

Question	Notes
<b>INTENT</b>	
Describe the curriculum design and state why have you done it that way?	A theme for each term throughout the whole academic year is prescribed and given to teaching staff. This is based on national curriculum expectations differentiated to meet needs of pupils. (For example all pupils cover two Shakespeare plays in KS3 as per expectation. The level of reading texts are differentiated but the challenge inherent in text, context and themes are age appropriate) Within each topic, there is an expectation that certain skills are covered although teachers are given the autonomy to decide how to deliver this. The curriculum embeds thorough diagnostic assessment enabling precision teaching to ensure accelerated progress. Six years ago there were a significant number of pupils requiring additional interventions outside of lessons. Now this is greatly improved despite more pupils having additional cognition and learning needs – interventions are now undertaken as far as possible within teaching and learning in the classroom.
How have you secured a “broad and balanced” curriculum?	The curriculum is based on the national curriculum for KS3 and KS4. It includes a broad range of texts as prescribed ensuring rich cultural capital.
What are the important things they need to know before they leave Elmwood?	<p>Excellent Assessment for Learning.</p> <p>Progression. Understanding not just English skills but also study skills and specifics required to support progression e.g. specifically teaching Harvard referencing to Year 11 pupils who will require it.</p> <p>Engagement.</p> <p>Embedded literacy across curriculum.</p> <p>Curriculum promotes independence, love of learning and responsibility.</p> <p>Preparation for adulthood – developing social use of language.</p> <p>Communication skills developed through drama.</p> <p>Understanding personal barriers, and as pupils’ progress, equipping them with the skills to manage and overcome.</p>

Supported through The Key Support Services “Questions Ofsted might ask middle leaders about the curriculum”

	<p>Supporting pupils to achieve across the school by embedding learning that will improve the lexicon of learning from other subjects.</p> <p>As a team constantly looking to improve teaching and learning for pupils, parents and staff.</p>
<p>How is the curriculum sequenced (long, medium, weekly, daily) and why do we do it that way?</p>	<p>The curriculum is planned over three years for KS3, with skills covered and revised each year ensuring skills mastery and progression. This is divided into termly schemes of work. These schemes lead to termly diagnostic assessments, identifying skills strengths and weaknesses. The teachers plan to extend the strengths and address skills deficits through precision teaching.</p> <p>Applying the principals of H L J van der Maas et al in tailoring learning to individual cognitive profiles, by extending pupils' strengths it provides rewarding stretch and challenge. This builds confidence in ability and overcomes the cycle of failure. In addition, as areas of weakness are addressed by leading on strengths, pupils make great strides in progress as the missing knowledge is infilled.</p>
<p>Is there an example of where the curriculum builds on knowledge and skills?</p>	<p>Each year pupils build on the skills that they have developed the year before. Expectations in speaking, listening, reading and writing are progressed through assessment frameworks from white to black belt. This is also evident in BKSB and Literacy Planet online platforms.</p> <p>For example: in writing pupils complete an assessed piece of work as part of transition. This is diagnostically assessed. As pupils progress through the curriculum pupils' strengths are stretched to the belts above and the weaknesses addressed. Each year the curriculum builds on skills expectations. Using termly assessed work diagnostically assessed pupils will receive timely skills teaching and revisit skills to ensure mastery. So within each year of KS3 a pupil use</p>

	Point Evidence Explain writing skills securing for KS4; or formal letter writing to provide the skills required for year 10.
How successful is the curriculum, and how do you know this?	<p>Overall progression 2012 – 2013 = 51%</p> <p>Overall progression 2017–2018 = 95%</p> <p>Based on pupil voice 95% of pupils feel they have made progress in English and they enjoy the lessons. Based on Year 11 (2019) attainment:</p> <ul style="list-style-type: none"> <li>• <u>Attainment Judgement EKS2-EKS4:</u> 11/13 pupils (85%) are within the median quartile (or above), with 11/11 (100%) of that population achieving at least an upper quartile judgement with 7/11 pupils (64%) achieving above upper quartile.</li> <li>• <u>Attainment Judgement EKS3-EKS4:</u> 10/11 pupils (91%) are within the median quartile (or above), with 10/10 (100%) of that population achieving at least an upper quartile judgement with 8/10 pupils (80%) achieving above upper quartile.</li> </ul>
How innovative is the curriculum?	<p>The curriculum uses both traditional tried and tested pedagogy and resources e.g. Toe by Toe interventions through to blended learning using online learning platforms. The foundations for KS4 are laid in KS3. Therefore, in KS4 pupils are free to agree aspects of curriculum content to promote independence, a love of study and responsibility – as per Cambridge International Assessment best practice guidelines.</p> <p>Elmwood School has provided advice, guidance and support to curriculum lead teachers in three similar SEMH schools. Initially this took the form of cross school moderation with Shenstone Lodge/The Brades Lodge SEMH, Mount Gilbert SEMH and Hunters Hill SEMH schools. This developed into providing advice on curriculum models and how to personalise learning to improve outcomes for pupils in SEMH.</p>

Supported through The Key Support Services “Questions Ofsted might ask middle leaders about the curriculum”

	In a previous role as Assistant Principal at Severndale Specialist Academy, the current curriculum lead has supported Elmwood in developing teaching and learning through returning in an SLE role and providing advice and guidance.
<b>IMPLEMENTATION</b>	
How do you keep abreast of new developments?	<p>TES</p> <p>Moderation meetings with CADMUS Family of Schools</p> <p>Webinars</p> <p>Pearson Quality Nominee training</p> <p>Informal professional conversations with other teachers/schools</p> <p>SLE collaborations</p> <p>Online CPD/standardisation when provided by awarding organisations.</p>
Are there any published schemes of work you use, if so why?	<p>The curriculum is based on the statutory programmes of study for KS3 and KS4. Resources are differentiated to meet need but maintain age appropriate content.</p> <p>In KS3 the school utilises Literacy Planet. This not only tailors the curriculum to cognitive profile but instils self-belief. The school now enters English literature and language competitions against mainstream schools with Year 8 reaching the top 10 Word Mania for East and West Midlands.</p> <p>Recognised curriculum interventions are used based on diagnostic assessments including Toe by Toe and Word Wasp. This provides pupils with specific skills deficits with the precision teaching and instruction to succeed.</p>
What schemes are you currently working towards, and what resources are you using?	<p>Year 7 Term 2 Anthony Horowitz and Suspense Writing.</p> <p>Year 7 Term 3 Romeo and Juliet.</p> <p>Year 8 Term 2 War Horse.</p>

Supported through The Key Support Services "Questions Ofsted might ask middle leaders about the curriculum"

	<p>Year 8 Term 3 Poetry – culture and identity.  Year 9 Term 2 Frankenstein  Year 9 Term 3 Macbeth  Year 10 Term 2 Animal Testing - reading and responding to complex texts  Year 10 Term 3 Cloning – extending skills from term 2. Independent research of a complex topic.  Year 11 Completing coursework/Exam prep.  All years also revise SPAG within schemes of work based on assessment of need.</p>
How effective is teaching?	Teaching across the department is at least good, which is supporting positive outcomes for pupils at all ages.
How do you ensure that pupils understand and remember information?	<p>Diagnostic assessments are undertaken termly. Pupils work is also cross referenced against online platforms e.g. BKSB and Literacy Planet. Skills are regularly revisited and extended year on year to address gaps in learning and to extend skills already mastered.</p> <p>As part of the assessment for learning cycle, learning discussions are conducted at least termly with each pupil. This ensures that pupils are focussed on skills developed required to maximise potential. In addition, this ensures mastery of skill but retrieving information and learning to apply skills across the curriculum.</p>
<b>IMPACT</b>	
Does the curriculum lead to good results?	<p>Overall progression 2012 – 2013 = 51%  Overall progression 2017–2018 = 95%  Based on pupil voice 95% of pupils feel they have made progress in English and they enjoy the lessons. Based on Year 11 (2019) attainment:</p> <ul style="list-style-type: none"> <li>• <u>Attainment Judgement EKS2-EKS4:</u></li> </ul>

	<p>11/13 pupils (85%) are within the median quartile (or above), with 11/11 (100%) of that population achieving at least an upper quartile judgement with 7/11 pupils (64%) achieving above upper quartile.</p> <ul style="list-style-type: none"> <li>• <u>Attainment Judgement EKS3-EKS4:</u> 10/11 pupils (91%) are within the median quartile (or above), with 10/10 (100%) of that population achieving at least an upper quartile judgement with 8/10 pupils (80%) achieving above upper quartile.</li> </ul>
Does learning over time show appropriate challenge, how do you know?	Pupil progress shows that stretch and challenge are apparent over time. Scrutiny also demonstrated that learning was progressive over time – but this is an area that I will continue to develop since appointment as well as utilising “best work” approach.

English Department