



English Policy 26/27

The school is committed to reviewing this policy regularly to ensure it remains compliant with current legislation, statutory guidance, and best practice.

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Policy Purpose

This policy outlines the vision, intent, implementation and delivery of Mathematics at Kassia Academy. It reflects the academy's commitment to providing an ambitious, inclusive and engaging mathematics curriculum that develops learners' mathematical fluency, reasoning, problem-solving and numeracy skills. The policy ensures that teaching and learning are carefully planned and sequenced to meet the needs of all learners, including those with additional barriers to learning, through adaptive teaching, trauma-informed practice and evidence-informed strategies.

The curriculum is designed to build confidence, resilience and independence in mathematics, enabling learners to develop secure mathematical understanding from their individual starting points. Through a carefully structured programme of study, pupils are supported to apply mathematical knowledge in a range of contexts, make connections between concepts and develop the skills required for success in further education, employment and everyday life.

This policy also supports the wider aims of the academy by promoting high aspirations, personal development, perseverance and preparation for adulthood. It ensures that all learners have access to a broad, balanced and appropriately challenging mathematics curriculum that prepares them to participate confidently in modern Britain and make successful transitions into their next stage of education, training or employment.

Curriculum Intent

At Kassia Academy, our English curriculum is designed to develop confident, articulate and independent learners who can read fluently, write effectively, communicate clearly and think critically. We believe that literacy is a fundamental life skill and a key driver of success across the curriculum, in further education, employment and everyday life.

Through a carefully sequenced, ambitious and engaging curriculum, pupils are supported to develop their reading, writing, speaking and listening skills from their individual starting points. The curriculum is designed to build knowledge, vocabulary, comprehension and communication skills over time, enabling pupils to access increasingly complex texts and express their ideas with clarity, accuracy and confidence.

Our approach promotes resilience, creativity and self-expression whilst fostering a love of language and literature. Through the study of a diverse range of texts, pupils develop cultural awareness, empathy and an understanding of different perspectives. They are encouraged to become reflective readers, thoughtful writers and effective communicators who can analyse, evaluate and form their own opinions.

Within our specialist alternative provision setting, the curriculum is carefully adapted to meet the needs of learners with SEND and SEMH needs, ensuring that learning is accessible, supportive and appropriately challenging. Through high-quality teaching, effective scaffolding and opportunities for independent application, pupils develop the literacy skills, confidence and resilience required to succeed in further education, employment and adult life.

Curriculum Purpose

At Kassia Academy, we aim to provide an ambitious and inclusive English curriculum that enables all learners to develop the confidence, knowledge and skills needed to succeed academically and personally. Through engaging and carefully sequenced learning experiences, learners are encouraged to become articulate communicators, thoughtful readers and effective writers who can express themselves with clarity, accuracy and confidence.

The curriculum supports learners in developing independence, resilience and critical thinking whilst fostering a love of language, literature and communication. Pupils are encouraged to explore a wide range of texts, develop their understanding of different perspectives and apply their literacy skills across the curriculum and in real-life contexts. Through reading, writing, speaking and listening, learners build the knowledge and cultural awareness needed to become informed and active participants in society.

By addressing individual needs through adaptive teaching, appropriate scaffolding and supportive practice, we ensure that all learners, including those with SEND and SEMH needs, can access an ambitious English curriculum from their individual starting points. Through high expectations and carefully planned support, pupils are equipped with the literacy, communication and analytical skills required for further education, employment and the next stage of their educational journey.

Curriculum Delivery

The impact of the English curriculum at Kassia Academy is demonstrated through learners becoming more confident, articulate and independent communicators who are increasingly able to read fluently, write effectively and think critically. Learners develop secure literacy skills that support progress across the wider curriculum and enable them to access further education, employment and everyday life with greater confidence and success.

Through adaptive teaching, trauma-informed practice and carefully sequenced learning, pupils make progress from their individual starting points and develop greater resilience, engagement and confidence in their learning. Reading comprehension, written communication, vocabulary acquisition and oracy skills improve over time, enabling pupils to express ideas clearly, engage positively in discussion and debate, and analyse a range of texts with increasing independence and sophistication.

The curriculum promotes positive attitudes towards reading, writing and learning, with pupils demonstrating increased participation, perseverance and willingness to take pride in their work. Through exposure to a diverse range of texts and learning experiences, pupils develop cultural awareness, empathy and the ability to consider different viewpoints, preparing them for life in modern Britain.

Outcomes, learner voice, work scrutiny, reading age assessments and attainment data are used alongside quality assurance activities to monitor progress and evaluate curriculum effectiveness. This ensures that teaching continues to meet the needs of all learners, including those with SEND and SEMH needs, whilst supporting strong progress, successful qualification outcomes and readiness for further education, employment and future pathways.

Reading Intent

At Kassia Academy, we are committed to developing confident, capable and enthusiastic readers who can access, understand and engage critically with the world around them. Reading is at the heart of our curriculum and is recognised as a fundamental skill that underpins success across all areas of learning, personal development and future aspirations. We aim to foster a lifelong love of reading whilst developing fluency, comprehension, vocabulary and critical thinking through exposure to a broad range of high-quality, challenging and culturally diverse texts.

Learners are supported from their individual starting points through adaptive teaching, targeted interventions and regular opportunities to read independently, collaboratively and for pleasure. Our approach ensures that barriers to reading are identified and addressed early, enabling all learners, including those with SEND and SEMH needs, to develop confidence and make progress as readers.

Reading is embedded across the curriculum and supported through carefully planned opportunities to develop vocabulary, comprehension and disciplinary literacy. Learners are encouraged to read for purpose, enjoyment and personal development, whilst developing the skills needed to interpret, analyse and evaluate a range of texts. Through reading, pupils broaden their knowledge, deepen their understanding of the world and develop the literacy skills required for success in further education, employment and adult life.

Reading Implementation

At Kassia Academy, reading is implemented through a structured and consistent whole-school approach that promotes fluency, comprehension, vocabulary development and a love of reading. Learners are regularly exposed to high-quality texts through whole-class reading, guided reading, shared reading and opportunities for independent reading, enabling them to develop confidence and engagement with a broad range of fiction, non-fiction and literary texts.

Teaching incorporates explicit vocabulary instruction, disciplinary literacy and reciprocal reading strategies to develop learners' ability to predict, question, clarify, summarise and infer meaning from texts. Staff model fluent reading and comprehension skills, supporting pupils in developing critical thinking, communication and analytical skills across the curriculum. Reading is embedded across subject areas to ensure that pupils can access increasingly complex texts and develop the literacy skills required for academic success.

Reading provision is carefully adapted to meet the needs of learners, including those with SEND and SEMH needs, ensuring that barriers to learning are identified and addressed effectively. Learners requiring additional support access targeted interventions, including phonics and reading programmes where appropriate, alongside personalised support designed to improve reading accuracy, fluency and comprehension. Through adaptive teaching, structured scaffolding and targeted intervention, all pupils are supported to access an ambitious curriculum and make progress from their individual starting points.

Opportunities to develop reading for pleasure are also promoted throughout the academy, encouraging learners to engage with texts for enjoyment, personal development and cultural enrichment. This whole-school approach ensures that reading remains a central component of learning and supports pupils in becoming confident, independent and successful readers.

Writing Intent

At Kassia Academy, we develop learners who can communicate effectively through accurate, organised and purposeful writing. Writing is taught as a fundamental life skill that enables pupils to express ideas clearly, respond appropriately to different audiences and purposes, and access the wider curriculum successfully. Through carefully sequenced learning, explicit modelling and structured scaffolding, learners develop confidence in planning, drafting, editing and improving their work.

Teaching focuses on the development of vocabulary, sentence construction, spelling, punctuation and grammar, alongside opportunities for extended, transactional and creative writing. Learners are encouraged to write for a range of purposes and audiences, developing their ability to communicate effectively, justify opinions, construct arguments and express themselves with increasing clarity and sophistication. Writing opportunities are embedded across the curriculum, enabling pupils to apply and transfer their literacy skills in different contexts.

Staff provide targeted support and adaptive teaching to ensure that all learners, including those with SEND and SEMH needs, can access ambitious learning and make progress from their individual starting points. Through effective feedback, modelling and opportunities for reflection and improvement, pupils are supported to develop greater independence and confidence as writers.

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Phonics and Literacy Intervention

At Kassia Academy, the Fresh Start phonics intervention programme is used to support struggling readers aged 11–16 who require additional literacy intervention to access the wider curriculum successfully. The programme is specifically designed for learners who have not yet secured age-

related reading expectations, have experienced disrupted education, present with significant literacy gaps, are new to the UK education system, or speak English as an additional language.

Fresh Start is a systematic synthetic phonics programme that focuses on rapidly improving reading accuracy, fluency, comprehension and reading stamina through daily structured intervention sessions. Delivered in short, focused sessions, the programme provides learners with regular opportunities to revisit, practise and secure phonics knowledge whilst developing confidence and engagement with reading. The intervention supports learners in bridging gaps in literacy and developing the foundational reading skills required to access an ambitious curriculum.

At Kassia Academy, staff use adaptive teaching, targeted intervention and ongoing assessment to ensure that the programme meets learners' individual needs and starting points. The structured nature of Fresh Start enables pupils to develop secure decoding, blending and word-recognition skills, whilst also improving vocabulary acquisition and comprehension. As learners become more confident readers, they are increasingly able to access subject-specific texts, engage with classroom learning and participate more fully across the curriculum.

Progress is closely monitored through reading assessments, reading age data, phonics assessments and ongoing teacher evaluation to ensure interventions have a measurable impact.

Oracy and communication

At Kassia Academy, learners develop confidence in oracy through regular opportunities for speaking, listening, discussion and debate across the curriculum. Effective communication is recognised as a key skill that underpins academic achievement, personal development and preparation for adulthood. Staff actively promote the development of communication skills by encouraging learners to articulate ideas, justify opinions, ask questions and engage respectfully with the views of others.

Oracy is embedded within teaching and learning to support literacy development, critical thinking, vocabulary acquisition and learner confidence. Through structured questioning, collaborative learning, classroom discussion and debate, pupils are encouraged to express themselves clearly, listen actively and respond thoughtfully to different viewpoints. These opportunities help learners develop the confidence to communicate effectively in both academic and social contexts.

The use of Golden Threads further strengthens this approach by creating rich and meaningful connections across subjects and curriculum areas. These recurring themes, concepts and values help learners develop deeper understanding, make links between learning experiences and engage with a coherent curriculum narrative. By revisiting and exploring these themes through discussion and reflection, pupils are able to apply knowledge across different contexts and develop a broader understanding of the world around them.

Assessment

Baseline Assessment

All learners undertake baseline assessment on entry to Kassia Academy to establish their starting points in reading, writing and communication. Information is gathered from previous schools, available assessment data, reading age assessments and teacher-led diagnostic activities. This

information is used to identify strengths, gaps in learning and any intervention requirements, enabling teachers to plan appropriately challenging learning experiences and personalised support.

Formative Assessment

Formative assessment is an integral part of everyday teaching and learning within English. Staff continually assess pupils' understanding through questioning, discussion, retrieval activities, reading tasks, written responses and classroom observations. This ongoing assessment enables teachers to identify misconceptions, adapt teaching and provide timely support to ensure learners remain engaged and make progress from their individual starting points.

Summative Assessment

Summative assessments are used at key points throughout the academic year to evaluate pupils' attainment and progress against curriculum expectations. Assessments may include extended writing tasks, reading comprehension activities, literature analysis, GCSE examination questions and internally moderated assessments. Outcomes are used to inform curriculum planning, intervention strategies and progress monitoring.

Reading Age Assessments

Reading ages are assessed regularly to monitor progress in reading fluency, accuracy and comprehension. Assessment information is used to identify learners requiring additional support and to evaluate the effectiveness of interventions such as Fresh Start Phonics and targeted reading programmes. Reading age data also supports curriculum planning by ensuring that learning materials are appropriately matched to pupils' needs whilst maintaining ambition and challenge.

GCSE Assessment

At Key Stage 4, assessment is closely aligned to GCSE English Language and English Literature requirements. Learners are provided with regular opportunities to complete examination-style questions, past paper tasks and mock examinations. Assessment outcomes are analysed to identify strengths and areas for development, enabling teachers to provide targeted support and intervention. This ensures learners are familiar with examination expectations and are well prepared for external assessment.

Live Marking

Kassia Academy promotes the use of live marking and in-lesson feedback as a highly effective strategy for supporting progress. Live marking enables teachers to identify and address misconceptions immediately, provide instant feedback and adapt learning in real time. This approach is particularly beneficial within a specialist alternative provision setting, where immediate intervention can improve engagement, reduce frustration and support learner confidence. Through live marking, pupils receive timely guidance and opportunities to make improvements during the lesson, resulting in more responsive teaching and stronger learning outcomes.

Special Educational Needs and Disabilities (SEND) and Social, Emotional and Mental Health (SEMH) Support

At Kassia Academy, all learners have identified SEND needs and the English curriculum is designed to be fully inclusive, ensuring that every pupil can access ambitious learning regardless of their starting point. We recognise that many learners arrive with gaps in literacy, disrupted educational experiences and barriers that may impact their ability to access reading, writing and communication. As a result, English teaching is carefully adapted to meet individual needs whilst maintaining high expectations for all learners.

Adaptive teaching strategies are embedded throughout the curriculum and include the use of scaffolding, modelling, structured writing frameworks, vocabulary support, knowledge organisers, visual resources and targeted intervention. Staff use assessment information to identify barriers to learning and implement appropriate support, ensuring that pupils can access increasingly challenging texts and literacy tasks with confidence.

Additional interventions, including reading support, Fresh Start phonics and personalised literacy programmes, are used where appropriate to address gaps in reading, spelling, vocabulary and comprehension. The academy works closely with external agencies, parents and carers to ensure that provision is responsive to individual learner needs and supports progress over time.

The English curriculum aims not only to improve literacy outcomes but also to develop confidence, independence and resilience, enabling all learners to communicate effectively and achieve success both within school and beyond.

At Kassia Academy, we recognise the significant impact that social, emotional and mental health needs can have on engagement, learning and academic progress. The English curriculum is therefore delivered within a trauma-informed and relational framework that prioritises positive relationships, emotional safety and learner wellbeing alongside academic achievement.

Teaching staff understand that many learners have experienced disrupted education, adverse childhood experiences and barriers that may affect confidence, self-esteem and participation in learning. Lessons are structured to provide consistency, predictability and appropriate challenge, helping learners feel safe and supported whilst developing resilience and independence.

English provides valuable opportunities for learners to explore emotions, perspectives, experiences and relationships through reading, writing and discussion. Through carefully selected texts and structured classroom dialogue, pupils are encouraged to develop empathy, self-awareness and emotional literacy whilst learning to express their thoughts and feelings appropriately.

Staff use adaptive approaches to support engagement, including flexible scaffolding, targeted intervention, restorative conversations and positive reinforcement. Learners are encouraged to take risks in their learning, develop confidence in their communication skills and celebrate success. Where additional support is required, the academy works collaboratively with pastoral teams, learning mentors, counsellors and external agencies to ensure pupils receive the support needed to thrive both academically and personally.

Professional development

At Kassia Academy, we are committed to ensuring that all staff delivering English receive high-quality professional development that supports effective teaching, curriculum delivery and improved

outcomes for learners. Professional development is aligned to whole-school priorities, curriculum development and quality assurance findings, ensuring that training remains relevant, evidence-informed and responsive to the needs of both staff and pupils.

The academy utilises the StepLab instructional coaching model as a key mechanism for improving teaching and learning. Through targeted coaching cycles, staff receive personalised feedback, engage in deliberate practice and develop specific teaching strategies designed to strengthen classroom practice. This approach promotes consistency in teaching, supports professional reflection and enables staff to continually refine their pedagogical knowledge and subject expertise.

Professional development activities are informed by lesson observations, learning walks, book scrutinies, assessment reviews and learner outcomes. Particular emphasis is placed on developing expertise in literacy instruction, reading comprehension, vocabulary development, writing strategies, adaptive teaching and effective feedback. Training also supports staff in meeting the needs of learners with SEND and SEMH needs through trauma-informed approaches and evidence-based intervention strategies.

Where appropriate, staff access support from subject specialists within Kings Academy Trust and collaborate with colleagues across the Trust to share best practice, moderate standards and strengthen curriculum implementation. This collaborative approach ensures that English provision continues to develop and remains aligned with current educational research and curriculum expectations.

As staffing capacity develops, the appointment of specialist English leadership will further strengthen professional development opportunities, providing greater subject-specific guidance, curriculum support and quality assurance. Through ongoing coaching, collaboration and training, Kassia Academy aims to ensure that all staff are equipped with the knowledge, skills and confidence required to deliver high-quality English teaching and secure the best possible outcomes for learners.

Curriculum Impact

The impact of the English curriculum at Kassia Academy is demonstrated through learners becoming more confident, articulate and independent communicators who are increasingly able to read fluently, write effectively and think critically. Pupils develop secure literacy skills that support progress across the wider curriculum and enable them to access further education, employment and everyday life with greater confidence and success.

Through adaptive teaching, trauma-informed practice and carefully sequenced learning, learners make progress from their individual starting points and develop increased resilience, engagement and confidence in their abilities. Reading comprehension, vocabulary acquisition, written communication and oracy skills improve over time, enabling pupils to express ideas clearly, analyse texts with increasing sophistication and participate positively in discussion and debate.

The impact of the curriculum is evident through improvements in reading fluency, comprehension, writing accuracy and the quality of extended written responses. Learners become increasingly confident in applying literacy skills across a range of subjects and contexts, demonstrating greater independence, perseverance and pride in their work. Through exposure to a diverse range of texts, pupils also develop cultural awareness, empathy and an understanding of different perspectives, preparing them to become informed and responsible citizens in modern Britain.

Targeted interventions, including Fresh Start phonics and reading support programmes, help learners with significant literacy gaps make accelerated progress and improve their ability to access the wider curriculum. Regular assessment and monitoring ensure that barriers to learning are identified and addressed promptly, enabling pupils to continue making progress from their individual starting points.

The impact of the English curriculum is measured through a range of evidence, including reading age assessments, attainment and progress data, GCSE outcomes, work scrutiny, learner voice, lesson observations and quality assurance activities. These measures demonstrate the effectiveness of curriculum implementation and ensure that teaching continues to meet the needs of all learners, including those with SEND and SEMH needs.

Ultimately, the English curriculum at Kassia Academy equips learners with the literacy, communication and analytical skills required for successful progression into further education, employment and adult life. Learners leave the academy better prepared to communicate effectively, engage critically with the world around them and participate confidently in their next stage of education and future pathways.

Summary

The English curriculum at Kassia Academy provides a broad, ambitious and inclusive programme of study that enables learners to develop the literacy, communication and analytical skills required for success in education, employment and adult life. At the heart of the curriculum is a commitment to developing confident, articulate and independent learners who can read fluently, write effectively, communicate clearly and think critically.

The curriculum is carefully sequenced to build knowledge, vocabulary, reading comprehension and writing skills over time, whilst remaining responsive to the individual needs of learners within a specialist alternative provision setting. Through adaptive teaching, trauma-informed practice and targeted intervention, including Fresh Start phonics and reading support programmes, pupils are supported to overcome barriers to learning and make progress from their individual starting points.

Reading, writing and oracy are embedded throughout the curriculum and supported through explicit vocabulary instruction, structured literacy strategies and meaningful opportunities for discussion, reflection and self-expression. The use of Golden Threads strengthens curriculum coherence by helping learners make connections across subjects and deepen their understanding of key themes and concepts.

Assessment, feedback and quality assurance processes ensure that pupil progress is closely monitored and that teaching remains responsive to learner needs. Through the use of reading age assessments, formative and summative assessment, learner voice, work scrutiny and curriculum monitoring, the academy continually evaluates the effectiveness of English provision and identifies opportunities for improvement.

Ultimately, the English curriculum at Kassia Academy aims to equip learners with the confidence, resilience and literacy skills needed to thrive in further education, employment and modern society. By fostering a love of reading, developing effective communication skills and promoting critical thinking, the curriculum prepares pupils not only for qualification success but also for lifelong learning and positive future outcomes.

Week	Focus	Learning Objectives	Activities	Evidence
21	Interpreting Briefs Quickly	Respond efficiently	Rapid analysis tasks	Planning pages
22	Research and Inspiration	Gather effective references	Artist and audience research	Research sheets
23	Idea Generation Under Time Limits	Develop ideas efficiently	Timed ideation	Idea boards
24	Development and Testing	Refine outcomes	Practical testing	Development evidence
25	Presentation and Annotation	Communicate clearly	Portfolio layout	Presentation pages
26	Final Preparation	Build confidence and organisation	Checklist and rehearsal	Readiness review