



English Policy

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1. Context

The Leamington LAMP English Curriculum provides our students, when ready, to study for accredited qualifications with Pearson Edexcel and NCFE. These are;

- GCSE English Language
- GCSE English Literature (upon request – where possible)
- Functional Skills Qualification in English at Level 2
- Functional Skills Qualification in English at Level 1
- Functional Skills Qualification in English at Entry Level 1, 2 & 3

2. Aims

The English curriculum at LAMP aims to;

- develop a range of language skills
- develop a love of literature
- cover a range of fiction and non-fiction texts
- familiarise students with formal functional writing activities such as; letters, email and articles
- enable students to become confident readers and writers
- provide opportunities to take part in discussions, debates and presentations - linking the English to the PSHE curriculum
- enable the students to become resilient learners

3. Course structure & content - GCSE

GCSE English language: Reading section:

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

GCSE English language: Writing section

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

GCSE English language: Spoken language endorsement

AO7:

- Demonstrate presentation skills in a formal setting

AO8:

- Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9:

- Use spoken Standard English effectively in speeches and presentations

GCSE English literature

AO1:

- Read, understand and respond to texts Students should be able to:
- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

AO2:

- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

AO3:

- Show understanding of the relationships between texts and the contexts in which they were written

AO4:

- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

4. Course structure and content – Functional Skills

What is Functional Skills English?

Functional Skills qualifications provide students with an opportunity to study for a qualification that will enable them to demonstrate the ability, at an appropriate level, to read, write, speak and listen in English in a range of purposes in the workplace and in other real-life situations.

There are 3 components to the qualification;

- **Speaking, Listening & communicating**
- **Reading**
- **Writing** – spelling, punctuation & grammar and writing composition

5. Planning

Schemes of work are created with the assessment objectives (AOs) as the focus. The aim is to make sure the students are prepared for any assessments, as well as fostering engagement and enjoyment in the subject.

There are times throughout the course when the SOW must and will be adapted e.g. when class sizes, dynamics and abilities change.

Due to the small class sizes at LAMP and the individual needs of the students, the teacher has a flexible approach to planning each lesson and formal lesson plans are not written. Daily lesson logs are completed by teaching staff which, in turn, form a tracking system on student progression and are used to inform ongoing lesson planning.

6. How is English taught at LAMP?

Classes are taught in small groups in the English classroom. Teaching and Learning is differentiated, and a variety of resources are used to suit the different learning styles of students.

Where a student is too anxious to study for an accredited qualification or they have been away from education for an extended period, engagement sessions, possibly 1:1, will take place to increase confidence in the subject area and to fill the gaps in any learning lost by the student's extended absence from school.

Classes in English last for either an hour (single session) or 2 hours (double session) on the timetable which allows time for discussions. Discussions cover a wide range of topics and are a perfect opportunity to cover PSHE topics, equality and diversity and British Values.

In both GCSE and Functional skills, extracts from fiction or non-fiction texts are used as a basis for discussion on a wide range of topics.

7. Timetabling

English at LAMP is currently timetabled to be available on a Monday, Tuesday and a Wednesday.

8. Assessment

Induction:

When students arrive at Lamp there is an informal induction process to gauge their abilities. This will usually be in the form of a talk between the student and teacher – which is then recorded. Teachers will also take direction from the student's EHCP and information provided by the previous school and/or last placement of the student, to indicate whether a student should be placed within GCSE or Functional skills. Once in the classroom, the teacher will continue to assess reading and writing through the tasks completed in class.

Due to the nature of the students at LAMP, their high anxiety and the timeline of when they join the class throughout the year. LAMP do not use formal baseline tests at the start of courses.

During the course:

Progress and achievements are regularly monitored and discussed with teachers, exams officers and SLT throughout the year. Student reports are written twice yearly and subject staff feed progress update information into the half termly progress reviews that are held with parents, referrers and students.

Mock assessments for GCSE subjects take place in December for students taking exams the following summer. This allows opportunities for students to experience and understand the formal exam process.

At the end of the course:

GCSE English language is made up of two papers: fiction and non-fiction. Both exams cover all Assessment Objectives (AOs).

GCSE English Literature is an optional subject, taken at the student's request - where possible in the timetable. The literature assessment is made up of two papers, covering: poetry, plays, and prose with historical context a factor for each text.

Assessment takes place for both English Language and English Literature during the summer series and, for English Language resits, in November.

Assessment for Functional Skills take place throughout the year. There are external assessments in reading and writing both at level 1 and 2. Speaking and listening level 2 is completed and assessed in LAMP and then sent away for moderation.

9. Involvement with other key staff at LAMP

Exams Officer

The subject leader for English works closely with the Exams Officer at key times in the year to ensure that the correct students are entered for the correct qualifications and that the spoken endorsement element of the English Language GCSE is correctly administered and sent, by the deadline, to the external moderator.

SENCO

The subject leader for English works closely with the SENCO to ensure that the correct access arrangements for the students are put in place and that these are the students' normal way of working in the classroom. Typical access arrangements used at LAMP include; the use of a word processor and the provision of 25% extra time.

Education Quality Manager

The subject leader for English works closely with the Quality Manager, throughout the year, through the close monitoring of the teaching and learning process and outcomes in English.

Internal Assessor

The subject leader for English works closely with the Internal Assessor to ensure that the speaking, listening and communicating element of the Functional Skills English qualification is correctly administered and quality assured.

10. Progression

GCSE

GCSE English Language is required to progress to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE English Language after the age of 16 if they have not achieved the qualification at Key Stage 4. Teaching staff may decide however, that Functional Skills in English may be more appropriate than GCSE.

Students can progress to Level 3 qualifications in similar disciplines such as English literature, drama, theatre studies, media studies and film studies, or to other qualifications that require literacy skills, knowledge and understanding.

This qualification also supports further training and employment where indicated that a pass at GCSE English is required

Functional Skills

Where appropriate, students can progress through the Functional Skills Qualifications in English which are available from Entry Level 1 through to Level 2.

Students who achieve the Functional Skills Qualification in English at Level 2 can progress to GCSE English.

11. Links to other policies and documents

- Curriculum Policy
- Timetable
- English Curriculum Plan
- Marking Policy
- Teaching & Learning Policy