



Curriculum Policy 2025/26

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Supporting Documents

- Safeguarding Policy (especially contextual safeguarding and curriculum contribution)
- RSHE Policy (statutory coverage and delivery expectations)
- Alternative Provision Policy (curriculum oversight and QA for off-site learning)
- SEND Policy (curriculum access and EHCP alignment)
- Equality & Diversity Policy (representation and inclusion in curriculum content)
- Independent School Standards (parts 1 and 2 – Quality of Education and SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)
- Assessment Policy

1. Introduction and Aims

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum across our independent special schools. It ensures full compliance with the Education (Independent School Standards) Regulations 2014 (as amended 2019) and aligns with the National Curriculum in England, while being tailored to meet the complex and diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to:-

- Ensure every pupil has access to the knowledge, skills, and cultural capital needed to thrive in modern Britain.
- Place emotional development, wellbeing, and resilience at the heart of learning with an attachment and trauma-informed approach.
- Support academic progress while nurturing personal growth and independence.
- Provide flexibility and differentiation to meet the wide-ranging needs of our learners, including those with EHCPs and additional vulnerabilities.

This policy also reflects the expectations of the Non-Association Independent School Inspection Handbook, particularly in relation to how curriculum intent, implementation, and impact are evaluated. It evidences our commitment to meeting the educational needs of pupils with Special Educational Needs and Disabilities (SEND), and supports inspection readiness across all judgement areas of the Education Inspection Framework (EIF).



We recognise that many of our pupils arrive having faced significant barriers to learning, including disrupted education, placement breakdowns, and adverse life experiences. As a result, they often present with gaps in learning and are working below age-related expectations. Our curriculum is therefore designed to be responsive, relational, and aspirational, ensuring that every pupil is supported to make meaningful progress from their individual starting point.

At our school, the curriculum encompasses every planned learning experience, both formal and informal, throughout the school day. This includes lessons, enrichment activities, therapeutic interventions, and social learning opportunities. All staff are responsible for planning and structuring these experiences to maximise their impact on attainment, progress, and personal development.

Our E.P.I.C. values—Excellence, Passion, Integrity, and Care—are embedded throughout the curriculum. We set aspirational end points for each pupil, informed by their baseline assessments, EHCP outcomes, and individual needs. Each subject is planned with explicit, sequential building blocks of knowledge, ensuring that pupils can build towards meaningful qualifications, independence, and successful transitions into adulthood.

2. Curriculum Content

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

Curriculum Content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and food technology.
- **Human and Social** – History, geography, religious education.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.

- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the core.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the Director of Education/ Regional Director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, PSHE Association and Sweet for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced and bespoke weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, BTECs, Trinity Arts awards, Entry Level, Functional Skills, ASDAN, AQA awards, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.



- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with:-

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience- emotional and academic.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

3. Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff plays a role in ensuring that pupils access learning that is ambitious, broad, balanced, and responsive to their SEMH needs. Responsibilities are defined at each level of leadership and practice:

The Director of Education and Regional Directors will hold strategic oversight for curriculum quality across schools. They will:-

- Ensure that the curriculum policy aligns with the Independent School Standards and wider statutory requirements.
- Provide strategic direction for curriculum design, ensuring breadth, balance, and SEMH relevance across all phases.
- Monitor curriculum intent, implementation, and impact across schools through reports, data reviews, audits, and visits.
- Support schools in preparing for external scrutiny (Ofsted, commissioning reviews).

Headteachers are responsible for implementing this policy within their school and ensuring the curriculum meets the needs of all pupils. They will:-

- Lead on curriculum vision, ensuring alignment with the school's ethos, SEMH principles, and company policy.
- Ensure that the timetable provides statutory coverage, as well as appropriate time spent on subjects and therapeutic provision which reflects the needs of the cohort.
- Oversee and quality-assure teaching, learning, and curriculum planning and delivery through regular learning walks, observations, and reviews which are planned throughout the year through a monitoring timeline.
- Ensure assessment systems track both academic progress and social/emotional development, linked to EHCP outcomes.

- Deploy resources (staffing, environment, budgets) to enable effective curriculum delivery.
- Ensure staff receive induction, training, and supervision to deliver the curriculum effectively, with SEMH needs in mind.
- Report termly to governing board on curriculum standards and pupil progress.

Curriculum and subject leaders are responsible for the quality and consistency of curriculum provision in their areas. They will:-

- Develop and maintain schemes of work and progression maps that reflect both National Curriculum expectations and SEMH adaptations.
- Ensure subject content is accessible, engaging, and relevant to pupils' needs and aspirations.
- Provide colleagues with subject expertise, advice, and resources to support teaching.
- Monitor teaching quality, pupil work, and outcomes within their subject through moderation and data analysis which feeds into the school's monitoring timeline and school development plan.
- Ensure that subject delivery contributes to pupils' SMSC development, British Values, and equality objectives.
- Liaise with SENCOs, specialist advisors, clinical team, and pastoral staff to ensure subject content is personalised for pupils with EHCPs. This may include liaising with other agencies.

Teaching Staff are central to curriculum delivery. They will:-

- Plan and deliver lessons that are ambitious, engaging, and tailored to pupils' SEMH and learning needs.
- Use trauma-informed, relational, and adaptive pedagogy to ensure pupils feel safe, valued, and motivated.
- Set clear learning objectives linked to EHCP outcomes, National Curriculum content, and wider SEMH development.
- Adapt resources and approaches to ensure accessibility for all pupils, including those with additional needs.

- Monitor and record pupil progress in both academic and personal development areas using company platforms to ensure effective oversight.
- Foster positive relationships and role-model respectful behaviour, embedding British Values and SMSC through everyday practice.
- Work collaboratively with therapists, pastoral teams, and parents to ensure consistent approaches to SEMH support.

Support Staff play a vital role in enabling access to the curriculum and providing targeted SEMH interventions. They will:-

- Support individual and small-group learning, using strategies which are appropriately research-led and agreed with teachers and the wider team around the child.
- Provide emotional and behavioural support, helping pupils regulate and re-engage in learning.
- Reinforce and model positive learning behaviours and social interaction.
- Record observations of pupil progress and SEMH development, feeding back to teachers and leaders.
- Deliver specific interventions as needed in line with pupil need, and provide evidence to allow for the quality assurance and impact of these interventions.
- Act as trusted adults, ensuring pupils feel safe, understood, and supported in accessing the curriculum.

The Governance Board and Proprietor Body holds schools accountable for the quality and impact of the curriculum. They will:-

- Ensure that the curriculum complies with the Independent School Standards, the Education Inspection Framework, and other regulatory statutory requirements.
- Monitor the implementation and impact of the curriculum through reports, visits, and scrutiny of evidence.
- Provide challenge and support to school leaders to ensure continuous improvement.
- Review progress against strategic objectives, including pupil outcomes, curriculum breadth, and equality of opportunity.
- Ensure that the curriculum reflects the ethos of the organisation and serves the best interests of pupils.

4. Equality and inclusion

We are committed to ensuring that all pupils, regardless of background, need or ability, have equal access to a broad, balanced and ambitious curriculum. Our approach to inclusion and equality is underpinned by the principles of the **Independent School Standards**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**.

Our curriculum ensures that:-

- **Access for all:** Every pupil is entitled to a curriculum that meets their individual needs, abilities, and aspirations, including those with Education, Health and Care Plans (EHCPs).
- **Differentiation and adaptation:** Teachers adapt planning, resources, and teaching strategies to enable access for pupils with a wide range of SEMH, cognitive, sensory, or physical needs.
- **High expectations:** We maintain ambitious expectations for all pupils, regardless of background or prior attainment, ensuring they can make progress from their individual starting points.
- **Equality of opportunity:** No pupil is denied access to any area of learning on the grounds of gender, ethnicity, disability, religion, sexual orientation, or socio-economic status.
- **Closing gaps:** The curriculum is regularly reviewed to address barriers to learning and to close achievement gaps between disadvantaged pupils and their peers.
- **Representation:** Curriculum content reflects diversity in culture, race, gender, family structures, ability and belief, promoting respect and inclusion.
- **Reasonable adjustments:** Physical environment, teaching approaches, and assessment methods are adapted to remove barriers and enable full participation.
- **Language development:** Specific provision is made for pupils with communication difficulties, including input from specialist clinical staff where appropriate.
- **Trauma-informed practice:** Staff use trauma-aware approaches to create psychologically safe learning environments where pupils feel valued and understood.
- **Pupil voice:** Pupils are encouraged to contribute to the development of their curriculum pathways and are supported to make informed choices about options and careers.



- **Preparation for adulthood:** The curriculum supports all pupils, particularly those with additional needs, to develop independence, resilience, and the skills required for life beyond school.
- **Monitoring and accountability:** Leaders monitor curriculum access and outcomes for different groups of pupils, reporting regularly to governors and acting swiftly to address inequities

5. Assessment

Staff will assess pupils' subject knowledge and skills as soon as is practical following entry to the school to inform planning and teaching, using a range of well-researched and strategies to meet individual needs. Information should always be requested from other former education providers to create the clearest overview possible.

In every lesson, teachers assess how well pupils are learning and how well they have retained previous learning and adapt approaches and activities appropriately. Each lesson should then be formulated around this information to inform same day interventions. Same day interventions take different forms, including pre and post teaching and 121 support. Each pupil receives the intervention dependent on their individual needs.

6. Teaching staff expertise and development

Headteachers, alongside curriculum leads, are responsible for ensuring that all teaching and support staff receive a comprehensive and continuous programme of professional development to ensure they remain experts in their field and have the knowledge and skills to support pupils in making good and better progress.

For teaching staff teaching outside their first area of expertise, a structured programme of support and professional development exists to ensure an appropriate level of knowledge and understanding.

Governors are expected to appropriately quality assure the curriculum, including staff expertise and teaching at regular intervals (including on-site visits) and to examine data linked to progress. This will contribute to the development of school and staff specific CPD focus and school development.

7. Monitoring, Evaluation and Review

The effectiveness of the curriculum will be monitored systematically to ensure that it remains broad, balanced, ambitious, and appropriate for pupils with SEMH needs. Monitoring and evaluation will provide evidence of both academic progress and personal development, demonstrating compliance with the Independent School Standards and alignment with Education Inspection Framework and our school ethos. Monitoring and review is robust, cyclical, and evidence-rich to ensure meaningful school development and improvement.

To ensure consistency and rigour, the following evidence sources will be used in evaluation:-

- Pupil progress data (academic and social emotional, alongside EHCP outcomes).
- Attendance and behaviour records.
- Individual pupil case studies (including EHCP outcomes).
- Lesson observation records and feedback.
- Work scrutiny reports.
- Pupil and parent/carers surveys.



- Staff professional development logs.
- Careers and destinations data (post-16/19 pathways).
- Accreditation results.

Review Cycle

- **Ongoing** – continuous monitoring through lesson observations, pastoral tracking, and data collection via Arbor.
- **Termly** – formal review of curriculum outcomes at senior leadership and governor level.
- **Annually** – comprehensive curriculum audit, including stakeholder feedback, leading to updates in curriculum planning and provision.
- **Annually** – formal policy review by the Director of Education, or sooner if statutory guidance or ISS requirements change.

Reporting and Improvement

Findings from monitoring are shared with staff through briefings, CPD, and performance management discussions. Identified areas for development feed into the School Development Plan and Staff Development Plan.

Best practice is shared across schools across the company to ensure consistency and continuous improvement.

Appendix 1: Curriculum Evidence Portfolio – Checklist

Each school should maintain an up-to-date evidence portfolio. This must be saved and updated electronically on the Tutor Share One Drive.

This should be readily available for inspection, governor monitoring, and internal reviews.

A. Policy and Strategic Documents

- Whole-school **Curriculum Policy** (this document).
- Subject-specific and/or phase-specific curriculum statements.
- School Development Plan (with curriculum priorities identified).
- Equality and Inclusion Policy (showing curriculum adaptation).
- SEND Policy and Accessibility Plan.
- Safeguarding and RSE/PSHE Policies (linked to curriculum).

B. Curriculum Design and Planning

- Whole-school **curriculum map / long-term plan** clearly showing each phase and pathway.
- Timetables showing statutory coverage (ISS requirement for broad and balanced curriculum).
- Medium-term schemes of work for all subjects, showing progression.
- Examples of lesson planning that evidence SEND adaptation and SEMH focus.
- Vocational curriculum pathways (KS4/KS5) including accreditation routes.
- Evidence of cross-curricular links (e.g., SMSC, British Values).

C. Assessment and Progress

- Baseline assessment data (academic and SEMH).
- Rationale for assessment framework used (e.g., National Curriculum benchmarks, Equals Progression Steps, GCSE/Functional Skills criteria).
- EHCP outcome tracking documents.
- Progress data reports (termly and annual) showing pupil achievement.
- Examples of moderated work across key subjects and pathways.

- Subject specific Learning Journey Floor Books showing pupil progression and achievement
 - Accreditation
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D. Inclusion, Equality and Personal Development

- Evidence of curriculum differentiation/adaptation and bespoke timetables for SEND.
 - Pupil case studies (to show personalised learning journeys).
 - PSHE/RSE curriculum overviews.
 - Careers programme evidence, including Gatsby Benchmark audit.
 - SMSC mapping document (where SMSC is delivered across the curriculum).
 - Records of enrichment opportunities (cultural, sporting, DofE, community-based, making memories activities).
 - Evidence of British Values teaching (schemes of work, displays, pupil voice).
 - Student specific Learning Journey Floor Books showing pupil progression and achievement
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E. Monitoring and Quality Assurance

- Lesson observation/learning walk reports.
 - Work scrutiny/portfolio samples with feedback.
 - Pupil voice evidence (surveys, focus groups, school council minutes).
 - Parent/carers feedback surveys and responses.
 - Curriculum audits (annual review against ISS).
 - Staff CPD logs relating to curriculum and SEMH training.
 - External review reports (peer reviews, consultant audits, Ofsted reports).
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F. Outcomes and Impact

- Attendance and behaviour data analysis.
- Qualifications achieved
- Destinations data (post-16 / post-19).



- Case studies showing progress in SEMH development and independence skills.
 - Celebrations of achievement (awards, exhibitions, performances, showcases, assemblies).
 - Governor reports/minutes relating to curriculum oversight.
 - Evidence of curriculum enrichment and cultural capital (visits, visitors, projects).
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Organisation of Portfolio

- The portfolio must be held digitally via OneDrive.
- Each section should be clearly labelled and updated termly.
- A nominated senior leader to oversee its upkeep.

Appendix 2- Example of long-term planning in English

English Long-Term Plan: KS3 and KS4

Intent Overview: English at Snowhill School is a subject of utmost of importance for the students who are placed here and will equip them with the skills to become successful learners, with the knowledge and fluency in English in reading, writing and oracy, to empower and provide them the opportunity in further education and employment. So, they can communicate their ideas and emotions to themselves and others via reading, writing and listening. Via reading and writing, students will have to opportunity to develop culturally, emotionally, intellectually, socially and spiritually, and literature is a key element in this process, by enabling students to learn about the world around them and acquire skills and knowledge to build on what they already know.

The KS3 and KS4 curriculum does follow the national curriculum and AQA qualification pathway, but has also been planned and adapted to meet the needs of the students at the school, as many students on arrival have often had negative or difficult experiences both in their education and at home, which has led to sporadic attendance to school, creating extensive gaps in their learning, misconceptions and sometimes a lower than average reading and spelling ages. Therefore, it is vital that they have access to an English curriculum that meets their individual needs and equips them with the knowledge and skills to be successful, this will be done via:

- Supporting students to access more difficult texts in the classroom through guided and shared reading activities (with peers).
- Having a curriculum that is based on skills and fluency and gaining knowledge, rather than content and assessment only.
- Students gaining reading skills alongside writing skills; linking reading and writing thematically. Showing students how to recognise stylistic features and what language professional writers use. Encouraging them to use similar techniques in their own writing. This can be achieved through activities like shared and guided reading.
- Students gain a wider range of skills than they need for the assessment. These are important life skills, which also link with qualifications studied in KS4, further education and employment.

Sequencing:

The curriculum for KS3 is sequenced via cycles, due to the groups being of a mixed cohort, with learning outcomes being tailored to both year group and ability. Sequencing is based on the national curriculum, the interests of the students, prior learning from Ks2 and what knowledge they already know, and what knowledge they are to acquire that will support them to access the KS4 curriculum in year 10 and year 11.

The KS4 curriculum builds on all skills and knowledge obtained in KS3, and students will have already had access to a broad range of range of texts and writing styles, so it is essential in KS4 the curriculum is planned to both further develop their knowledge and understanding of previously obtained knowledge and skills, but stretch and challenge them to ensure they are equipped to successfully complete their GCSE English and Functional Skills English examinations and prepare them for further education and employment in the future.



Qualifications Offered:

- Entry Level English – Pearson/Edexcel
- Level 1 and Level 2 Functional Skills English – Pearson/Edexcel
- GCSE English Language - AQA
- GCSE English Literature – optional: AQA



KS3 CYCLE 1:

Autumn 1: Novel Study Trash – Novel Study Clarity, coherence and accuracy in spoken and written language Understanding a range of texts (Horror, Sci Fi, Romance) Understanding the use of structure to create impact for the reader Analysing speech to understand how meaning is shaped within a text Autumn 2: Poetry Poetry from other cultures Reading and analysing classic and modern poetry Developing, understanding and use of a variety of approaches to poetry Structure of poetry SMSC week (Black History & Remembrance)	Spring 1: Descriptive and Narrative Writing Narrative Writing – Fantasy Adventure Analysing examples of Fantasy Adventure writing Role of Hero and Villain Use of colour and emotion in writing, linking to characters Structure of text (Paragraphs, Sentence types, Freytag's Pyramid) Sentence structure for impact Writing a Fantasy Adventure Narrative Spring 2: Play Romeo and Juliet Reading opportunity of old and modern English and cultural difference and similarities Engaging in drama and roleplay activities Knowledge of mental health issues and how they are still current world difficulties Gender roles within the play	Summer 1: Transactional Reading and Writing Writing to argue – Speech writing Formal and informal writing Analysing public figures speeches Body Language Volume, pitch, pace of speech Presentation of speech Summer 2: English through time 19th & 20th Century Fiction – Short Extract Based Inference and analysis Understanding of writing choices, the purpose and impact of them The effect of writing choices and why the Author chose them The importance of the writers' perspectives
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KS3 CYCLE 2:

Autumn 1: Novel Study Boys don't cry – Malorie Blackman Clarity, coherence and accuracy in spoken and written language Understanding a range of texts (Horror, Sci Fi, Romance) Understanding the use of structure to create impact for the reader Analysing speech to understand how meaning is shaped within a text Theme of mental health, young parents in teens. Autumn 2: Poetry Conflict poetry Reading and analysing conflict within poetry and how this is portrayed Developing, understand and use of a variety of approaches to poetry Structure of poetry Language devices SMSC week – Remembrance Day	Spring 1: Descriptive and Narrative Writing: Narrative Writing – Horror & Festive Analysing examples of Horror & Festive writing Role of Hero and Villain Use of colour and emotion in writing, linking to characters Structure of text (Paragraphs, Sentence types, Freytag's Pyramid) Sentence structure for impact Writing a Horror & Festive Narrative Spring 2: Transactional Reading and Writing Writing to inform – Newspaper Formal and informal writing Analysing newspaper articles (Tabloids, Broadsheets) Social Media Language techniques & devices	Summer 1: Play A midsummer night's dream Reading opportunity of old and modern English and cultural difference and similarities Engaging in drama and roleplay activities Identify the issue of conflict What is a tragedy How are emotions represented throughout the play Analysis of a monologue Gender roles within the play Summer 2: English through time Inference and analysis Understanding of writing choices, the purpose and impact of them The effect of writing choices and why the Author chose them The importance of the writers' perspectives
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KS3 CYCLE 3:

Autumn 1: Novel Study War Horse – Novel Study Clarity, coherence and accuracy in spoken and written language Understanding a range of texts (Horror, Sci Fi, Romance) Understanding the use of structure to create impact for the reader Analysing speech to understand how meaning is shaped within a text Autumn 2: Poetry Love and Conflict Poetry Emotions in writing Poem analysis Poetic Techniques Oracy – Poetry Reading Structure	Spring 1: Descriptive and Narrative Writing: Narrative Writing – Dystopian Analysing examples of Fantasy Adventure writing Role of Hero and Villain Use of colour and emotion in writing, linking to characters Structure of text (Paragraphs, Sentence types, Freytag's Pyramid) Sentence structure for impact Writing a Dystopian Narrative Spring 2: Transactional Reading and Writing Writing to advice – Leaflet Formal and informal writing Analysing online and paper leaflets Social Media impact Language techniques and devices Human Rights research for leaflet topic.	Summer 1: Play Macbeth Reading opportunity of old and modern English and cultural difference and similarities Engaging in drama and roleplay activities Tragedy, greed, power and sanity Religion, Witchcraft & the supernatural Jacobean Period The role of gender Summer 2: English through time Inference and analysis Understanding of writing choices, the purpose and impact of them The effect of writing choices and why the Author chose them The importance of the writers' perspectives
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KS4 Year 10 Functional Skills and GCSE English Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 10	<u>Creative Writing</u> English Language Links: AO5, AO6. Text Focus: Various Extracts & Short Stories <u>Learners will develop confidence/skills in:</u> *Development of ideas *Use of rhetorical devices. *Variety of sentence structures *Variety of punctuation *Use of advanced vocabulary – encourage 'mining' of reading material. Speaking and Listening 1st presentation. Functional Skills Mock Papers – Level 1	<u>Creative Writing</u> English Language Links: AO5, AO6. Text Focus: Various Extracts & Short Stories <u>Learners will develop confidence/skills in:</u> *Development of ideas *Use of rhetorical devices. *Variety of sentence structures *Variety of punctuation *Use of advanced vocabulary – encourage 'mining' of reading material *Model 'critical style' and develop phrase bank for exam answers. *Develop comparison and synthesis skills using appropriate terminology. Functional Skills exams	<u>Reading & Transactional Writing:</u> English Language Links: AO1, AO2, AO3, AO4, AO5 & AO6. <u>Learners will develop confidence/skills in:</u> *Forms, audience and purpose *Organization – connectives and paragraphing *generation of ideas from a variety of stimuli (<i>mainly from An Idiot Abroad</i>) *Use a variety of rhetorical devices Introduce AO6 and explain the importance of vocabulary, spelling, punctuation and grammar. GCSE SLC Prep	<u>Reading & Transactional Writing:</u> English Language Links: AO1, AO2, AO3, AO4, AO5 & AO6. <u>Learners will develop confidence/skills in:</u> *Forms, audience and purpose *Organization – connectives and paragraphing *generation of ideas from a variety of stimuli (<i>mainly from An Idiot Abroad</i>) *Use a variety of rhetorical devices Introduce AO6 and explain the importance of vocabulary, spelling, punctuation and grammar. Functional Skills exams GCSE SLC Exam	<u>Reading Skills:</u> English Language Links: AO1, AO2, AO4. <u>Learners will develop confidence/skills in:</u> *Identifying and interpreting explicit and implicit information and ideas. *Using rhetorical devices to develop a repertoire of terms to use when analysing (building on previous writing unit). *Explaining and analysing how writers use language and structure to achieve effects.	<u>Reading Skills:</u> English Language Links: AO1, AO2, AO3, AO4. <u>Learners will develop confidence/skills in:</u> *Identifying the 'writer's perspective' as a key term. *Inference and deduction to support reading for meaning. *Explore and compare different aspects of the text considering audience, form and perspective.



KS4 Year 11 Functional Skills and GCSE English Language:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 11	<u>Reading Skills:</u> English Language Links: AO1, AO2, AO3, AO4. <u>Learners will develop confidence/skills in:</u> *Reviewing Identifying and interpreting explicit and implicit information and ideas. *Developing skills used to explain and analyse how writers use language and structure to achieve effects. Speaking & Listening Functional Skills Level1/2 Learners	<u>Reading Skills:</u> English Language Links: AO1, AO2, AO3, AO4. <u>Learners will develop confidence/skills in:</u> *Reviewing Identifying and interpreting explicit and implicit information and ideas. *Developing skills used to explain and analyse how writers use language and structure to achieve effects. Functional Skills exams	<u>Creative Writing</u> English Language Links: AO5, AO6. <u>Learners will develop confidence/skills in:</u> *Development of ideas *Use of rhetorical devices. *Variety of sentence structures *Variety of punctuation *Use of advanced vocabulary – encourage ‘mining’ of reading material. Functional Skills exams	<u>Reading Skills:</u> English Language Links: AO1, AO2, AO4. <u>Learners will develop confidence/skills in:</u> *Identifying and interpreting explicit and implicit information and ideas; Explaining and analysing how writers use language and structure to achieve effects. *Model ‘critical style’ and develop phrase bank for exam answers. *Develop comparison and synthesis skills using appropriate terminology.	<u>Exam Revision</u> English Language Links: AO1, AO2, AO4, AO5 & AO6 Revision of all skills & consolidation. Functional Skills exams	Exams completed. Careers: Interview Roleplay Employability Skills Form fillings Financial Literacy – NLT scheme.



				*Developing ideas. *Use of rhetorical devices *Varying sentence structures *Varying punctuation *Using advanced vocabulary and developing 'mining' skills.		
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GCSE English Literature: Year 10 and Year 11:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 10	Power and Conflict and A Christmas Carol: Students will complete an introduction to Power and Conflict and study "London and Ozymandias". Students will be able to understand the plot, characters, themes and context of the novella <i>A Christmas Carol</i>. They will be analysing texts to identify key quotes	Power and Conflict and A Christmas Carol: Students will study "War Photographer, Tissue". Students will be able to understand the plot, characters, themes and context of the novella <i>A Christmas Carol</i>. They will be analysing texts to identify key quotes and linking this to the	Macbeth: Students are using extracts from the play as a stimulus to focus upon reading and analysis skills and how to apply them when studying a text. Writing- Students will be practising and developing their ability to	Macbeth: Students are using extracts from the play as a stimulus to focus upon reading and analysis skills and how to apply them when studying a text. Writing- Students will be practising and developing their ability to	Power and Conflict Poetry: Pupils will continue to study the Power and Conflict cluster from the AQA anthology and complete analysis of any remaining poetry Extract from The Prelude, the Émigrée, Checking Out Me History etc <u>Assessment Outcomes</u>	Unseen Poetry: <u>Poetry:</u> Pupils will continue to study the Power and Conflict cluster from the AQA anthology and complete analysis of any remaining poetry. <u>Revision:</u> There will be revision of all texts studied



	and linking this to the writer's intentions/context of the play. There will be an English language focus which threads throughout all of the activities. The final week of this half term pupils will study two poems from the GCSE <u>Assessment Outcomes:</u> To understand the novella <i>A Christmas Carol</i> To gain a clear understanding of the plot, structure, themes and characters. To complete an exam style response in timed conditions.	writer's intentions/context of the play. There will be an English language focus which threads throughout all of the activities. The final week of this half term pupils will study two poems from the GCSE <u>Assessment Outcomes:</u> To understand the novella <i>A Christmas Carol</i> To gain a clear understanding of the plot, structure, themes and characters. To complete an exam style response in timed conditions.	communicate clearly and in an analytical way. They will also use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <u>Assessment Outcomes:</u> To describe the core themes, characters and plot point of the play Macbeth. To develop their ability to analyse language and structure.	communicate clearly and in an analytical way. They will also use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <u>Assessment Outcomes:</u> To describe the core themes, characters and plot point of the play Macbeth. To develop their ability to analyse language and structure.	To be able to successfully compare the presentation of 2 poems, commenting on the poet's use of language and structure to convey a theme. To complete an exam style response for poetry and literature	during the year with a focus upon GCSE exam practice. This will involve using extracts from past GCSE papers as a stimulus to focus upon standard of response. <u>Assessment Outcomes:</u> To be able to complete the GCSE literature paper questions with confidence.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 11	An Inspector Calls: Students will be able to understand the plot, characters, themes and context of the play An Inspector Calls. They will be analysing texts to identify key quotes and linking this to the writer's intentions/context of the play. There will be an English language focus which threads throughout all of the activities. <u>Assessment Outcomes</u> To gain an understanding of the context, plot, characters and themes of the play An Inspector Calls. Students will demonstrate their ability to analyse and	An Inspector Calls: Students will be able to understand the plot, characters, themes and context of the play An Inspector Calls. They will be analysing texts to identify key quotes and linking this to the writer's intentions/context of the play. There will be an English language focus which threads throughout all of the activities. <u>Assessment Outcomes</u> To gain an understanding of the context, plot, characters and themes of the play An Inspector Calls. Students will demonstrate their ability to analyse and	Revision Revise Power and Conflict Poetry and Unseen Poetry, and A Christmas Carol. Bespoke revisions and interventions. Mock exams papers.	Revision Revise Macbeth, An Inspector Calls and Poetry. Bespoke revisions and interventions. Mock exams papers.	Exams	Exams



	compare texts and comment on persuasive techniques and devices demonstrated by the writer in extended responses. To complete an exam style response for both language (Section A) and Literature.	compare texts and comment on persuasive techniques and devices demonstrated by the writer in extended responses. To complete an exam style response for both language (Section A) and Literature.				
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Appendix 3- Example of scheme-of-work in English

English – Medium Term Curriculum Plan – GCSE English Language Paper 1

Learning Outcomes:

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- Read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information or ideas from texts
- Use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language and use spoken Standard English effectively.

AQA GCSE English Language Paper 1 curriculum aims:

- The course will start in September of each academic year and will be studied over a one- or two-year time frame, dependent upon ability and when the student starts at Peak.
- Support students to access more difficult texts in the classroom through guided and shared reading activities (with peers).
- The curriculum is based on skills, rather than content and assessment only.
- Students gain reading skills alongside writing skills; you can link reading and writing thematically. Show students how to recognise stylistic features and what language professional writers use. Encourage them to use similar techniques in their own writing. This can be achieved through activities like shared and guided reading.
- Students gain a wider range of skills than they need for the assessment. Empowering them to become vested citizens of society.
- SMSC, History, Geography, Religious Education, Maths, and ICT will be taught and used within the course, allowing students to have access to a wider breadth of information that will enable them to develop both educationally and socially. These will be highlighted throughout the SOW with the following key:

	History
	Geography
	SMSC
	Religious Studies
	Maths
	ICT



- Assessment Objectives:
- AO1: Identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose, and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification.)



GCSE English Language SOW Year 11 LA/MA and Year 10 HA – Paper 1

Lesson	Lesson Plan -	Adaptions	Key Words	AOs	SMSC	Notes
LP1Q1	Starter: Students to write down something they know, a prediction and a question about GCSE English. Main: Teacher to give overview of Language Paper 1. Teacher to go through keywords and question students on applying knowledge to a quotation. Students to read through Wolverine River extract finding four facts. Teacher to go through possible answers. Plenary: Students to PMI (plus, minus, interesting)		Inference, implicit, explicit	AO1, AO2, AO3, AO4, AO5	SMSC – emotions and impact of death on emotions and new beginnings.	



LP1Q2	Starter: Students to sort out words into verbs and adjectives and find synonyms. Main: Teacher to introduce Question 2. Read War Horse extract. Students highlight powerful verbs and adjectives which show the horse's experience. Students write connotations of words. Teacher to show example paragraph. Students write a paragraph about one phrase. Plenary: Students to self-assess using mark scheme.	HA -What, where, how, reflect paragraph – exam conditions. LA – PEE paragraph with template, guided.	Verbs and adjectives, synonyms, connotations	AO2	History – WW1	
LP1Q5	Starter: Students to think of a verb, adjective and adverb to describe the horse in last lesson's extract. Main: Students write a creative piece from the point of view of Dumbo in past tense applying last lessons keywords – watch clip. Plenary: Students to peer assess, highlighting powerful verbs and adjectives and finding synonyms.	HA – independent LA – Writing guide	Sophisticated vocabulary, verbs, adjectives, adverbs	AO4 AO5	SMSC – discussion re bullying and acceptance.	
LP1Q2	Starter: Students to decide which techniques create imagery. Write down definition of imagery. Main: Students to fill in imagery table. Read 'The Book Thief' extract and highlight any use of imagery. Students to answer Question 2. Plenary: Students to explain how they have improved their ability to answer question 2 using mark scheme.	HA learners only IT for LA – see added lessons.	Imagery – similes, metaphors and personification	AO2	Historical content of WW2.	
LP1Q2	ASSESSMENT OPPORTUNITY: Starter: Students to write down keywords from Question 2 across the word 'LANGUAGE'. Main: Students to answer Language Paper 1 Question 2 style question independently on extract from 'My Friends and Other Animals'.	Mock exam questions – week 7	Language analysis	AO2		



	Plenary: Teacher Assessment (8 marks)					
LP1Q3	Starter: Students to come up with examples of different sentence types. Main: Teacher to question students on the effect of the extract – focus on sentence types and effect. Teacher to introduce Question 3 with a focus on structure. Students to identify which structural features have been used by drawing a line to the specific part of the text. Students to fill out structure table. Plenary: Students to write down what they have learnt about structure and anything that they find confusing.	HA learners – independent LA – walking talking discussion of structural techniques	Sentences (simple, compound, complex) Structure, paragraphs tension, mood, tense and perspective, focus	AO2		
LP1Q5	Starter: Teacher to go through rules of speech punctuation. Students to re-write sentences putting in the speech. Students to consider why speech is effective in Whispers in the Graveyard? Teacher to go through possible reasons. Main: Students to write a story about being locked in the graveyard at night. Focus on: sentence types, minimal speech, imagery, verbs and adjectives, creating tension Plenary: student to peer assess by ticking off which technique has been used and highlighting the specific type. Students to write down the best bit.	All students – Halloween task.	Speech marks, commas, exclamation marks, question marks, language and structural techniques	AO5, AO6		
LP1Q3	Starter: students to recall structure key words using the images to help them. Main: Students to watch clip from War of the Worlds and come to the conclusion that the film maker wanted		Sentence types, structural techniques	AO2		



	to create tension. Students to be questioned how he managed to achieve this. Students to read the extract and answer questions on their assigned paragraph. Groups to feedback while other groups make annotations. Plenary: Students to write down three things they can apply to the exam.					
LP1Q3	ASSESSMENT OPPORTUNITY: Starter: Students to complete structure key words. Main: Students to read The Werewolf extract and answer Language Paper 1 Question 3: How does the writer structure the text to interest you as a reader? Plenary: Teacher Assessment (8 marks)		Structure analysis	AO2		
LP1Q4	Starter: students to evaluate who they would want to be stuck on a desert island with. Main: Teacher to introduce question 4 and read Lord of the Flies extract. Students to highlight anything that shows how Simon moves and feels. Students to find quotations for statements about Simon. Student to complete sentence starts in order to answer Question 4. Plenary: Students to peer assess by ticking the question 4 checklist, establishing an area for improvement and writing down something they did well.		Character, evaluation, language	AO4		
LP1Q5	Starter: Students to consider the link between the words. Teacher to explain semantic field. Main: students to imagine they have been shipwrecked for one month with their classmates and decide whether they would be an optimist or pessimist. Students to fill in grid to generate ideas for creative		Semantic field, language and structural features, conveying character	AO5, AO6	Homework – History, ICT and Geography embedded – research	



	writing. Students to write a diary entry from the point of view of a survivor of a shipwreck. Plenary: Students to self-assess by highlighting four techniques on the checklist and highlighting them in corresponding colours on their work. Students to evaluate which technique is most effective in conveying character.				shipwreck and create a leaflet.	
LP1Q4	Starter: students to decide what the images have in common. Teacher to go through definitions of juxtaposition and contrast. Main: Read Holiday Memory – how does the writer use juxtaposition/contrast to show how the fair changes? Students to fill in table with quotations. Students to write a paragraph answering question 4. Plenary: students to peer assess by levelling each skill on the assessment handout and giving an overall level for the quality of the work.		Settings, Juxtaposition, contrast, evaluation	AO4	Geography embedded – travel and holidays.	
LP1Q5	Starter: Students to write down definitions of sounds and choose the correct example. Students to be extended to come up with their own examples based on the images. Main: Students to identify any use of sounds in Holiday Memory and be challenged to comment on the effect of them. Students to write a description of a place that changes at night time using juxtaposition and sounds, as well as previously learnt techniques. Plenary: Student to self-assess using the criteria.		Sounds: onomatopoeia, alliteration, assonance, sibilance,	AO5,AO6	ICT embedded to research the night-time of a country of their choice – poster task. Geography embedded re travel.	



LP1Q4	Starter: Students consider how they would feel if they lived in a society ruled by Big Brother. Main: Read 1984 Extract. Students to put the subject of focus into the table in the order they are mentioned. Students to complete four rows of the table and answer question 4: How does the writer effectively create a bleak environment? Plenary: Students to Peer Assess using the criteria: Level, Mark, WWW, EBI		Pathetic fallacy, dystopia, Evaluation, focus	AO4	SMSC embedded – emotional impact of dictatorship. R.E embedded via strict religion rulings discussion.	
LP1Q4	ASSESSMENT OPPORTUNITY: Starter: Students to tick four true statements on how to answer question 4. Teacher to go through answers. Main: Students to answer a Language Paper 1 Question 4 on Enduring Love extract: 'The writer vividly conveys the horror of the situation'. To what extent do you agree? Plenary: Teacher Assessment (20 marks)		Analysis and evaluation of language and structural features	AO4		
LP1Q5	Starter: Students to arrange the keywords and definitions and fill in their plot graph. Main: Students to watch pixar animated shorts to develop ideas about story progression. Students to plan their own story with the title 'War and Wildlife'. Plenary: students to read plans to each other. Peers to guess what happens after each section. Students to		Exposition, conflict, rising action, climax, falling action, resolution	AO5,AO6		



	reflect on what could be improved in order to maintain the reader's interest.					
LP1Q5	Starter: Students to recall keywords for each question from Language Paper 1. Main: Students to be grouped by ability and given a question 1-5 to create a revision presentation for (Question 5 being highest ability). Students to be given specific roles and materials to create their presentations. Plenary: students to present. Class to feedback/add		Language Paper 1 Questions 1-5 Keywords	AO5,AO6	Maths embedded via strict timings.	
LP1 Q1-5	ASSESSMENT: Language Paper 1 Section A Students to answer Section A from mock exam on an extract from Animal Farm – closed book. Teacher Assessment: 40 marks		Language and structural features	AO1, AO2, AO3,AO4		
LP1 Q1-5	ASSESSMENT: Language Paper 1 Section B Students to answer Section B from a mock exam on an extract from Animal Farm – closed book. Teacher Assessment: 40 marks		Language and structural features	AO5, AO6		



Added Lessons:

Exam Focus	Lesson Plan -	Differentiation	Key Words	Assessment Objectives	SMSC
P1 – Q2	IT – image infernces, explicit/implicit. Class discussion re IT film. Guided annotation and analysis. Connotation intro PEE paragraph with guide language analysis	Year 10 and LA year 11	Inference, analysis, implicit.	AO2	Discussion of emotions
General	Roald Dahl image inference. Reading extracts - BFG Explicit/Implicit info. Finding information in text to support point. Diary Entry from perspective either BFG or Sophie.	Year 10 and LA year 11	Inference Reading Development	AO2	Roald Dahl Day


