



Tuition, Medical and Behaviour Support Service

Curriculum Policy English

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Responsibility:	Claire Vaughan

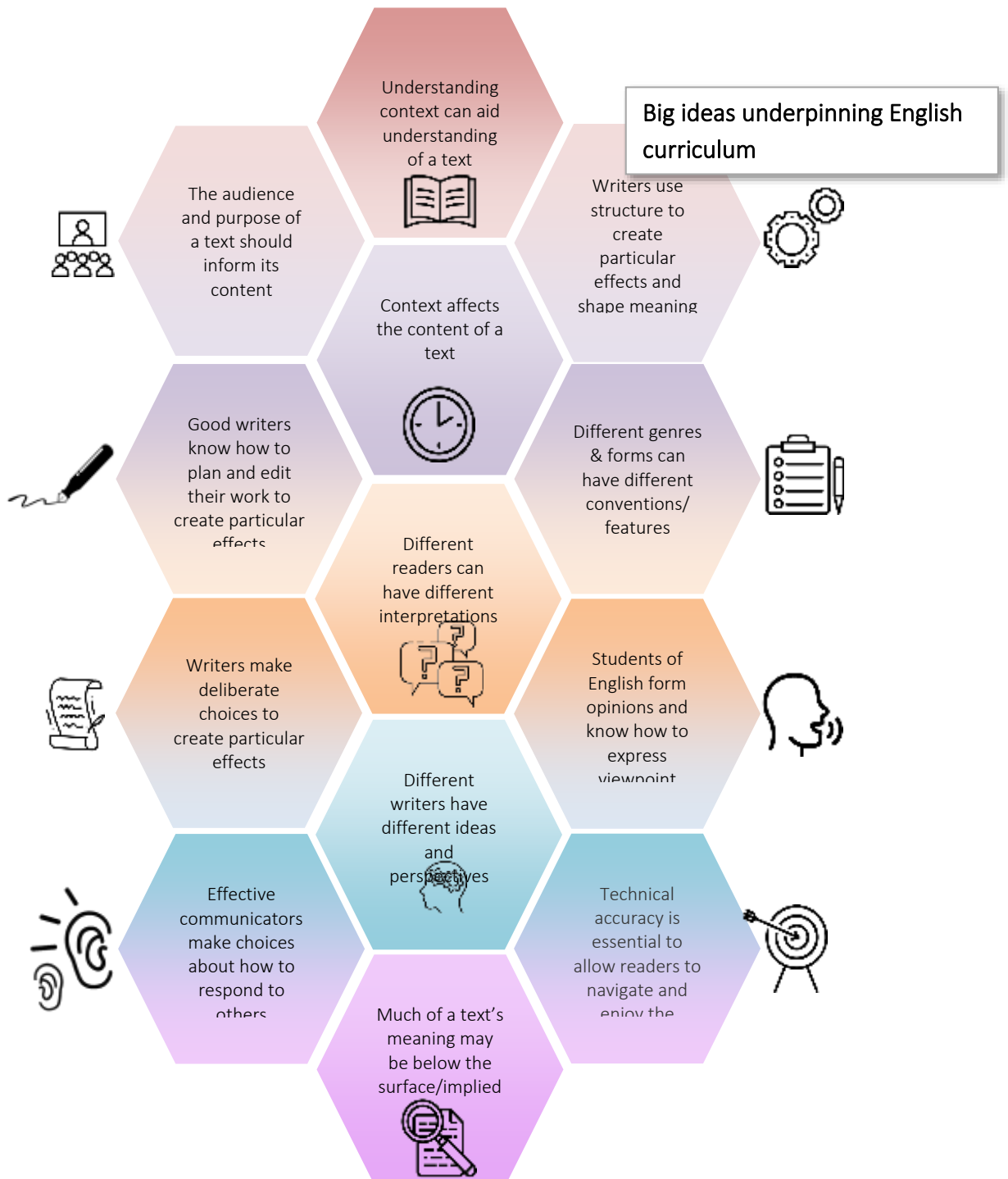
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Our aim:

Our students sometimes wonder ‘why is English so important?’ We know that, as the language of global communication, English is fundamental to the success of our students, however many of them arrive at TMBSS disengaged, with gaps in their learning and unidentified difficulties in literacy.

Our service aim is to ensure that our students are ‘world ready’ and so in English, we work to re-engage students in the subject and to address any literacy deficit that may exist. Our students develop the functional literacy skills they need to participate fully in society. We promote high standards of language and literacy by equipping students with a strong command of the spoken and written language, and develop their love of literature through widespread reading for enjoyment.

Literacy is crucial to students’ learning in subjects across the curriculum and despite the fact that students’ knowledge, skills, understanding and ability vary tremendously, all students study English and are expected to take formal qualifications, appropriate to their ability.



Curriculum Overview:

The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Balance across all elements of the curriculum ensures that learners leave TMBSS 'World Ready'.

Formal Curriculum: The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

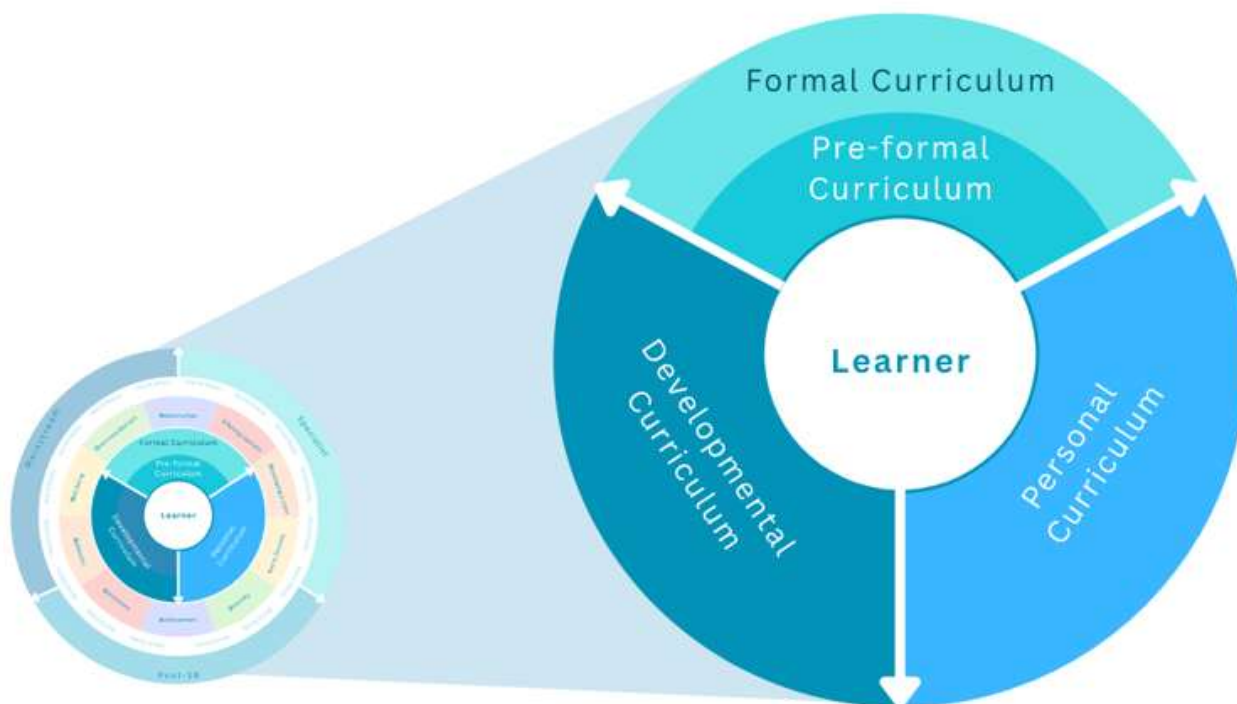
Developmental Curriculum: Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience
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Personal Curriculum: Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

What does this look like in English?



Formal curriculum	Pre-formal curriculum	Developmental curriculum
<p>In English, this means a thematic three year rolling programme based around 13 'big ideas' to prepare students for KS4 qualifications. This is adapted by individual teachers to support the needs & interests of specific groups/students as appropriate, including the texts used</p> <p>At KS4, this refers to the specifications of formal qualifications that may include GCSE English Language, English Literature and Entry Level Certificate</p>	<p>In English, this might mean that students complete heavily adapted or alternative work designed to re-engage and reduce perceived or actual barriers to the subject.</p> <p>For example, reading may be incorporated (sometimes via stealth) into food technology sessions (e.g. reading and writing recipes) or students may complete work encouraging them to research, read and write about things of specific relevance to them such as a hobby or place of interest.</p>	<p>In English, this will often be the work undertaken to support students in accessing the formal curriculum.</p> <p>This might include:</p> <ul style="list-style-type: none"> • one-to one work to support catch up, develop address specific gaps in knowledge and understanding or to improve confidence and resilience • Specific individual or group teaching methods such as extensive modelling, guided reading, comprehension strategies, writing frames, stems and an 'I do , We do , You do' approach. • Specific and personalised interventions for phonics, spelling, comprehension, or writing.
<p>Personal curriculum : Work beyond the classroom allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.</p>		
<p>Adapting the curriculum:</p> <p>In order for all students to access English effectively, we have created a curriculum that <i>values</i> a wide range of tasks and teaching methods to suit the vastly ranging needs and abilities of our students. Staff are skilled in using creative and multi-faceted tasks to support students who may not be able to access written-word aspects of the programme independently. For example, students exploring conventions of the gothic genre, may do so through creating board game cards; they may experience gothic architecture through visits to local examples, creating models of key features and teachers may use audio-visual examples to explore significant texts in alternative ways. By embracing such variety, all students are given the opportunity to access the full curriculum, appropriate to their individual starting point.</p>		

Methodology:

The teaching of English needs to reflect the wide and varied special educational, medical and behavioural needs of all students in addition to the length of time that they will receive education with us.

All students will complete a series of baseline assessments to establish levels of attainment, reading and spelling ages, etc. and these will help to highlight specific areas for development, often due to significant gaps in education. Baseline assessments may also be used to identify students requiring access arrangements for future examinations and who should be referred to the designated examinations assessment teacher for further testing.

Tests/assessments used:

Reading:

- Access Reading Test by Hodder Education
- Attitudes to Reading Survey – to establish key attitudes and barriers to learning
- Interests Survey – to provide staff with information required to ensure appropriate reading material is available

Spelling: Graded Word Spelling Test, by P.E. Vernon

Students may be retested using the above assessments to judge progress made. All results are used to inform planning and Pupil Centred Plans, to decide on targeted interventions and to monitor progress, with data updated on TMBSS tracking data sheets on a termly basis according to dates set by the SLT.

KS3

Students are unlikely to attend TMBSS for full key stages and so will not necessarily cover the full breadth of the National Curriculum. They are usually taught as a 'Key Stage Three cohort' rather than in year groups and follow a three-year rolling programme in line with the National Curriculum.

KS3 students follow a revised programme with three thematic units delivered per academic year (from Sept 2021). These are longer than previously, but provide multiple opportunities for a genuinely diverse range of genres and text-types within individual units of work. Each unit of work is highly differentiated to accommodate the varied and complex needs of the students and to engage the interest of all learners.



English TMBSS
CURRENT THEME: The Supernatural

KNOW IT:

Know...	features of the gothic genre				
Know...	how the gothic genre originated				
Know...	about the context of the Victorian era and how this affects gothic writing				
Know...	examples of key gothic texts and their authors				
Know...	how context affected the audience of the time				
Know...	how this differs with other contemporary genres				
Know...	what gothic fantasy is and can see it in their own writing				
Know...	how writers use a wide range of structures to create a gothic text and judgement				
Know...	how writers use settings to create atmosphere				
Understand...	the significance of magical characters and events in Gothic genre				
Can...	form a response to a text about a character				
Can...	use texts to begin to comment on how a character has been created				

SAY IT:

Contextualising	
pathetic fallacy	
apocalyptic	
horror	
supernatural	
architectural	
classical architecture	
dark gothic	
location	
marabou	
metaphor	
ambiguity	
ambiguity	
ghost	
psychological	
witchcraft	

PROVE IT: ✓
Reading Response
How does the writer structure the text to build the reader's interest?

LINK IT:
Assessment task - Skills required for GCSE AQT
Understanding the text's context - read studied in 'Growing Up'
Understanding structure - read studied in 'Talking Back'

Central planning for each theme provides an agreed framework of key points of learning, key vocabulary to be taught, an assessment task and links to wider learning. These 'Know it... say it... prove it... link it...' documents are used to link planning to student books in a clear, simple and visual format and are presented in the books of each KS3 student

Individual staff use this as the basis to plan own delivery based on their knowledge of cohort, as well as their own interests and specialisms

The purpose of a thematic approach is to:

- support contextual learning and clear opportunities for enrichment, SMSC, etc
- allow staff freedom to choose reading material for group (within provided guidance)
- support students in making links with prior and future learning

KS4

All students will be expected to work towards the completion of formal qualifications although this will be dependent upon their level of attainment, the proportion of the course that has been completed prior to attending TMBSS and the time remaining before the examination period on arrival. Students will be advised on the appropriate level of award.

The majority of current year 10 and 11 students will work towards the new AQA GCSE English Language qualification. There are also opportunities for Y11 students to complete the AQA English Literature course, however, this will be dependent on their time constraints, level of attainment and prior study. This will be decided on an individual basis. Students that are full time from the beginning of Year 10 may also have the opportunity to study the AQA English Literature course.

Qualifications available include:

- OCR Entry Level Certificate in English at Entry Levels 1-3
- AQA GCSE English Language
- AQA GCSE English Literature

Students may sit examinations through alternative exam boards in some circumstances.

Where possible, students will be entered for the GCSE qualification but may be required to sit additional qualifications to support.

Students considered 'borderline' in terms of attainment or those at risk of experiencing difficulties during the exam season may be required to complete additional or alternative qualifications outside the exam period. This is to alleviate some of the associated pressures of completing examinations and to serve as a 'safety net' qualification.

How is the teaching of English adapted to address the challenges of students attending TMBSS?



What we do	Impact	Challenges addressed
<p>Three year rolling thematic programme for KS3 students. Themes are chosen to be engaging and are based around 13 'big ideas' to prepare students for KS4 qualifications.</p>	<p>The purpose of a thematic approach is to:</p> <ul style="list-style-type: none"> • support contextual learning and clear opportunities for enrichment, SMSC, etc. • allow staff flexibility to choose appropriate reading material for group • support students in making links with prior and future learning <p>Themes provide multiple opportunities a genuinely diverse range of genres and text-types within individual units of work and provide opportunities to address core skills and knowledge, whilst attending TMBSS.</p> <p>Risk of duplicating work completed in feeder schools is minimised due to flexibility of planning spine.</p>	<p>1,2,3,4,5 6,7,8,11</p>
<p>Thirteen 'big ideas' fundamental to the teaching and learning of English, underpin the curriculum.</p>	<p>Big ideas are those that have been identified as being central to the study of English and to prepare students for KS4 programmes of study.</p>	<p>1,2,3,4,5,6,7</p>
<p>Central planning spine provides an outline of key points of learning, vocabulary and assessment, however individual teachers, plan and sequence these individually, based on their knowledge of cohort</p>	<p>Each unit of work has the capacity to be highly differentiated to accommodate the varied and complex needs of the students and to engage the interest of all. The needs of medical and behavioural centres are inherently very different.</p>	<p>1,2,3,4,5,6 7,8,9,11,12</p>
<p>KS3 units of work are sequenced to support students to make connections and forge links across units of work, enhancing learning further.</p>	<p>Students are able to reactivate prior knowledge, ensuring they build strong schemata, supporting the learning of new substantive knowledge.</p> <p>Students are able to access the most important knowledge or concepts they need to know and focus on these.</p>	<p>1,2,3,4,5, 6,7,8, 11</p>
<p>Explicit teaching of vocabulary built in to KS3. This is ongoing at KS4.</p>	<p>Students are supported in developing their function literacy skills alongside preparation for formal qualifications. They are taught vocabulary in order to close the word gap and support the literacy demands of other curriculum areas.</p>	<p>1,2,3,4,5, 6,7,8</p>
<p>Texts are selected by the individual teacher and are often taught in extract form.</p>	<p>Students do not join and leave TMBSS in a coordinated manner and so the study of whole texts is largely impossible. Extract based learning, however, allows students to experience a vast and varied bank of ambitious and challenging literary and non-fiction texts.</p> <p>Students will increasingly see themselves as competent readers and writers with a broad understanding of key literary texts.</p>	<p>1,2,3,4,5, 6,7,8,11,12</p>

<p>All students complete a series of baseline assessments to ascertain literacy needs and attitudes to reading.</p>	<p>Results highlight specific areas for development and are used to create reading profiles. These identify areas of relative weakness in reading and share strategies to support the individual. Students are subsequently well-supported in meeting the literacy demands of the subject and may access the lessons with reduced anxiety and challenge.</p> <p>Baseline assessments may also be used to identify students requiring access arrangements for future examinations and who should be referred to the designated examinations assessment teacher for further testing.</p>	<p>1,2,3,4,5, 6,7,8,9,11,12</p>
<p>There is an assumption that all students in KS4 will study for a formal English qualification. Teachers plan for this and often complete GCSE and ELC work simultaneously.</p>	<p>Students considered 'borderline' in terms of attainment or those at risk of experiencing difficulties during the exam season may be required to complete additional or alternative qualifications outside the exam period. This is to alleviate some of the associated pressures of completing examinations and to serve as a 'safety net' qualification.</p>	<p>1,2,3,4,5, 6,7,8,9,11,12</p>
<p>Teachers use extensive modelling in lessons, including guided reading.</p>	<p>Whole class modelling works as a time-efficient and effective tool to support students in English, demonstrating both thinking, writing and editing processes as well as final product. Students observe and contribute to modelled examples before being have the opportunity to complete their own. This works to reassure and build confidence and supports the needs of a range of students, including those who are exceptionally work avoidant and do not always complete written work of their own.</p>	<p>1,2,3,4,5 6,7,8,9,11,12</p>
<p>Opportunities for enrichment are used both to inspire and engage as well as to stretch and challenge.</p>	<p>Staff utilise unorthodox methods to deliver English work 'by stealth' to those who are in crisis and unable to access conventional teaching, e.g. making replica Greek pottery as part of myth and legend work.. Others may be challenged via additional and supplementary tasks such as the cross-centre poetry project or the cross-phase reading initiative.</p>	<p>1,2,3,4,5, 6,7,8,9,10, 11,12</p>
<p>Marking (including marking for literacy) is supportive and encouraging but also identifies how to improve further and make accelerated progress</p>	<p>Feedback is sensitive and students know how to improve their work and are given clear instruction on how to do so as well as the time for this to be completed.</p>	<p>1,2,3,4,5, 6,7,8</p>