

THE HOME BASE CURRICULUM

Aims

- To develop progressive literacy and study skills across a range of subjects requiring strong reading, writing, speaking and listening skills.
- To provide a bridge between the primary and secondary school experience, through the teaching of four subjects by one teacher.
- To promote and support Humanities as the Academy's specialism.
- The context of literature to be taught explicitly within the Humanities strand of the home base curriculum.
- To fulfil the requirements of KS3 English and Humanities National Curriculum.

Background

- Whole school and departmental INSET;
- Team teaching within subject areas;
- The use of key literacy objectives across the curriculum;
- The use of key words and sentence starters in oral and written work;
- A programme of small group Progress Unit classes to supplement whole class English teaching (main focus areas: spelling and sentence level work);
- Level 3 Progress Unit classes in Y7 English.

We want the home base curriculum to build a more intensive programme for tackling literacy in Y7, whilst building on the students' experience of literacy in primary school. We want to set up a programme that develop literacy and study skills for all students, not just as a 'catch up' mechanism for those working below the national expectation of Level 4, but to push the more able and G and T students to reach level 6 and 7. We also aimed for students to understand that literacy skills taught in one subject area should be applied wherever they are useful across the curriculum.

Key Components:

- Detailed planning at Scheme of Work and lesson plan level to ensure comprehensive coverage of key objectives and skills are met by all home base teachers in 2 years.
- Explicit teaching of a range of literacy strategies across the four curriculum areas.
- Explicit links made and developed between both the content and the study skills of all subjects:
 - Pilgrimage, as an element of the schemes of work on The Canterbury Tales in English, Beliefs in RE and Medieval Realms in History;
 - Analysis of text for evidence and implied meaning; cross referencing a range of sources of information; considering the source of information and potential bias depending on the source, as skills needed for source and enquiry in World Studies subjects and use of inference and deduction in both fiction and non-fiction texts in English.
- Assessment built into the schemes of work that measures progress in relation to literacy skills as well as subject content and skills.

Setting

We do not set at KS3.

Small groups of students will be supported by RB (literacy co-ordinator) either in class or through small focus groups. These groups will include those students below a level 4, those between a 4 and 5 and a G and T group, pushing level 6 to 7/8.

Next Steps

- To review and improve the Y7 programme, in particular to develop greater differentiation in terms of resources; and to develop a more consistent programme of assessment to inform planning, teaching and student self-assessment. This will take place on Friday's p3 in a timetabled meeting;
- To evaluate the work of teachers and students through regular observation, work sampling and data analysis for each curriculum unit;
- RB to provide INSET on delivering literacy, the marking policy and the use of VCOP;
- MF to provide INSET on assessment in Humanities;
- SC to provide INSET on assessment for English at KS3;
- Build in mock SATs type assessments for each curriculum unit.

END OF UNIT ASSESSMENT

At the end of each curriculum units teachers will give the students a level based on their reading, writing, speaking and listening for English and Geography, History and RS levels for Humanities.

END OF KEY STAGE 3 ASSESSMENT

The key stage 3 tests are designed to test pupils' knowledge and understanding of the key stage 3 programmes of study. They provide a snapshot of a pupil's attainment at the end of the key stage. It is expected that students will work, wherever possible, independently and unaided unless they have special assessment needs.

END OF KEY STAGE 3 TEACHER ASSESSMENT

Teachers are required to summarise their assessment at the end of the key stage for each eligible pupil, taking account of the pupil's progress and performance throughout the key stage, in the form of:

- a level for each attainment target;
- an overall subject level, which must be calculated by aggregating the teacher assessment attainment target levels. In the case of English, all three attainment targets are equally weighted.

Calculations should be rounded to the nearest whole number (where relevant, halves round up). For the purposes of calculating teacher assessment levels, exceptional performance should be given a numerical value of 9, and where a pupil is working towards level 1, this should be represented by zero.

End of key stage teacher assessment levels for each attainment target and for the subject must be finalised by 3rd July, or two weeks before the end of the summer term if that is earlier, so that schools can submit their results for national data collection by 11th July.

The Tests

The tests will consist of the following:

TEST	LEVELS COVERED
Paper 1 – reading and writing paper	Levels 4-7
Paper 2 – Shakespeare paper	Levels 4-7

Paper 1 (Reading and Writing)

The format of Paper 1 will include questions on two passages selected from the range of reading specified in the English order. Students should be prepared to answer questions on any combination of the range of types of texts covered in the key stage 3 programme of study. As in previous years, there will also be a writing question.

Paper 2 (Shakespeare)

Students will be asked one question on the play they have studied, comparing two scenes. There is also a short writing task, which is attached to the Shakespeare paper, but unrelated to the previous comparative question.

Individual Lesson Plan -

Unit Title	National Curriculum PoS References	Lesson No:
Class:	Period:	Room:
Objectives of the Lesson (including literacy objectives)		
Homework		
Activity (specify groupings etc)	Timing	Resources (including SEN/EMAG provision)
Starter Activity Literacy / Numeracy / Warm-up	5 mins	
Main Teaching Activities		
Plenary	15 mins	
Pupil Targets By the end of the lesson: All students Some students A few students Assessment (Targets met? Evidence?) Additional Comments/Evaluation		Risk Assessment

YEAR GROUP/CLASS:

TERM:

WEEK:

TEACHER:

SCHEME OF WORK:

Objectives (Reading, Writing, Speaking and Listening/Drama, Word, Sentence)		Resources:	
Lesson 1	Starter	Input	Independent activities
			Plenary
			Homework:
Lesson 2	Starter	Input	Independent activities
			Plenary
			Homework:

Lesson 3	Starter	Input	Independent activities	Plenary Homework:
Lesson 4	Starter	Input	Independent activities	Plenary Homework:
Teaching/learning strategies (including differentiation/Additional Staff):		Students with IEPs/strategies: Gifted and Talented/strategies:		
Outcomes (including Differentiation) By the end of the lesson: All students will Some students will A few students will				