# Bridgewater Curriculum Intent

# At Bridgewater, we are committed to providing a curriculum that is broad, balanced, and challenging, which also builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment.

# The English faculty aims to support this by providing a curriculum that meets the diverse needs of individual students whilst fostering a love of reading. We understand that reading underpins the basis of all learning and, therefore, use English lessons to create ambitious and aspiring readers. This love is then supported with outside of the classroom experiences which develop skills and encourage students to pursue this love through wider avenues.

# Bridgewater students join the school with higher than average levels of attainment and the majority move onto A-Levels and University. Our curriculum is designed around making that route accessible for all, through careful planning and sequencing of the curriculum and choice of texts studied at both Key Stage 3 and Key Stage 4.

# As an academic school that is inclusive of every pupil, the English curriculum aims to deliver the key skills required to be successful in the challenging English exams but also to develop a plethora of skills that students will be able to use in their everyday life once leaving school. We also aim to support students who through their SEND needs may be unable to access GCSEs, ensuring that, where possible, they leave school with an English qualification.

To enable this to happen, our curriculum is planned around the following **6 dimensions**:

1. Clarity around the sequence of learning over 5 years.
2. Clarity around the knowledge and the application of knowledge.
3. Vocabulary and literacy
4. Subject content which is Aspiring, Inspiring and ‘Real World Learning'
5. Memory and Cognition.
6. Assessment. Clarity around the end points and the assessment of what students know and can do.

**Six Dimensions of the BWH Curriculum**

1. **Clarity around the sequence of learning over 5 years**

**Knowing and understanding more at each stage of the curriculum.**

Within the English curriculum, we aim to provide learning which develops the skills students require to progress throughout the five-year course. We look to revisit each skill in a cyclical nature allowing students to become confident in applying this to range of different stimulus material. At GCSE, we use strategies such as interleaving topics covered to allow for retrieval of knowledge gained previously and to create resilience due to the significant content of the English Literature course.

1. **Clarity around the knowledge and the application of knowledge**

**Explicit teaching of subject knowledge and relevant background knowledge that can be applied to problem solving and is transferable between contexts and subjects.**

The content of the Key Stage 3 curriculum is aspirational whilst also ensuring that the ‘basics’ that are key to learning across the whole curriculum are carefully embedded into the students’ skills set. In Year 7, we have developed a series of units which accelerate the progress from Key Stage 2 and ensure we capitalise on the wealth of knowledge students have gained from their primary setting. We then develop this through Year 8 and Year 9 to ensure that students develop a body of knowledge that allows them to face the challenging GCSE exams with confidence, broadening their ideas and equipping them with the skills needed for today’s world. Within each topic, the skills and knowledge that should be covered are clearly identified. This is supported by a knowledge organiser for each topic used to enable students to become independent learners.

At Key Stage 4, we aim to further develop resilient and independent learners who are able to confidently access both the English Language and Literature content. We have chosen texts which allow students to achieve the best possible outcomes but also introduce them to a range of different styles of Literature developing their awareness of the literary heritage.

1. **Vocabulary and Literacy**

**Vocabulary: Explicit teaching of vocabulary at all stages of a subject.**

Within English, the key topic words are taught within each unit allowing students to develop the skills they need alongside key terminology. This also includes the key command words to improve cognition and understanding when completing formal assessments. Key terminology is included in knowledge organisers that students receive at the start of each unit of work. This supports the development of the use of key subject terminology within the students work. The development of key literacy skills is integral to the English curriculum and is therefore taught throughout each scheme of work and errors are identified in extended pieces of writing to enhance students’ technical accuracy.

1. **Subject content which is Aspiring, Inspiring and ‘Real World Learning'**

Our curriculum is balanced to challenge all students whilst also developing their social and emotional responses to modern life allowing them to become enriched and independent learners who have a passion for English. We use a range of powerful texts to develop students who are able to cope with modern life, encouraging the development of emotional and social literacy.

1. **Memory and Cognition**

At GCSE, we have included retrieval strategies to support students in their revision of the GCSE texts. At Key Stage 3, we have developed clear links between units of work so that students can retrieve the knowledge and skills learned in previous lessons or years and develop these through the unit of work they are currently studying.

1. **Assessment: Desired outcomes and how they are measured.**

In English, we use a range of both formative and summative assessments. Within lessons questioning or retrieval starters allow teachers to ascertain knowledge quickly and plan future lessons to build on this knowledge.

We use QMAs to test students’ ability to apply the knowledge and skills that they have learnt in that topic. This is followed by and end of year exam which aims to be a cumulative assessment of everything covered that year. In Year 7, this is a standardised TCAT test with the other high schools across the trust. The information gained from this is then used to support future planning within the faculty.

Assessment as Bridgewater aims to:

* 1. Promote learning
  2. Inform teaching
  3. Be both formative and summative
  4. Recognise students’ progress and achievement

**Class Level**

At class level students are assessed using the following strategies:

* Daily recap quizzing
* Targeted questioning. (no hands up)
* Low stakes testing
* Peer to peer quizzing
* Self-quizzing
* Multiple choice questions
* Quality Mark Assessment (**Application tasks**)

**School Level**

Whole school/year assessment points are planned as the best fit to support learning, in a manner which is year group specific.  Whole school assessment is not tail wags the curriculum dog.

KS4 Formal standardised mock exams in preparation for public exams twice a year.

KS3 Formal examination-style testing based on retrieval of information throughout the key stage.