



Tuition, Medical and Behaviour Support Service

Curriculum Policy English

Reviewed:	October 2020
Next Review:	September 2021
Responsibility:	Claire Vaughan

Our students sometimes wonder 'why is English so important?' As the language of global communication, English is fundamental to the success of our students. Our students work to develop the functional literacy skills they need to participate fully in society, including skills in spoken language, reading and writing.

Literacy is crucial to students' learning in subjects across the curriculum and despite the students' range of knowledge, skills, understanding and ability varying tremendously, all students are taught English and expected to take formal qualifications, appropriate to their ability.

Aims and objectives:

The overarching aim for English at TMBSS is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Objectives:

To enable students to

- read a wide range of texts, fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences using standard English appropriately
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate using Standard English effectively

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 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, Pupil Centred Plans, 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 also often 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. Half-termly topics will be taught across all centres and will be underpinned by the development of literacy skills. These topics will be highly differentiated to accommodate the varied and complex needs of the students and to engage the interest of all learners.

All KS3 students will also be encouraged to complete the Bronze, Silver and Gold Reading Award schemes. Through reading, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables students both to acquire knowledge and to build on what they already know.

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 may be opportunities for Y11 students to also 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 (new specification)
- AQA GCSE English Language
- AQA GCSE English Literature
- We are also in the process of researching an alternative Functional Skills course due to current course being withdrawn

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.