



Wimbledon College Curriculum Intent

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

In English, our curriculum is broad and balanced; it is designed with the aim to help each and every student grow as a person and gain employable skills by being able to engage with cultural heritage and to analyse the world of today. As a team, we are all committed to the provision of progressed and focused teaching to students of all abilities where we actively include concepts and explanations appropriate for More Able, EAL and SEN. We aim to impart a love of Literature and communication through the passion and enthusiasm that we show in our classrooms and around school, as we know that this is the key to student enjoyment. We want to create learners who embody the JPP profile through their resilience, eloquence, discernment and perceptive thinking. Through a carefully constructed and sequenced curriculum, formative assessment, interleaving of key skills, and our continued focus on emphasising the importance of communication to all aspects of life, we aim to make all English lessons a wholly positive and rewarding experience for all. By doing this, we will ensure that our department is a supportive and dynamic environment to work in for staff and students alike, where aspiration is rewarded and cultural capital is expanded.

At its core, the English curriculum uses carefully selected content to build key skills for students that will enable them to develop as a learner and a global citizen. The skills of inference, analysis, evaluation and secure, confident communication (verbally and through written expression) underpin all.

Across reading and writing, students focus on the development of skills across KS3 and KS4, rather than learning wildly new ideas. Therefore, we revisit key skills each year in order to build on the foundations established in earlier years. Inference is taught at the start of KS3, followed by analysis – consideration of What/How/Why – in order for students to be able to access the KS3 curriculum across a range of subject areas successfully. To support students' communication skills across the College's curriculum - and in their wider life - writing continues to be a focus, as students tend to write factually and concisely, rather than with the breadth and depth needed. In reading, KS3 works towards supporting an understanding of how to analyse for meaning – moving beyond feature spotting used in KS2 - before developing perceptive evaluation through KS4 and critical engagement at KS5. Through consistent engagement with speaking and listening tasks, students are able to gain confidence in their ability to not only infer meaning, but to communicate their own thoughts and feelings in an eloquent manner. Through this interleaving progression of these essential skills, the English department shows commitment to cura personalis: the development of the necessary skills to succeed in all walks of life; providing a broad curriculum which goes beyond the classroom; the development of the imagination and creativity, and inspiring excellence at all levels.



Implementation

All SOWs at KS3 and KS4 have been created in-house, with occasional lessons adapted from existing SOWs. This is in order to create a more bespoke curriculum for our school and our cultural context, particularly as a single-sex comprehensive. However, guidance provided by AQA at KS4 and OCR at KS5 (incl Exampro + eAQA + PiXL) is used to inform planning and support modelled exemplars; this helps to ensure progress in line with national standards. In the long-term, sequencing is supported by the difficulty of tasks, in line with their prior knowledge from KS2: language analysis is taught before structural analysis, for example, which then leads on to form and dramatic devices in KS4 and KS5.

In KS3, the use of baseline testing in Y7 – AUT A Units is designed to test reading and writing, to inform planning and curriculum adjustments as necessary. Units in Y7 are planned around the theme of 'Identity', in order to support students to become more eloquent in terms of self-expression whilst also creating more opportunities for perceptive links between themselves and the world around them. The second Y7 unit focuses on writing, as we've identified as a particular area of focus across the College, and as part of post-Covid-19 catch up. Across KS3 and KS4, learning is sequenced to ensure that reading and writing, and Language and Literature, are embedded across the year rather than in blocked chunks; this helps students to forge greater links between the two, and thus develop their skills more effectively through modelling. Long-term planning is established in this way, with split classes being separated into reading and writing units to ensure balance across content and skills. Exploration of the Literary Canon (across time and cultures) is sequenced to support understanding of how each text fits into our wider cultural understanding, and forging cross-curricular links with History, RS and Drama. References are made to prior learning. Similar questions are asked of students – following What/How/Why – when it comes to analysis. Assessment rubrics are modelled on KS4 skills, with a greater focus on embedding and practising the core skills of analysis and clear communication.

Misconceptions are addressed through verbal feedback in class, as well as through mini-assessments/paragraph marking within the unit. In classes that are split, the teaching prior to the second assessment of the term will be informed by any gaps in knowledge, skills or understanding identified in the first assessment. Lessons are dedicated to green pen feedback and response. LSAs are directed in lessons to support key skills and knowledge retrieval. This liaison happens directly between teacher and LSA in lessons and between lessons. Liaison with the SEND department is improving, and has contributed to changes to the KS3 curriculum for 2022-23.

The KS3 curriculum underwent a review in 2020-21, whereby we included more challenging units in Y7, 8 and 9 in order to raise the level of aspiration across the cohort in the subject. Units deemed to be especially challenging – for example, Victorian texts in Y9 – are sequenced across the year to ensure progress: we first start with the Gothic (fictional extracts and a writing assessment, using prior skills in a new context), then we move from fiction to nonfiction and explore Victorian Crime and Punishment. Here, thematic links help students to progress with confidence through a greater understanding of cultural heritage and the role of Literature in a wider context.

Weekly sequencing and assessment preparation allow progress – particularly of SEND/Disad – by offering scaffolding support and clear connections across skills and topics. Whilst we have cover sheets for KS3+4 (connected to the National Curriculum Objectives at KS3 and AQA Assessment Objectives at KS4) - which focus on the NC/AO skills needed to be explored in the unit, with standardised assessments, mark schemes, skills and core texts assessment points and key vocabulary, teaching approaches differ across the department. This is in order to allow teachers to use their own expertise and style to best support the students in their classroom, providing a more bespoke curriculum to each learner. In assessments, we have ensured mark scheme progression across KS3, connected to both NC and GCSE criterion: the

sequencing of content offered has been consciously designed to develop levels of challenge as the KS progresses.

In longer texts (e.g 'Noughts and Crosses' in Y8), specific chapters have been highlighted as essential and desirable in order to support teaching a full text within the time frame allocated.

Barriers to learning are bridged in a multitude of ways: key vocabulary lists in the SOWs and on PPTs; glossaries used for challenging extracts; teaching strategies to break down and contextualise words to deduce their meaning; audio-visual stimuli to help those lacking cultural capital or with particular SEND; trips and speakers to support cultural capital; models and examples from a range of cultures and styles of writers ensure that students of all cultural backgrounds are able to engage with the content.

In KS4, the skills from KS3 are developed in greater depth, with a stronger focus on students being able to make perceptive and discerning comments about texts. We have chosen to teach AQA at GCSE English Language and Literature because of the explicit links in skills between the two courses, as well as the opportunities to study extracts from a wider range of cultures. In the medium-term, we seek to forge links between reading and writing – through recall and interleaving of skills – to support a greater understanding of Literature and the student's place within it as a writer. On a weekly basis, skills are shared through LOs in the first instance, and then discussed and explored with students, using explicit language from mark schemes in order to help students to feel confident in their ability to demonstrate and apply the skills being assessed. Recall/retrieval practice is embedded in weekly planning, and across units/longer-term planning in KS4 and KS5 are embedded through our use of assessment: mock examinations cover topics from the course as a whole so far, for example. Knowledge Organisers have been introduced in KS4 in the first instance, to support knowledge checkpoints and to inform future planning and revision tasks. Diagnostic assessments used to establish knowledge points at the start of Literature units, then revisited at the end of each unit to track progress and create focused revision tasks. Assessments are standardised and moderated across the department. Reviews of assessments are used to inform planning of the next unit and to review the unit in question for the following year. Past papers are used. Exampro and e-AQA are used in assessment preparation to address misconceptions ascertained in book marking and verbal AfL within lessons, and following assessments as exemplars material. Dual coding is consistently used across all year groups to enhance learning and retrieval. Lessons are dedicated to green pen feedback and response. There is a strong focus on the redrafting process in all Key Stages, with an increasing focus given in KS4 and KS5. Quick knowledge quizzes – particularly involving recall (quotations and context) at KS4 – are combined with longer 'slow writing' tasks, where we divide and build skills across a series of lessons.

In KS5, shared planning of NEA units means that texts are taught in the same way – this is in part owing to the recent changes that we have made to the NEA texts; we have moved to teach 'The Vanishing Half', published in 2019, to enable all students to analyse the world of today in a discerning and perceptive manner. Resources are shared between teachers across the course, and Independent Learning tasks are standardised across all classes.

Weekly essays are used to regularly diagnose gaps in knowledge, alongside verbal testing in class. All assessments are standardised and moderated, with identified gaps being addressed through 1:1 support and whole class teaching. Mock exams are taken from past papers. Timed essays are built in through the latter half of Y12 and throughout Y13 to support exam technique.

There are consistent links between English and History, RS and Drama in order to forge connections across the breadth of the curriculum. These are explored through oral debate and through the consideration of historical, social, moral, cultural and political contexts of the texts that we study. In addition to this, extra-curricular opportunities are being explored to develop a love of Literature and a critical engagement with the past, present and future. Examples are:

- KS3 – Wimbledon Bookfest; an in-house 'More Able' programme 'From Homer to Harry Potter'. Planning – Theatre – Strawberry Hill House (Y9) – Poetry/CW workshops in school
- KS4 – Planning – theatre trips
- KS5 – Wimbledon Bookfest; ELAT seminars; Globe theatre trips. Planning – Strawberry Hill House/The Gothic

The department maintains a high standard of subject specialism through a variety of CPD in order to create a dynamic working environment: training from AQA for GCSE English Language and English Literature. PiXL conferences and support. Examiner expertise (across AQA GCSE English Language Paper 1 + Paper 2, AQA GCSE English Literature Paper 2 and OCR A-Level English Literature) within the department used for training and moderation. Specific staff are encouraged to participate in specific external sessions (e.g. teaching of Shakespeare) through AQA. The EMC has been used in the past. Online courses are made available. There is also sustained engagement with TeachWimbledon, and members of the department are trained in mentoring. Staff have volunteered and trained to act as coaches for others in the department and around the school.

Impact

Exam Results:

2022 KS4 GCSE Lang + Lit (pending re-marks) - numbers in brackets denote change in performance compared to June 2019 results

LANG GCSEs	LIT GCSEs
Levels 7-9 = 26% (+13%)	Levels 7-9 = 26% (+13%)
Levels 5-9 = 73% (+11%)	Levels 5-9 = 72% (+10%)
Levels 4-9 = 89% (+9%)	Levels 4-9 = 87% (+7%)

A positive set of results, significantly above the national average, and even more so above the national average for boys. Pleasing to see the rise in results at the top end in particular which suggests that our interventions and approaches this year have paid dividends.

2022 KS5 A Level Results

2022: 19 candidates – A/A*=26.3%,; A*-B= 79%, A*-C = 94.7%

2019: 15 candidates - A-A*= 20% (23% 2018); A*-B = 73% (77% 2018), A*-C = 93%

The data above shows the 2022 results to be a strong and pleasing set of results, up by 6% on 2019 in both the A*/A and A*-C categories, and a slight rise in A*-C. Following re-marks, no pupil received lower than a C-grade, which suggests that the various additional revision sessions, interventions and one-to-one support sessions were successful in driving this cohort of pupils to their potential.

Curricular:

- Curriculum reviews happen regularly, with units adapted to suit the needs of the class, cohort and cultural events – such as Transactional Writing in Y9 focusing on BLM in 2020-21, and on Climate Change/COP26 in 2022-23 – so that students make the connections between the skills being used and the world around them. This has enabled students to make connections between their lessons and current affairs, and to build on knowledge learned in PSHE, RE, History and Geography. As such, assessment responses have been extended, and students have felt more confident in completing Speaking and Listening tasks in these units.
- The impact of learning is regularly checked through formative and summative assessment. Standardised cover sheets are used to track improvements in key skills; for those not progressing, intervention is explored at an in-class, SEND, and cohort level. Uptake for Disad. intervention sessions have been strong at KS3, with 90% of students attending designated sessions. At KS4, more onus is given to teacher support and in-class feedback and redrafting tasks.
- Where assessments show gaps, the HOD explores reasons for this. Moderation takes place in the first instance; changes may be made to the next appropriate unit of work to better support students; the class teacher may be provided with support regarding the teaching of a particular skills. If the gap is across several classes, changes to the next unit are addressed, to ensure greater time is spent on that skill. If intervention is not engaged with, the pastoral team is used to contact home; contact with the SEN department ensures consistency in message and approach.
- In KS3, changes have been made to text choices to ensure a broad and balanced curriculum that reflects the diverse nature of the school. Choices in poetry and investments in new novels and plays have been made to ensure that students see the cultural relevance of chosen content.
 - Texts such as ‘Noughts and Crosses’ in Y8 have led to students engaging with the novel series outside of lessons, seeking out dramatic interpretations of the text, and understanding connections between Shakespeare’s ‘Romeo and Juliet’ (taught in Y9) and the modern day.
 - In Y9, connections to the nineteenth century have led to stronger understanding demonstrated at KS4 in both GCSE Language extracts and GCSE Literature texts. In Y10 2021-22 (the first year where the cohort had studied the nineteenth century in Y9), termly assessment scores improved, as did connections to AO3 across Literature assessments.

Extra-Curricular:



- At KS3, there has been strong engagement with Wimbledon Bookfest: in 2021-22, two sell-out trips have been run (primarily focused at Disad. students), with students in attendance actively engaging with the texts that they received on the trip and engaging more with English classes following their experience. There has also been stronger uptake of extra-curricular clubs at KS3, most notably Debate Club, where students bring topics from lessons that they want to explore more. At student request, the department will also be taking on further opportunities in 2022-23, including Young Reporters and increased engagement with the Model UN.
- Workshops and extra-curricular seminars across all Key Stages allow students to view Literature outside of the classroom, and to study simply for enjoyment rather than questioning assessment objectives or recall skills; this enjoyment is critical to students in becoming life-long readers, as well as supporting them in developing a love for the subject beyond the confines of KS4. A Literature Club is run weekly; this has been attended by all students of KS5 English Literature, as well as KS5 students that do not study the subject, but want to engage with the historical, political and moral concepts discussed. This club has also been opened to KS4 students, to raise aspirations and prepare students to take the next step in their learning journeys. At KS5, the number of English Literature classes has doubled from 2021-22 to 2022-23.
- Theatre trips are used to support students' understanding of plays as a performance to be viewed and listened to rather than simply read. In KS5, performances watched at the Globe Theatre have been directly referenced in exam essays, leading to higher marks. In 2021-22's NEA, 100% A*- C was achieved, and 90% A*-B. All SOWs at KS5 have been created in-house, to suit teacher knowledge and areas of expertise; these have been honed over recent years with continual reflection and review. Some units modelled directly on OCR teaching guidance; others have been created by teachers who are OCR A-Level examiners. In each case, our results – along with 20% of the 2020-22 cohort choosing to read English at University (this includes a place at Cambridge) – demonstrate that our curriculum choices have meaningful impact.