



INTENT, IMPLEMENTATION AND IMPACT OF THE ENGLISH CURRICULUM

| Intent of the English Curriculum | | | |
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| | Response | Evidence | Any Action Required? |
| <p>What is the rationale behind the English curriculum in the school? e.g. is English underpinned by quality literature, or are opportunities for writing across all subjects the main driver for the English curriculum?</p> | <p>Enriched quality curriculum linked to the topic theme and topic literature. English focus across the curriculum e.g spelling, sentence structure, grammar, reading, writing and spoken language. To ensure children are enthused, engaged, can develop and apply taught skills.</p> | <p>Data Book scrutiny Assessment Lesson Observations Feedback from children Marking – next steps to English</p> | <p>To further develop and promote importance of good quality literature and expectations, ensuring there is evidence across the curriculum within topic books.</p> |
| <p>Why were these decisions made?</p> | <p>To become primary literate and celebrate.</p> | <p>To make progress Life skills</p> | <p>To continue to develop skills and create cross curricular opportunities.</p> |
| <p>How are relevant policies reflected in practice?</p> | <p>Staff to teach/lead personalised English lessons which focus on the needs of the individual children.</p> | <p>Day to day practice Evidence from books, planning and lesson observations</p> | <p>To continue to ensure policies are reflected in practice.</p> |
| <p>How does it reflect the school context and the specific needs of the pupils?</p> | <p>Differentiation Backtracking – following systematic approaches</p> | <p>Development Matters scores Phonics Screening End of KS 1 SATs</p> | <p>To promote phonics systematic approach.</p> |

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| <p>Consider the pupils' starting points e.g. CLL on entry into EYFS.</p> <p>What have been the recent trends in English at the end of each Key Stage?</p> <p>Is a lack of vocabulary a potential barrier to progress? If so, what does the school do to address this?</p> <p>How does the English curriculum reflect the schools aims and values / mission statement?</p> <p>If English is mentioned explicitly then how is this reflected in policy and day-to-day practice?</p> | <p>Speech and language Phonics</p> <p>To develop reading – phonics – comprehension – writing</p> <p>Knowledge mats which include taught language. Spoken language to children by staff</p> <p>Ensures children attain the key skills to allow them to succeed and be confident. Attitude to work Resilience Broad balanced and relevant curriculum Teaching and support in an enriching stimulating school environment – equal opportunities</p> | <p>Use English skills throughout the day – spoken language, application of knowledge and skills in work – throughout the curriculum subjects – reading.</p> | <p>To continue to use enriched topic/relevant spoken language and vocabulary (sticky knowledge mats).</p> <p>To further promote school ethos, Recap that their learning will allow them to successfully take their place in a rapidly changing world.</p> |
| <p>Are all relevant staff and governors aware of the rationale and aims of the English curriculum?</p> <p>e.g. are governors aware of the expectations of the National Curriculum and what this look like in terms of pupil outcomes? Can SLT and governors answer the first question, at the beginning of this audit? Have staff and governors seen the SAT papers?</p> | <p>Staff meetings – updates PD Days Governing body meetings which agree to all policies Yes, informed and discussed at Governing Body meetings</p> <p>Yes – to provide skills for life in a changing world</p> <p>Shared after the permitted date</p> | <p>Agreed policy reviews at Governing Body meetings – minutes of the meetings taken Attendance of staff meetings/PD Days</p> | <p>To continue to invite members of the governing body to staff meetings/PD Days.</p> <p>To continue to share updates and areas to develop in school.</p> |
| <p>Do long term and medium term plans show clear progression in the sequencing of English skills and subject knowledge?</p> | <p>Yes they progress – sequencing on from child's previous learning</p> | <p>Planning scrutiny</p> | <p>To continue to ensure planning shows clear progression in sequencing of English skills.</p> |

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| <p>How does this bridge the gap between the EYFS curriculum and KS1 programme of study? What does progression in the acquisition and use of spoken language look like across the age range of the school?</p> <p>Is progression clearly based on the NC programmes of study for each Key Stage, but also broken down into year group progression? e.g. is there clear and incremental progression from EYFS to the end of KS2?</p> <p>How does the school ensure progression in writing between Year 3 and Year 4 for example?</p> | <p>Bridging document has been created</p> <p>Pupils are encouraged to use appropriate standard English, this develops as the pupils move through the school. Vocabulary will extend – wider chose of words used – linked to topics taught.</p> <p>Coverage is stated for each year group but if it is not appropriate, teachers will take their learning objectives from the necessary year group to ensure that a systematic approach to the child's learning is used and gaps are filled.</p> <p>Although the outcomes are the same – Y3 and Y4 have been split to ensure the progression is appropriate and that next steps can be made.</p> | <p>NC is broken down into year group progression – success criteria stated – Teachers to bride any gap from one SC to the next step if the child needs a smaller progressive step. Clear incremental progression from EYFS to Y6, but children will work at own attainment.</p> <p>Subject lead devised Holmwood School separation of Y3 and Y4 to ensure there was a progressive process to learning.</p> | <p>To further clarify importance of clear and incremental progression – staff meeting/CPD.</p> <p>To promote the tools created to ensure progression.</p> |
| <p>How has the curriculum been adapted to enable all pupils to access content and make progress, according to need and starting point? What does published data suggest about the progress and attainment of different groups of pupils? Are any gaps explainable? What is being done to ensure current disadvantaged pupils and SEND pupils make effective progress? What adaptations have been made to enable specific pupils to access curriculum content? How does the school know these are effective?</p> | <p>Curriculum is broad and rich and enables all pupils to access content and make progress irrespective of needs and starting point. Activities and tasks are assigned to each pupil – they are suited to their needs. Support staff will lead activities to ensure child gets support and encouragement to learn and achieve – fully differentiated.</p> | <p>Confidence in spoken language/to engage Taste of success Progress in books Confidence in achieving their success criteria</p> | <p>To continue to differentiate and ensure all learning needs are met to ensure successful learning.</p> |

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| <p>How does the school ensure pupils can at least meet end of key stage requirements in English?</p> <p>Are all aspects of the NC programme of study being taught effectively? Is there a disparity between progress and attainment in reading compared with writing for example? If so, why is this and what is being done to address any issues?</p> <p>What is in place to challenge more able pupils in each year group?</p> | <p>Children will learn at their own attainment – some children will not meet end of key stage requirements. All children have a wide range of special needs All children taught areas of the NC at a level where they can achieve and make progress.</p> <p>Children will be challenged where necessary – they will work on mastery where applicable.</p> | <p>Assessments Teacher Assessment B Squared IEPs</p> | <p>To continue to challenge those pupils who can meet end of key stage expectations.</p> |
| <p>How does the school's English curriculum reflect the Aims of the NC programme of study?</p> <p>Are all elements covered and is this reflected in short term planning?</p> | <p>Coverage across the year and revisited throughout the year</p> | <p>Long term plans (Curriculum map) Medium term plans Weekly planning Daily planning</p> | <p>To continue to use the broken down outcomes to ensure all areas of the English curriculum are taught to meet the needs of each pupil.</p> |
| <p>What opportunities are there for pupils to develop their reading skills in other subjects?</p> <p>Do pupils carry out research in science or DT? Do pupils use the internet to find out about artists or designers? Do pupils read and respond to biographies of people from the history unit they are studying? Do pupils read and respond to instructions for safety rules in other subjects? Are subject book displays accessed by the pupils, or are they just a way of making a class display 3D?</p> | <p>Shared reading Guided reading Sharing work Instructions Assemblies Research through books and internet/Esspresso Topic books are out for children to access, read and explore, iPads and computers to research. Reading across the subject, make links. Library book catalogues for home reading and phonic books.</p> | <p>Reading is carried out throughout the day</p> <ul style="list-style-type: none"> - across curriculum subjects - Internet use - Updated relevant library - Subject/topic books - Newspapers <p>Book are available so classroom reading tables are created – allows children to independently read or can be used as part of a task. Children are keen to share findings, share facts, participate in shared reading.</p> | <p>To allow children to independently locate books/read/research and share findings.</p> |

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| How does the school monitor reading across the curriculum and what have been the outcomes? | | | |
| <p>What opportunities are there for pupils to develop their English skills and knowledge in maths?</p> <p>Are pupils expected to spell key mathematical vocabulary correctly in their work?</p> <p>Do pupils write in full sentences when appropriate in maths work e.g. when explaining their reasoning?</p> <p>Do pupils have opportunities to develop their spoken language in maths lessons?</p> <p>Is handwriting and punctuation of the expected standard in maths books?</p> | <p>Reading instructions</p> <p>Speaking and Listening – spoken language</p> <p>Mathematical vocabulary</p> <p>To write full sentences, extend where possible to show reasoning</p> <p>Handwriting and presentation</p> <p>Expected to spell vocabulary independently depending on the individual child and their ability.</p> <p>Handwriting and punctuation is expected to be at standard – dependent on individual child.</p> | <p>Spoken language used to explain reasoning/calculations where required.</p> | <p>If applicable to the pupil, to promote writing in full sentences in maths e.g</p> <ul style="list-style-type: none"> - reasoning - statistics - word problems. <p>Some children can work towards this. Many will not be ready.</p> |

Implementation of the English Curriculum

| | Response | Evidence | Any Action Required? |
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| <p>Are you clear about your roles and responsibilities as English subject leader?</p> <p>How often do you monitor English across the school?</p> <p>Who do you feedback to?</p> <p>Who is responsible for ensuring curriculum coverage?</p> | <p>Ongoing - Termly observations- Half termly learning walks</p> <p>Staff member, HT, DHT</p> <p>HT, DHT and English Lead</p> | <p>English Lead Job Description</p> <p>Planning scrutiny, book scrutiny</p> <p>Learning walk – whole school feedback</p> <p>Individual lesson observation feedback – written feedback for each teacher.</p> <p>Subject lead to check curriculum coverage/planning/books.</p> | <p>To continue to check and read English Lead job description.</p> <p>To continue to closely monitor English across the school.</p> <p>To take the opportunity to share data analysis more frequently.</p> <p>To consider more enrichment ideas – e.g use library at playtime/ lunch times/chil.</p> |

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| <p>Who ensures staff CPD needs are identified and met?</p> <p>Who is responsible for data analysis and sharing this information?</p> <p>Who organises English enrichment such as lunchtime library or events such as World Book Day?</p> | <p>HT, DHT and English Lead</p> <p>HT/Subject Lead/ Class teacher (Teacher Assessment)</p> <p>English Lead</p> | <p>CPD – SLT identify areas to develop</p> <p>HT/English Lead/ Class teacher (Teacher Assessment)</p> <p>Simon Murry/Roald Dahl Day/World Book Day/ Readathon/Pyjamarama</p> | |
| <p>Do you have sufficient subject knowledge and expertise to lead English and ensure the curriculum is fit for purpose?</p> <p>If you do not have experience of teaching English across the whole age range of the school, how do you ensure standards are high in all phases?</p> | <p>Vast ranges of differentiation within each class across the school. Expertise in differentiation, ensuring sequencing of learning is followed.</p> | <p>Attended courses led my Middlesbrough English Lead Liaise with colleagues from others schools/authorities/academies Vast ranges in differentiation Pre KSS to end of Y6 Moderation of writing</p> | <p>To continue to attend courses/CPD. To continue to peer observe in contrasting year groups/Key stages.</p> |
| <p>How do you inform senior leaders and governors about the curriculum and outcomes in English, so they can quality assure your work?</p> <p>Is your leadership role included in performance management objectives?</p> <p>How is the English improvement plan monitored?</p> <p>How do governors know about pupils' outcomes?</p> <p>Do you provide short written reports or verbal feedback to senior leaders?</p> <p>Do you give presentations?</p> <p>Have you worked alongside governors when they visit the school to focus on English?</p> | <p>SLT meetings are attended Written updates passed on to governors</p> <p>Improvement objectives monitored as required. Shared in Governor meetings</p> <p>Share in person</p> <p>Where necessary Talk and update when they visit</p> | <p>Reported in governor meetings Liaise as and when required Updated written reports</p> | <p>To work more closely with governors to ensure they continue to be involved in updates/general day to day development of English across the school.</p> |

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| <p>Does the subject leadership role include working with governors in the analysis of IDSR /ASP and how it relates to the school's own information?</p> | | | |
| <p>How do you evaluate the professional development needs of your colleagues and then provide support and training?</p> <p>Do you have the expertise to do this? Have you used external trainers or consultants? Do you considered using The English Association as a source of support and information? How do you assess the CPD needs and then evaluate the usefulness and impact of any CPD?</p> | <p>Staff identify own needs for further support and training Book scrutiny and planning scrutiny can highlight areas Staff with talk to English lead/DH or HT for further support. Whole school issues, CPD will be arranged and provided by subject lead, or external consultant.</p> | <p>Evidence from learning walks Lesson Observations External trainers to share their expertise on a given area in relation to Holmwood School.</p> | <p>To continue to participate in CPD as a whole school.</p> |
| <p>When and how have you developed best practice in English across the school?</p> <p>Can you identify the most knowledgeable and skilled English teachers?</p> <p>How have you shared their expertise? What has been the impact of this?</p> <p>Do any NQTs and newly appointed teachers know you are the English leader and you can be approached for advice?</p> <p>Do any staff, including non-teaching staff (or their family members) have any skills or knowledge relating to English (e.g. amateur dramatics,</p> | <p>Real life author and illustrator invited into school annually</p> <p>Yes</p> <p>Peer lesson observation – taking away strategies and outstanding practice to implement in own practice.</p> <p>Introduction of self as English Lead, sharing relevant curriculum information and resources. Available to help and support.</p> | <p>Lesson Observations Learning walks</p> <p>Staff are invited/recommended to observe where the expertise/strengths are. Staff can implement strategies into their own classroom practice.</p> <p>New staff/NQTs aware of who English Lead is.</p> | <p>To continue to do peer on peer lesson observations – to share outstanding practice. To share ideas and resources more frequently. To moderate work more frequently. To carry out book scrutiny across the school more frequently.</p> |

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| <p>public speaking, writing, proof reading?) and if so, do they share these experiences with the pupils to support learning and provide role models to raise pupils' aspirations?</p> | | | |
| <p>Is the English curriculum effectively resourced?</p> <p>Has a recent audit of resources been undertaken and any gaps addressed to ensure the full curriculum can be taught and pupils engaged? e.g. are pupils able to access high quality texts across a range of genres?</p> | <p>Yes</p> <p>Yes – been through whole school planning/topics/coverage, all topics where possible have high quality texts to keep children engaged.</p> <p>Yes – always strive to improve and offer a range to capture the interests of the pupils.</p> | <p>Updated Library – fiction and non fiction poetry guided reading shared reading phonics topic related books to promote reading and research linked to topic newspapers</p> <p>Promoting independent research and reading for pleasure</p> | <p>To continue to ensure high quality texts across all genres.</p> |
| <p>How do teachers adapt long term and medium term planning to meet the needs of specific classes, groups and individuals?</p> <p>How do teachers use class profile information to help plan English lessons? Are teachers aware of their pupils' starting points as they relate to English? What skills, knowledge and experiences do the pupils have at the beginning of the year or unit of work? How does this inform planning?</p> | <p>Well differentiated lessons to meet the needs of every pupil</p> <p>Baselines available/previous assessment/previous work/IEPs</p> <p>Retrieval activities</p> | <p>Differentiated tasks</p> <p>Previous assessment B squared IEPs Conversations with previous teacher Reports</p> | <p>To continue to differentiate to meet all the needs of the pupils.</p> |
| <p>How is curriculum delivery equitable for all groups and appropriate?</p> | <p>All needs met – well differentiated lesson to suit each learner</p> | <p>Planning is differentiated Success criteria is differentiated Support staff lead 1:1/small groups as directed by Teacher</p> | <p>To continue to develop creative activities to practise skills, knowledge and understanding intended.</p> |

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| <p>How are the needs of disadvantaged pupils and SEND pupils met in English lessons?</p> <p>How has this been monitored and evaluated?</p> | <p>Being a special school, this is continuous and ongoing.</p> | <p>Carried out daily</p> | <p>To continue to simplify success criteria when required to do so.</p> |
| <p>Do any pupils regularly miss English lessons because of absence issues?</p> <p>If so, how do they experience the full English curriculum over time? (see previous main question above)</p> | <p>Attendance was 97.4% (Autumn 2019) School work hard to ensure all pupils attend school</p> | <p>Home learning packs will be provided if a pupil cannot attend school – this is very rare. (Health/Medical)</p> | <p>To continue to promote outstanding attendance.</p> |
| <p>Is English knowledge taught to an appropriate depth and with clear and necessarily detailed progression through each year group?</p> <p>Is progression in knowledge as well as skills clearly evidenced when comparing work from consecutive year groups?</p> | <p>Knowledge taught – built up on/revisited/revised before moving on.</p> <p>Children are not always age appropriate, so the work of specific children would have to be compared.</p> | <p>Book scrutiny of specific children</p> | <p>To find evidence and share with staff – develop a portfolio of examples.</p> |
| <p>Are effective assessment arrangements in place for English?</p> <p>How does this information make a clear difference to teaching and outcomes?</p> <p>Is it a useful system that is not overly time consuming or is it there just to produce data?</p> <p>How are more able pupils identified and how are their needs met in lessons?</p> | <p>Assessments for phonics, reading, spelling, SPAG, spoken language and writing Progression Steps1 to End of Y6 (B squared)</p> <p>Moved onto mastery</p> | <p>Assessment to inform progress</p> | |

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| <p>How are standards in English moderated to ensure assessments are accurate?</p> <p>Are there moderated exemplars of end-of-year English work available in school to enable teachers to benchmark other pupils?</p> <p>Do class teachers and the English subject leader compare pupils' work in English books and in other subjects across classes to check expectations are the same for each year group and for pupils of similar starting points?</p> | <p>A portfolio of exemplars are available.</p> <p>Moderation takes place – pupils' work can be compared from one class to another – if that pupil is working at the same expectation.</p> | <p>Moderation of End of KS1 and KS2</p> <p>Moderation throughout the school year on a one to one basis with Teacher and English Lead.</p> <p>Subject Lead required to moderate sample of work.</p> | <p>To ensure more in school moderation takes place.</p> <p>To continue to create exemplars of work to be used as a benchmark.</p> |
| <p>How does the English leader know that the planned curriculum is taught in each class?</p> <p>What monitoring takes place?</p> <p>Does the subject leader have a clear idea of what is being taught when, and checks this is happening?</p> <p>Have any curriculum gaps been addressed, which perhaps occurred because of resourcing issues or lack of subject knowledge?</p> | <p>Long term, medium term and weekly planning</p> <p>Book scrutiny</p> | <p>Book scrutiny</p> <p>Planning scrutiny</p> <p>Talk to staff</p> <p>Talk to pupils</p> <p>Assessment</p> | <p>To check for curriculum gaps – implement support, training and relevant resources as required.</p> |
| Impact of the English Curriculum | | | |
| | Response | Evidence | Any Action Required? |

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| <p>How can the school demonstrate that pupils reach end of key stage expectations in English?</p> <p>What are the key messages from IDSR / ASP?</p> <p>How does information for current cohorts compare with historic data?</p> <p>Are outcomes for any groups that did not meet expectations in the past improving and what is the evidence for this?</p> | <p>Where the pupil is able to, they are challenged with their learning so that they can meet end of key stage expectations. Some pupils will make significant progress but this may not be to meet end of key stage expectations. All pupils at Holmwood School have Education, Health Care Plans. Teaching and learning is tailored around the needs of each pupil.</p> <p>Historically, different cohorts with have a mixture of needs, each cohort will differ. For example the current Y6 cohort have a higher number of pupils with ASD in comparison to previous Y6 cohorts.</p> | <p>Data EHCPs</p> | <p>To continue to meets the needs of individual pupils.</p> |
| <p>Do any groups under-perform in English when compared with their peers and if so, what is being done about this?</p> <p>Are there any significant differences in outcomes between girls / boys; SEND pupils / non-SEND; disadvantaged and other pupils; Summer born compared with Autumn born pupils etc?</p> | <p>Where applicable, intervention support is provided. Pupils may work in a 1:1 situation to work specifically with those that require it. All pupils will work in a small group to ensure they get the support needed.</p> | | <p>To continue to support pupils with intervention where required. This could be to challenge pupils to meet end of year expectations or to support those whose progress may have taken a longer period of time.</p> |