



Dudley Academies Trust - The Link Academy **Statement of Curriculum Intent- English 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 learners 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 knowledge and skills each 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 learners 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 learners 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.

How will this be achieved in our curriculum?

To achieve this, teachers will be responsive to the needs of the learners in front of them as it is our belief that all children should reach their full potential.

We are conscious of the role that literacy and vocabulary plays not only in English, but across all subjects and we explicitly teach vocabulary using The Frayer Model and our KS3 home-learning programme; Bedrock. We address Lemov's plagues of reading in our KS3 schemes and enhance and secure understanding using text dependent questions in each scheme of learning.

As subject specialists, staff are responsive to learner needs and the use of interleaving Do Now Activities and hinge questions allow them to respond to misconceptions and address these accordingly.

We instil a love of literature and provide a range of fiction and non-fiction texts which explore diverse topics. This is complemented by our extra-curricular provision whereby we offer reading group and a learner-led school newspaper club. Learner voice is paramount to the success of our curriculum and we review this at the end of each scheme of work. Learners are given the opportunity to comment on the skills they have developed and the level of challenge they have experienced in each scheme. This feedback is then reviewed by staff and where relevant learner voice is used to inform future changes. We ensure that via highest quality of teaching and learning, learners are equipped with skills not only for success in their GCSEs, but also for the wider world when they leave The Link Academy.

How does assessment fit in?

Being part of a Trust has allowed us to develop common summative assessments. These allow learners 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.

Our prime method of formative assessment is via demonstrate and connect. 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 allows teachers to assess the extent to which learners have met the progress indicators and secured core knowledge. 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. Time is also given for Green for Growth lessons whereby we promote a culture of error and allow learners to correct errors and reflect on misconceptions in order to drive progress.

We also use hinge questions as a formative assessment method to assess misconceptions and ensure that knowledge is secure.