## Curriculum Intent and Overview



Name of Department	English	
Head of Department	Lucy Hignett (Acting CTL)	

















## **Dudley Academies Trust**

Statement of English Curriculum Intent – The Link Academy 2021-2022

Our broad and balanced curriculum is underpinned by our belief that every child should reach their full potential; regardless of their starting point. Through an engaging, accessible, diverse, aspirant and challenging curriculum, we assist all students to acquire knowledge, skills and cultural capital.

Our ambitious, spiralized curriculum is carefully sequenced to allow learners to identify their prior learning and our progressive approach enables learners to maximise and build skills through the year. This allows our learners to approach each new scheme with confidence. This confidence is also increased by our use of interleaving DNAs which promote retention of prior learning and help to "make learning stick".

We empower our students to overcome barriers and to be proud, confident readers and therefore, do not shy away from challenging texts. This is underpinned by the use of Doug Lemov reading strategies to ensure learners are challenged yet, supported which is especially important given that our year 6 learners come to us with a lower than national average reading age.

We strive to increase literacy and reading age via our tailored home learning programme; Bedrock. This allows our learners to successfully articulate themselves in both written and oral form and increases students reading, whilst immersing them in academic vocabulary.

The impact of our curriculum is reviewed constantly, using a somewhat consultative approach, which relies heavily on learner voice and discussion between TLA English dept and the central team.

Through responsive teaching we want our learners to have a personalised experience of English which will develop not only their attainment, but also enable them to pursue their ambitions and develop skills for life beyond the classroom.

## English Curriculum Implementation – The Link Academy 2021-2022

Being part of a Trust has allowed us to develop common assessments. These are summative which allow pupils to demonstrate their growing understanding of the subject and teachers to assess the impact of their teaching. Summative assessments in years 7-11 are taken 6 times a year, enabling teachers to focus on formative assessment from lesson to lesson. Question level analysis is used to plan reteach Green for Growth lessons focussing on questions where students underperformed. The Demonstrate task is an independent activity that involves an exam or specification-based question that allows the class teacher to evaluate the progress achieved in a lesson. This activity should be challenging and assess the extent to which pupils have met the progress indicators. This is then followed by the connect task which is an activity designed to address misconceptions or mistakes from the previous lesson's Demonstrate task.

The frequent use of demonstrate and connect tasks in lessons ensure that students embed knowledge into their long-term memory, freeing up working memory to attend to current learning. The increased consistency in the use of connect tasks shows teacher expertise in identifying the highest leverage gap to address misconceptions ensuring that students demonstrate progress. We are conscious of the role that literacy and vocabulary plays and we explicitly teach the meaning of subject-specific language using The Frayer Model and our home-learning programme; Bedrock.

## **Dudley Academies Trust Calendar 2021-2022**











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