

Intent

The English department at James Brindley Academy (JBA) delivers a **nurturing**, comprehensive and **inclusive** study of English Literature and Language. Our knowledge-rich curriculum delivers clear learning concepts dedicated to **high aspirations** beyond pupil experiences and setting them on a path to professional, personal and academic success. A broad and balanced curriculum is designed at Key Stage Three (KS3) and Key Stage Four (KS4); it is adaptive to the needs of all our diverse young people, embedding **Thrive** and supporting pupils to understand how to engage with their world and **keep safe**. Programmes of study are inclusive and designed to embed crucial transition points to address gaps in learning over all key stages to achieve a range of qualifications i.e. GCSE and Functional Skills. By utilising reading, writing and oracy/communication skills across multi-modal forms, we are dedicated to ensuring that our pupils see themselves and their world in what they study. Our teaching is dynamic to ensure the inclusion of all.

Implementation

Core subject knowledge is integral to **high aspirations** and our **inclusive** curriculum reflects this. We believe in providing high challenge in a **nurturing** low stakes' environment. We are determined in identifying and addressing misconceptions, finding gaps in learning. To do this, our lessons are designed to be adaptive to the transient nature of our pupils.

Pupils are assessed throughout their learning journeys, which begins when undertaking diagnostic activities, such as the GL Assessment to provide a reading age, and baselines that allow us to determine the challenge and support each pupil requires. Then, teachers will provide a comprehensive curriculum, including half-termly assessments, through regular check in and check outs.

Each lesson harnesses opportunities to understand the foundation of, and foster an appreciation of, the subject and to apply key skills in a **Thrive** environment. A broad range of texts are used, with a focus on completing whole texts, which highlights the relationship between texts to pupils; there are, also, clear links to complementary examples, such as module booklet texts that support the core learning. Access to technology (audiobooks, videos and online resources, such as Educake) ensures a blended, responsive curriculum model. We work in partnership with dedicated intervention colleagues within JBA and across professional networks, such as PiXL, to create and implement bespoke reading and writing programmes and to deliver innovative ways to improve oracy skills.

Professional development includes standardisation and moderation to improve marking and exam preparation strategies. Curriculum meetings use professional teaching and learning shares to support good practice.

Impact

We believe success is achieved by pupils advancing holistically during their time at JBA. This is measured academically, through the progress made from diagnostics to summative assessments and qualifications, and in creating enlightened and emboldened individuals that **nurtures** their key interpersonal skills to demonstrate and advocate for their rights and responsibilities as citizens within their communities.

Pupils build automaticity in their core skills of reading and writing, developing their ability to appreciate the writer's craft. Furthermore, the fluency in the application of this knowledge is desired and acquired. Overall, pupils gain an appreciation of language and how this is representative of who they are. The ongoing cycle of the curriculum ensures feedback from pupils and, also, subject practitioners to problem solve and refine our delivery to ensure English at JBA is purposeful and maintains meaningful impact.