

Computing Curriculum Statement – 2023-24

INTENT:

At GWA, the English Department strives to deliver high-quality, enriching and challenging lessons across all key stages, which gives the students the opportunity to engage with a range of texts from different eras, cultures and modes. Our aim is to ensure that all students are confident and critical thinkers, who develop their own voices and ultimately acquire a love of language and literature. Students should question and explore concepts and ideas whilst becoming confident in decoding hidden meanings in texts and the world around them. We also recognise that the written mode is not the only form of communication, and as such, we endeavour to instil a love of public speaking into our students to make them confident orators. These skills are embedded within our curriculum and enrichment activities offered by English teachers. Furthermore, our department is understandably a strong advocate for whole school literacy; we believe that it is our duty to ensure that students are equipped with high level literacy skills that are easily transferrable into the real world! Ultimately, whatever stage of learning our pupils are at, we are confident that when they leave the English department, they feel happy, challenged and supported.

Key stage 3

The key stage 3 curriculum is designed to prepare the students for GCSE, as we view the students' time at secondary school as a five year course on the journey towards their exams in year 11. Through exciting and challenging lessons, the students hone their skills from the outset in year 7, so that the exams and expectations of GCSE are familiar by the time they start year 10. Each academic year in KS3 is separated into three modules, which have overriding themes. Within these modules, the students study both literature and language skills that will actively prepare them for their GCSEs: students experience challenging GCSE level texts so that they become confident critics of texts that span the 19th, 20th and 21st centuries.

The texts studied at KS3 have been carefully selected with enjoyment, challenge and impact in mind. We of course want our students to be engaged with the texts, but more importantly, we have chosen many legacy GCSE texts to ensure challenge and relevance. Furthermore, the choice of form has been carefully thought about, so that the pupils are exposed to a healthy range of novels, plays, poems and non-fiction texts. We have ensured that creative writing receives a balanced amount of focus within our curriculum due to the substantial weighting it holds on the Language GCSE. Summative assessment occurs at the end of every six weeks and is used by teachers to help inform differentiation, student progress and teacher practice within the classroom. The English department is also committed to developing the students' Enterprise Skills: we have planned into our schemes of learning explicit teaching of creativity and listening; as such, the students should be able to reflect on their use of these skills in these lessons and update their record.

Summative assessment occurs at the end of every six weeks and is used by teachers to help inform differentiation, student progress and teacher practice within the classroom. These assessments are all GCSE style questions; students will receive advice and guidance about how to improve their written answers in line with GCSE success criteria. The English department is also committed to developing the students' Enterprise Skills. We have planned into our schemes of learning explicit teaching of creativity and listening; as such, the students should be able to reflect on their use of these skills in these lessons and update their record.

In years 7 and 8, the students also receive weekly Literacy lessons where we predominantly use a programme called Bedrock Vocabulary and Grammar with a view to plugging the gaps with fundamental literacy. The programme introduces and solidifies tier 3 vocabulary that is cross curricular, whilst the grammar programme covers sentence structures, word classes and tenses. The table below outlines how time in these lesson is distributed:

Week A	Library lesson: Bedrock vocabulary, AR work and read
Week B	Literacy in classrooms: Bedrock vocabulary individually and then Bedrock grammar

Key stage 4

With the KS3 curriculum being designed with challenge in mind, this should make the transition from KS3-4 far easier for the students. The department has chosen AQA as the exam board, as this is where teacher experience lies, and the support and resources from this exam board are fantastic. The GCSE curriculum, like the KS3 modules, interweaves the skills and subjects of Language and Literature; Literature leads most of the modules, and language skills are taught within this to support the texts. There are explicit Language modules later in the curriculum (year 11) to consolidate Language paper skills, specifically understanding the exam assessment criteria and honing pupils' creative writing skills.

Whilst the Language and Literature GCSEs are completely equitable in weighting and importance for the students, the premise for the decision to lead with literature is due to the shift in the English syllabus becoming far more knowledge based. Furthermore, we believe that this approach mirrors GWA's ethos as a passionate reading community: we love literature and endorse its ability to enrich students' lives.

We begin the GCSE course with the Modern text, as a way of introducing literature and immediately engaging our students. Our upper and middle ability students study 'Lord of the Flies', whilst our lower ability students study 'Blood Brothers'. This is a strategic move, which has been made as a department and comes from experience of our teachers who are also examiners. We believe that 'Blood Brothers' in length, themes and narrative is more accessible for our cohort of pupils who find English a little harder to access; we hope that the differentiation in the modern text will be evident in progress and attainment.

We have also differentiated (by ability groups) the 19th century texts that will be studied: upper and middle sets study 'Jekyll and Hyde', whilst lower ability sets will learn 'A Christmas Carol'. This, again, was a strategic choice: the students will have already studied 'A Christmas Carol' in their year 8 Gothic module, so will be familiar with the narrative and characters. The 19th century texts are notoriously difficult to navigate, so by already having this prior knowledge, the teachers should be able to focus on deeper analysis and exam practice and ultimately, better progress will prevail.

The other texts, the poetry anthology and Shakespeare, will be the same for all ability groups, but will of course be differentiated accordingly. The creation of Schemes of Learning have been split between the department namely for professional development and to ensure variety and interest. As a result, teachers are taking responsibility for the scheme they have written and will be the department expert on this subject. All our schemes of learning recognise the challenge of knowledge recall and as such, dedicate a significant amount of learning time to knowledge recall and retrieval through low stake testing. As outlined in more detail in the impact section, students will be assessed three times over the course of six weeks: twice formatively and one summative. Teachers will follow the assessment cycle to feedback. We are confident that our GCSE syllabus will not only enrich our students' lives but will encourage and inspire them to continue their love of English onto A-level.

Key stage 5

Likewise, the A-level curriculums our faculty are challenging and ultimately prepare the students for higher education. Language and Literature follow the AQA exam board, whilst Media Studies is with Eduqas.

Language

The Language A-level endeavours to teach the students foundation in linguistics, whilst also ensuring that they understand change and development in the English language across hundreds of years. As such, the students will study: sociolinguistics, child language acquisition, meaning and representation in texts and language change. The course structure is designed to help students transition smoothly from GCSE to A-level, and whilst there aren't huge amounts of similarities in content between the two syllabuses, we endeavour to work around this by starting with a bridging module that looks at smaller text analysis and focus on learning and remembering the foundations of English Language: the frameworks. The NEA includes two fantastic opportunities for the students to showcase their abilities and passion for the subject. The creative writing piece with commentary allows the students to display their understanding of different text types and their purpose, whilst also demonstrating their skills as writers. The Language investigation however, is an opportunity for the students to explore the areas of the subject that really interest them and to show off their skills in academic research. Whilst the premise for these NEAs is certainly

independent study, we endeavour to clearly guide the students in finding the right approach and model the standard of academic work which is required.

Literature

For the Literature A-level, we have chosen AQA specification B, due to the solid grounding of literature study that it will provide the students. Specification B seemed more suitable for the demographic of students applying to GWA Sixth Form and should stand them with a good grounding if they wish to study Literature at university. The course follows a thematic approach with Tragedy being the genre for the first year. Later, in year 13, we have chosen focus on element of crime writing, as we think these two focuses give the students a rounded approach to literature. Similar to Language, the NEAs in Literature give the students an opportunity to independently explore elements of literature that they are interested in, whilst also developing their critical skills by understanding and applying literary theory. The NEA is made up of two essays – one is based on a poetry anthology which the whole class learn together but then individually choose which poems to write about, whilst the other piece is based on a novel or drama of their choice. We discuss this aspect of the course from the outset in year 12, as we aim for students to be reading outside of the subject texts and choosing books that are from a recommended reading list. Whilst English Literature is a classic course that gives the students the foundations to access many different courses at universities, or positions in different industries, ultimately our ethos remains the same as it is in KS3. We love literature and we want our students to as well. By the end of year 13, we want our students to be confident literary critics who have the ability to read, comment on and challenge the many texts that shape the world around them.

Media

For Media Studies we have chosen the Eduqas exam board A-level course as it offers a range of opportunities to study culturally significant texts. Students study a range of media products, from traditional, such as The Times and the Daily Mirror newspapers, to new media with vloggers and YouTubers, and from historical, such as a 1960s edition of Vogue, to more modern television and radio products. Products change regularly to keep them up to date but have included marketing for the Marvel film Black Panther and the Assassin's Creed video game franchise.

Students work within the theoretical framework, considering media language, representation, media industries and audiences and also need to demonstrate knowledge of the cultural, social and economic context of products too. They also evaluate and make judgements on products through applying academic theories. Theories are interwoven into the teaching of the products and revisited on a regular basis throughout the course.

In Year 12 students start with set products for the Component 1 exam, Media Products, Industries and Audiences, including advertising, newspapers, music video, film marketing, video games and radio, before moving on to some aspects of Component 2, the more in-depth exam. Here, they study Television in the Global Age. The final term is spent largely concentrating on a cross-media practical project for their Non-Exam Assessment (Component 3).

In Year 13, students will consolidate knowledge of Component 1 and continue their studies into Media in the Online Age and Magazines: Mainstream and Alternative Media. Final exams are held in the summer term.

The course prepares students for both practical work in the media industry and also gives them a grounding in academic theories, which could lead them to further study in both media and film and other social science or literary areas.

IMPLEMENTATION:

Schemes in all key stages are designed in a similar manner to ensure the intent of our curriculum is delivered across each year of the school. All key stages follow this outline:

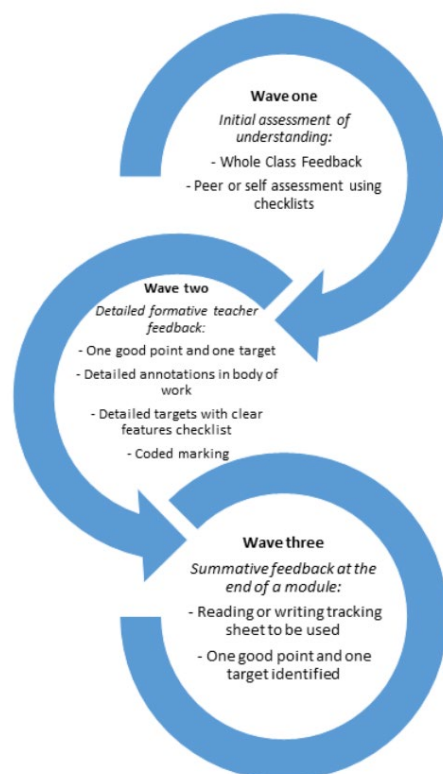
Long term plans:

- overviews to ensure clear linking to prior learning
- headings of the topics covered
- links to assessment

All medium terms plans include:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

All key stages follow this assessment cycle:



IMPACT:

ON – GOING TEACHER ASSESSMENT

Our formative assessments within lesson and evaluation of work after lessons, underpins our day-to-day teaching. We strive to ensure that students all understand a concept before they move onto the next aspect. We not only use this information to improve immediate student outcomes, but to evaluate the curriculum as a whole.

INTERNAL ASSESSMENT

All key stages use the above assessment cycle. Key stage three are assessed against our own progress maps which are aligned with GCSE skills - this ensure progress can be tracked from KS3 to 4. Students across all key stages are aware of the marks they are scoring so that they can reflect on areas of strength and those they need to improve.

EXTERNAL EXAMINATION RESULTS

External exam results will ultimately define the students' progress in our subject. Students will arrive at these results with clear progress tracking from year 7, and will subsequently the school will in part use these results to inform outcomes and teaching at A-level.

ENTERPRISE SKILLS

In line with the whole school drive to implement enterprise, the department will explicitly teach creative and listening skills. The students will track their progress (in tutor times).

IMPACT

WORK REVIEWS

Whole school work reviews are held at least three times a year, nonetheless, the department runs our own 'Book Looks' internally to ensure parity and thoroughness with the pupils' learning and the teachers' delivery of the subject. Work reviews are used as a source of CPD within the department: staff are encouraged or invited to be part of the process in order to gauge and compare other students' work. Work reviews are a quick and accessible way of measuring progress and to track the students' learning journey.

STUDENT VOICE

Whilst data and grades ultimately underpin progress being made by students, it is important for us a department that we have honesty and communication with our pupils. As a result, the students in all year groups, will be surveyed 3 times a year asking for their thoughts on lessons, teachers, subject matter and progress. All teachers will be expected to ask their groups to carry out the survey and the data and findings will be scrutinised as a department. This is not a punitive measure or a policy that will be used in performance management targets, but is merely a way of the English staff communicating with their classes and ensuring that we are getting the best from our pupils.

STUDENT DESTINATIONS

Ultimately, our curriculum is about life opportunities. If our students are able to lead enriching and successful lives, this will be how we measure impact.

MODERATION

Internal standardisation will takes place for all key stages at the beginning of the academic year before any summative assessments. The HOF, 2nd in department and any examiners in the team lead these sessions with resources form exam board (preferably) or from previous years. Moderation then occurs at regular intervals throughout the academic year to ensure standards, parity and understanding of the courses.