

Introduction

Our Key Stage 4 English programme of study for the Springboard Pathway has its origins in the National Curriculum. For the Springboard curriculum, key knowledge and skills have been identified and progression mapped through from Key Stage 3 to Key Stage 4 as appropriate. The curriculum is concentric to enable objectives to be revisited to build on learning and for knowledge acquisition to be long term. Students will know more, do more and remember more. This curriculum reflects our commitment to providing those students temporarily placed within our Alternative Provision with sufficient opportunity to access a curriculum to support and complement that experienced by their peers in mainstream education.

The ultimate purpose and aim of our curriculum is to prepare students for successful reintegration at their mainstream school and for the end of Key Stage 4, and subsequently post-16 education, training and employment. The expectation is that students will be entered for their end of Key Stage qualification(s) in English through their referring school.

Our programme of study is organised to cover Assessment Objectives for English Literature from the JCQ boards. However, we do not cover individual texts for any GCSE awarding body, as the short term and part time nature of this pathway and our allocated guided learning hours do not permit this. Should a referring school wish to enter a student for GCSE English Literature, they are able to use the 40% (rising to 60% after 12 weeks) of the student's timetable for which they are responsible to deliver this.

Within each area key objectives will be taught and assessed. As agreed with pupil's mainstream settings, we will teach the agreed objectives but will not be responsible for teaching English in its entirety as outlined in the programme of study and curriculum overview. We will teach English two days a week, for 45 minutes (see the overview for topic details). There will be specific lesson objectives relating to oracy, reading and writing through each unit which will allow pupils to develop skills and make progress.

Through our Key Stage 4 English curriculum, we intend to promote a love of the English language and literary heritage. By encouraging a passion for Reading, Writing and Oracy, we aim to broaden students' minds; to enable them to fulfil their right to become culturally, emotionally, socially and spiritually intelligent members of society.

Content and sequencing

A thematic and concentric approach is used: we begin each themed unit with a collection of texts. Through this use of modern texts and texts from the Literary Heritage, we help students meet reading Assessment Objectives, and the texts are then used to inspire writing tasks and

speaking and listening work that meet Assessment Objectives and prepare students for end of Key Stage examinations.

Assessment and outcomes

Progression in Reading, Writing and Speaking & Listening on the Springboard Pathway at Key Stage 4 will be monitored against the Assessment Objectives for English Language and English Literature from the JCQ-regulated exam boards used by our referring schools. Progress and attainment information from our planned micro-assessments is regularly reported back to the referring school. At the end of each themed unit, there is a macro assessment.

Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress overtime. Assessment is used to inform future planning and teaching. Students who may require extra support are identified quickly. Students self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

English and the wider curriculum

In English, students are supported, encouraged and shown that they can, and are expected to, succeed. Ideas about fairness and equality are discussed through the majority of the literature texts, inspiring students to think about their own rights, responsibilities and values as members of society.

The overarching vision for English at Key Stage 4 on the Springboard Pathway is to promote high standards of language and literacy by equipping pupils with effective reading skills to assist in all aspects of their lives, including further education, training and employment. We also intend students to finish Key Stage 4 with a strong command of the spoken and written language, so they become effective communicators in the wider world.