

## English

<b>Vision</b>	<p><b><i>“English is integral to every subject, every student and every lived experience”.</i></b></p> <p>The vision is to cultivate a captivating experience for all, revealing the wonders of Shakespeare’s “Romeo and Juliet” to the very modern “Harry Potter” and “An Inspector Calls”. Students will be immersed in the magical world of Hogwarts as they survey the delights of “The Philosopher’s Stone” in Year 7. Exploring a varied diet of texts, as they journey through school, students will be introduced to the gothic wonders of: “Dracula “and “Frankenstein” , culminating with an immersive study of “The Strange Case of Doctor Jekyll and Mr Hyde”.</p> <p>At Baldon, we provide a stimulating and challenging English curriculum that prepares our pupils for life beyond our school and for the ever changing world in which they live. We believe that a love for reading culture is central to learning, every child should have the opportunity to read for pleasure. We firmly believe that reading feeds children’s imagination. We also believe that every child should be given the tools to develop into an enthusiastic and confident reader both at home and at school. Reading improves language and vocabulary, inspires imagination and gives everyone the opportunity to develop and foster new interests. Our teaching of writing aims to enable children to enjoy using language in different contexts and have the confidence and ability to do so. We strive to encourage our pupils to become independent, enthusiastic and lifelong writers who can communicate their own ideas and emotions well. The English team is also passionately committed to delivering a varied and exciting English curriculum for all students. Our English teachers beautifully balance the core components of effective teaching and learning with fun, forward-thinking activities: they fully immerse themselves in English-themed events throughout the year, including World Book Day and celebrating Shakespeare’s Birthday.</p> <p>Students enjoy English because it is innovative, enticing and fun. Every student is instilled with the belief that success awaits them; it is this belief which underpins our desire to support, stretch and challenge students so that they reach their full potential during their time with us. It is this impetus that shows our determination for our students to succeed in the classroom and aspire to be the best they can be, ensuring we have helped to create the very best versions of our students, gearing them up for the world beyond Baldon School.</p>
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<p><b>Intent</b></p>	<p>The English curriculum aims to be progressive, inclusive and well-sequenced with a child-centred focus. It is delivered through innovative schemes of work, lesson planning and exceptionally bespoke materials. Our curriculum is effectively planned to instil all students with key knowledge, understanding and skills. Students are guided to refine, revisit and sharpen their “portable knowledge”, which we see as the fundamental literacy skills that promote and encourage a love of reading; a proficiency for writing for varied audiences and in a variety of forms and, fundamentally, a willingness to fully absorb themselves in the discipline.</p> <p>We have a clear focus to foster and promote an innate sense of curiosity together with a relentless desire to question, argue and persuade, with each lesson focussing on clear skills, knowledge and understanding. We want our students to develop a natural curiosity and character when studying English. Our priority is ensure that all lessons are interleaving with high quality literacy skills, focussing on improving students’ oracy skills – together with heightening the students’ understanding and implementation of: spelling, punctuation and grammar. We aim to ignite and cultivate a creative spark that will enable our students to write imaginatively and with flair; the reading of contemporary and pre-1914 literary texts seeks to promote inquisitiveness and an awareness of key British values, such as mutual respect, integrity and empathy. In achieving these ambitious aims, and by exposing students to a variety of literary voices, students can cultivate an understanding about other cultures and traditions. We encourage purposeful talk and attentive listening skills, aiming to develop the emotional skills required to listen and respond with thought and care. Here at Baldon, we aim to securely equip all our students for life beyond school which will serve to instil the skills and understanding needed to live in a culturally diverse, modern society.</p>
<p><b>Implementation</b></p>	<p>The English curriculum has two key branches: Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11). We have broadened and enriched our KS3 curriculum so that students have an opportunity to deepen their knowledge and refine skills, fully preparing them for the demands of Key Stage 4. We teach to termly and yearly end points so that knowledge and skills are continually and consistently revisited and refined through each learning journey.</p>

	<p>The Faculty Leader is responsible for designing the English curriculum and monitoring its implementation. This is subsequently supported by the Faculty Co-coordinator who leads on reshaping the provision at Key Stage 3. All members of the Faculty are expert in delivering and creating innovative schemes and resources which act as excellent tools to develop the students' proficiency in Language and Literature. All lessons follow the whole-school BOLDON sequence, which allows for learning to be consistent, focussed and engaging.</p> <p>This planning is further validated by senior leaders. All Faculty members have regular access to professional development and continuous professional training to ensure that curriculum requirements are met, and subject knowledge is constantly refined. The effective assessment process informs staff about the areas in which intervention is required. These interventions are delivered during curriculum time to enhance students' capacity to access the full curriculum, together with compulsory after-school sessions at Key Stage 4. Curriculum resources are bespoke to Baldon and are continually up-cycled.</p> <p>Assessments are designed thoughtfully to assess student progress, long term knowledge retrieval and also to shape future learning. Key roles are allocated to experienced members of staff to ensure the monitoring of the curriculum is implemented correctly and effectively.</p>
<p><b>Impact</b></p>	<p>Examination results, together with examination analysis and evaluations, are discussed through examination meetings with the Deputy Headteacher and the Headteacher. These are also reported to other senior leaders and the governing body to ensure challenge and accountability.</p> <p>The Faculty Leader and Co-coordinator are an integral part of the termly progress meetings which evaluate the data outcomes, following assessment periods. Faculty learning walks for KS3 and KS4, based on the faculty's priorities, are scheduled and are woven into the monitoring calendar for each academic year. Student voice is used to survey the impact of the curriculum and evaluate the impact of those modules on our students' learning and enjoyment; these outcomes are used to help reshape the curriculum, going forward.</p> <p>Finally, external reviews and evaluations from our School Improvement Officer allows the faculty to be ever evolving, with a relentless drive to deliver exceptional student outcomes.</p>