, understand phonics – right from knowing how to pronounce the letter sounds, to the different ways to spell them, to the technical vocabulary that goes with this.

The Key Stage 3 curriculum provides a range of reading resources and schemes of work for teachers to deliver. The schemes of work focus on writing, reading and communication and can be evidenced on Evidence for Learning to assess progress. The reading and writing skills developed in these schemes of work prepare pupils, helping to develop their skills further for the GCSE specification.

How is English taught at KS4?

We offer a range of options on both the semi-formal and formal pathway including the AQA Step Up course, Entry Level Certificates, Functional Skills and two GCSEs (English Language and Literature). Pupils read a range of texts and develop their English skills by analysing and focusing on point, evidence, explain responses.

How is reading promoted in English?

Reading is promoted in every lesson by analysing key words and subject specific terminology. Pupils are encouraged to read a variety of fiction and non-fiction texts in all subjects and staff evidence this through lesson observations, reading records, display boards and making use of the library facilities.

Groveside School uses “Accelerated Reader”, this is to further promote and encourage reading across the school. Pupils using Accelerated Reader choose their own books to read, rather than having one assigned to them.

This makes reading a much more enjoyable experience as they can choose books that are interesting to them and enjoy reading for pleasure.

Groveside School has access to the myON resource. This gives access to thousands of copies of books in digital format that can be accessed from anywhere with an internet connection. Once pupils have completed a STAR assessment on Accelerated Reader, this information will feed through to myON and ensure that it is displaying books for them of the correct reading level.

Pupils who are not making expected progress with reading are offered support through our intervention team. Intervention can take many forms including;

- Paired work with support staff in and out of class.
- One to one in our intervention room...focusing on targets set by the teacher.
- Offsite activities to support pupils' wellbeing.

Measuring Impact in English

At Groveside School, staff use an online platform called Evidence for Learning to record pupil attainment in English. This system uses the **Groveside Progress Steps** Assessment Framework.

The **Groveside Progress Steps** cover a broad range of ability, from the 'Foundation Learning Skills' that cover Early Years education, through to the main Key Stage 3 and 4 curriculum that takes pupils from year 7 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the English curriculum helping to ensure that learning builds upon prior attainment.

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on Evidence for Learning. It is our intention to ensure that all pupils progress at an expected rate, so they are able to achieve their personal best.

At all Key Stages, pupils will be assessed against the criteria each term. Each set of criteria will have 4 aspects.

1 - Fully Supported

2 - Partially Supported

3 - Independence

4 - Wow (transferrable skills /Application)