

The Quality of Education – Intent, Implementation, and Impact

**English.**

Intent – what we want to achieve.

The aim of our curriculum is to foster a love for literature, language, and communication, enabling students to become confident, articulate, and critical thinkers. The curriculum is designed to promote a deep understanding of a wide range of texts, both classic and contemporary, whilst also building on skills from earlier key stages moving from retrieval and inference to analysis and evaluation. This equips students with strong analytical skills that are essential for success in further education and beyond by developing critical thinking skills. Rudine Sims Bishop coined the phrase mirrors, windows and sliding glass doors which encapsulates our intent aims. We want students to recognise themselves in texts and value their own voices (mirrors) be able to understand and appreciate the experiences of others (windows) and be empowered to communicate in a variety of ways in to successfully achieve their goals (sliding glass doors.)

To create *aspirational citizens*, our curriculum is:

- ambitious and rigorous.
- accessible for all.
- contextualised to help students to see relevance and impact of literary texts as a reflection and exploration of the human condition. For example, the Coming of Age unit explores growing up and real life experiences.

To create *successful learners* our curriculum is:

- rich in knowledge and skills.
- carefully sequenced, inclusive and spiral in nature.
- resourced with high quality lesson planning and materials.
- designed to develop literacy and oracy skills through activities such as the Speak Out Yorkshire Challenge which increases public speaking confidence.

To create *leaders and communicators* our curriculum:

- promotes effective communication by modelling good examples and introducing students to some of the best of what has been written, from heavyweights of the English Literary canon including Shakespeare, The Brontës and Orwell to contemporary local writers such as Suhaiymah Manzoor-Khan.
- places cultural capital, diversity and SMSC at the heart of planning

Students have opportunities to:

- explore different genres, authors, and themes to broaden their cultural capital. For example, Ruby in the Smoke explores key historical context and issues surrounding gender and class.
- experiment with different styles and genres so students can adapt their register for different purposes.

Students have opportunities to:

- express curiosity about key concepts and ideas.
- regularly revisit, build on and embed key concepts.
- reflect on and improve work after feedback.

Students have opportunities to:

- articulate their perspectives through oral and written work.
- evaluate their own and others work.
- take part in extra-curricular initiatives/projects such as Speak Out Yorkshire Challenge.

Implementation – how we achieve it.

- Quality First teaching is delivered by subject specialists and adaptations are made to ensure accessibility for all, through model answers, scaffolding and multi -media resources.
- High expectations for achievement, attitude to learning and engagement.
- Effective routine use of formative assessment to ensure student understanding and progress.
- Well planned and sequenced lessons, designed by shared planning for consistency, with full NC coverage.
- Students who are enthusiastic to take part.
- Extra-curricular opportunities to build cultural capital, broaden horizons and develop a love of literature. For example, Theatre visits, trips to culturally significant venues such as Haworth’s Bronte Parsonage.

Impact – how we know we have been successful.

- All students are confident learners, communicators and future citizens.
- Develop detailed knowledge and skills across the curriculum and achieve well.
- Achieve qualifications which enable them to successfully move onto the next steps in education or employment.
- Access a wide range or rich experiences and take opportunities to develop their literacy skills, evidenced by the PD entitlement document.
- Make good progress in their studies as shown by a positive subject P8 score.
- Both Language and Literature results are consistently well above national average.

SMSC Statement.

SMSC is embedded throughout the English curriculum to nurture students' personal qualities and social awareness. Activities and discussions encourage students to reflect on moral and ethical issues, develop empathy and respect for others, and appreciate the diversity of cultural perspectives present in literature. For example, key conceptual themes of Power in year 7, Identity and Other in Year 8 and Politics in Year 9 enable students to build a schema which allows them a more nuanced understanding of KS4 topics and a more informed understanding of moral and ethical issues.

#### Equality, Diversity and Inclusion (EDI) in the Curriculum.

The curriculum is designed to ensure that all students feel valued, respected, and represented in the texts and topics studied as evidenced in the cultural diversity in texts such as *Iridescent Adolescents* and poetry that reflects a wide range of diverse voices. Teachers create a classroom environment that celebrates diversity, challenges stereotypes, and promotes equality of opportunity for every learner.

#### British Values in the Curriculum.

The English curriculum actively promotes British values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. Students engage with texts and discussions that encourage respect for diversity, an understanding of the importance of the law, and a commitment to democratic processes. For example, when studying *Animal Farm*, Year 9 students explore how totalitarian regimes compromise individual liberty. *Crime Writing* and *Victorian Viewpoints* units promote discussions around moral and criminal rights and wrongs.

#### Careers in the Curriculum

The English curriculum provides opportunities for students to explore potential career paths related to English studies, such as journalism, publishing, teaching, and creative writing. Connecting the study of English to real-world applications and future employment prospects can motivate students and help them understand the relevance of their learning beyond the classroom.