

Curriculum Policy



Lealands
High School

Curriculum Policy (PE)

Lealands High School

Issue Date: November
2023



Curriculum Policy

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1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do	Everyone has responsibility	Respect for all
<ul style="list-style-type: none">Everyone achieves success and makes excellent progress	<ul style="list-style-type: none">To prepare young people for life and a positive future	<ul style="list-style-type: none">Everyone is valued for their contribution
<ul style="list-style-type: none">We all continually improve what we do and work hard	<ul style="list-style-type: none">To ensure that school is a safe place	<ul style="list-style-type: none">All are cared for and supported so that needs are met
<ul style="list-style-type: none">We care about being the best we can be and getting the best out of those around us	<ul style="list-style-type: none">To help and support others to grow and succeed	<ul style="list-style-type: none">We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

2. GOVERNORS' STATEMENT OF PRINCIPLES

- 2.1 This Governors' statement of principles has been produced in response to the Education and Inspections Act 2006. All schools are required to have a set of agreed Governors' principles, which guide the Headteacher when determining the curriculum within school.
- 2.2 These principles have been developed by the Governors following consultation with parents, staff and students.
- 2.3 The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation and wish to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying, and promotes the welfare of students and staff.
- 2.4 The purpose of the school's curriculum policy is to fulfil the Governors' duty of care to students and employees; to promote teaching and learning and high standards of attainment.
- 2.5 The policy should take particular account of the needs of all groups of students including vulnerable children, and should comply with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination.
- 2.6 The Governors will keep this statement of principles under review by considering it annually at a meeting of the full Governing Body.
- 2.7 The Headteacher will bring the school's curriculum policy to the attention of students, parents and staff at least once a year.

3. CURRICULUM INTENT

The curriculum at Lealands High School is designed to support all young people to become:

Successful learners - who enjoy learning, make progress and achieve.

Confident individuals - who are able to live safe, healthy and fulfilling lives.

Responsible citizens - who make a positive contribution to society.

The school provides innovative programmes of learning that respond to students' individual needs and interests, preparing them for the next stage of their education.

We believe that Lealands High School exists to provide the best possible education for all of its students through a commitment to quality in their learning experiences.

Students have access to the whole curriculum. The curriculum is differentiated in a way to enhance access to a full range of experience for each individual. It gives appropriate attention to progression so that the work provided at each stage reflects and builds upon that done previously. The curriculum is developed within the frameworks and contexts of appropriate statutory and non-statutory guidance such as the national strategy and exam syllabuses.

No student will be denied access to the curriculum as a result of race, gender, disability or special learning needs. Our curriculum aims to meet the educational needs of all students having regard to their ethnic and cultural background, whilst developing a mutual respect for all members of the community. For the purpose of this document, the curriculum is the wider school curriculum, including extra-curricular activities.

The curriculum experience of students at Lealands High School is founded on high expectations, challenge at an appropriate level, effective support for students and high levels of self-esteem in students as learners. The curriculum is highly coherent and relevant and promotes the personal development of students through the provision for students' spiritual, moral, social and cultural development.

4. CURRICULUM FRAMEWORK

To achieve our curriculum intent we have developed a framework in consultation with leaders of the school. The five principles are:-

1. Our curriculum is knowledge rich.

We are clear about what knowledge students should know at each point of the curriculum, down to each individual lesson. We make sure they are ready to continue their journey by supporting them to develop a body of knowledge that students should know, and by giving them the capacity to add to their knowledge and understanding in the future.

2. Planned forwards and backwards

Our subject experts begin our learners journey using their understanding of the key stage 2 curriculum. We want our students to have the opportunity to access the best post 16 options, so we plan backwards from this aim. Planners in each subject consider the broad knowledge and skills that students require by the time they leave us, which will facilitate future knowledge growth and retention.

3. All students to achieve mastery.

We aim for students to master the carefully sequenced key knowledge and skills to adequate depth before further learning is introduced, as we know that the more you know the more you have the capacity to know – we increase knowledge and understanding.

4. All lessons demonstrate responsive teaching (cure)

Formative assessment is used continually in every single lesson, to check on the progress of the students through the curriculum. We continually need to know what they have learnt. Teachers are confident to reteach if mastery has not been achieved.

5. Lealands students have access to a rich and wide range of curriculum opportunities.

Our student's rich and varied curriculum isn't limited to the taught curriculum. Students are formally taught religion and society so that they make a positive contribution to the world around

them. Our curriculum includes academic, sporting, and personal development opportunities which help to reduce the gap in development opportunities between them and their peers.

5. ROLES, RIGHTS & RESPONSIBILITIES

5.1 The Governing Body will:

- 5.1.1 Establish, in consultation with the Headteacher, staff and parents, a policy for the curriculum that is kept under review.
- 5.1.2 Ensure that the policy is communicated to students and parents/carers, and is non-discriminatory.

5.2 The Headteacher and senior staff will:

- 5.2.1 work with all members of the school community and parents to ensure that the school is able to deliver the curriculum;
- 5.2.2 with the Staff Development Programme supporting school and department development plans;
- 5.2.3 be responsible for the implementation and day-to-day management of the policy, guidelines and procedures;
- 5.2.4 ensure the whole school community is consulted about the principles of the curriculum;
- 5.2.5 ensure the school curriculum policy does not discriminate against any student on, grounds of race, disability or sexual orientation, and that it enables all students to achieve;
- 5.2.6 ensure teachers' roles in delivering the curriculum are consistent with the National Agreement Raising Standards and Tackling Workload, and Workforce Remodelling Agenda, so that there is due recognition of the enhanced roles of support staff and administrative staff;
- 5.2.7 keep parents informed of any changes to the curriculum;
- 5.2.8 ensure that curriculum links are made with different schools and phases, particularly members of the Luton Futures partnership and the Lea Springs Educational Partnership and the local colleges and sixth form providers.

5.3 Staff, including support staff, will:

- 5.3.1 be able to contribute to the development of the school curriculum policy;
- 5.3.2 have the responsibility, both in the classroom and around the school, for maintaining the high quality learning environment to support the curriculum;
- 5.3.3 ensure that all students receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials;
- 5.3.4 have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

5.4 Students will:

- 5.4.1 be able to contribute to the development of the school curriculum policy;
- 5.4.2 be made fully aware of the school policy, procedure and expectations;
- 5.4.3 do their best at all times, take pride in their work and value education and develop a love for learning;
- 5.4.4 be taught in environments that are safe, conducive to learning and free from disruption;
- 5.4.5 take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour;
- 5.4.6 show respect, care and consideration to others;
- 5.4.7 listen when teachers and others are talking;
- 5.4.8 follow the school's rules and expectations;
- 5.4.9 act as positive ambassadors for the school when off school premises;

- 5.4.10 not bring inappropriate or unlawful items to school;
- 5.4.11 show respect to school staff, fellow students, school property and the school environment.
- 5.5 Parents/Carers will:
 - 5.5.1 be able to contribute to the development of the school curriculum policy.
 - 5.5.2 ensure that their child attends school and arrives on time.
 - 5.5.3 be kept informed about their child's progress, including regular updates of targets and predicted grades.
 - 5.5.4 ensure that their child wears school uniform and has the correct equipment and a learning diary for all of their lessons in order for them to access the curriculum.
 - 5.5.6 expect their child to be safe, secure and respected in school.
 - 5.5.7 contact the school if their child is absent or late.
 - 5.5.8 help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
 - 5.5.9 ensure school staff are aware of any SEND-related or other personal factors which may affect their learning and access to the curriculum.
 - 5.5.10 be prepared to work with the school to support their child's learning.

6. KEY STAGE 3 & KEY STAGE 4 CURRICULUM

The curriculum entitlement for students at key stage 3 and key stage 4 is as follows:

6.1 Key Stage 3

Our curriculum at Key Stage 3 is designed to provide students with the skills needed to prepare them for the future. When students arrive at Lealands, they study a number of core curriculum subjects detailed in Appendix A. Students have the opportunity to select two subjects that they wish to study in year 9 before selecting their key stage four subjects to begin in year 10.

Each student in Key Stage 3 will have:

- 6.1.1 followed a formal curriculum which meets statutory requirements;
- 6.1.2 continuous opportunities to reflect upon their own achievements and future targets;
- 6.1.3 received high quality independent careers guidance and support to best prepare students for their KS4 option choices;
- 6.1.4 had the opportunity to take part in a range of educational visits and trips;
- 6.1.5 had the opportunity to take part in a wide range of competitions, events, and challenges both within the school and with other schools;
- 6.1.6 had the opportunity to take part in a musical/dramatic activity;
- 6.1.7 had the opportunity to take part in a school or year assembly;
- 6.1.8 been involved with members of the community, such as parents, visiting speakers, representatives from industry and the community and junior schools;
- 6.1.9 been given the opportunity to develop their personal organisation and sense of responsibility;
- 6.1.10 followed a citizenship programme that follows the Key Stage 3 and Key Stage 4 National Curriculum;
- 6.1.11 access and support from our learning support department to ensure that each student can access the curriculum being offered to them.

6.2 Key Stage 4

In Key Stage 4 students have the opportunity to choose 3 subjects that they are interested in mastering and follow these through to a nationally recognised qualification at the end of KS4 (GCSE, technical awards)

In Years 10 and 11 each student will have had the additional opportunity to have:

- 6.2.1 a degree of choice in relation to their formal curriculum within statutory constraints;
- 6.2.2 been given advice and support to prepare him/her for externally assessed examinations through appropriate mentoring;
- 6.2.3 taken part in a quality work related learning experience as part of a planned programme of work related activities;
- 6.2.4 received high quality independent careers guidance to best supports destinations post 16;
- 6.2.5 been provided with a school reference.

7. LEARNING CHOICES FOR YEAR 9

- 7.1 In the Spring term of Year 9 students are given clear guidance to help them choose their options for key stage 4.
- 7.2 In the spring term of Year 9 students make their choices about which courses they wish to study in key stage 4. In order to support students in this process all students will have:
 - 7.2.1 clear independent careers guidance and help with their choices
 - 7.2.2 opportunities for individual meets with our careers advisor;
 - 7.2.3 a programme of information and guidance through assemblies, presentations and interviews as well as information within subjects;
 - 7.2.4 an opportunity to speak with teachers and parents and to gather further details of courses offered are available.
- 7.3 Advice will be given to students based on:
 - 7.3.1 discussions that are held with students in the preparation for the decision;
 - 7.3.2 our knowledge of the student's ability and interests;
 - 7.3.3 our professional opinion about what choices are suitable for the individual.

8. SEX & RELATIONSHIP EDUCATION

We believe that relationship, sex and health education (RSHE) is an educational entitlement for all students and an integral part of each student's emergence into adulthood. RSE provides knowledge, and encourages the acquisition of skills and attitudes that will allow students to manage their lives in a responsible and healthy way. Relationship and sex education (RSE) is taught to all students and forms an integral part of each student's emergence into adulthood. RSE focuses on healthy living and healthy relationships In some lessons in year 9 it is taught in small single sex groups by members of staff who are of the same gender as the group of students.

Please refer to the Sex & Relationship Policy.

9. PERSONAL SOCIAL HEALTH and CITIZENSHIP EDUCATION

Personal, Social & Health Education (PSHE) and citizenship at Lealands High School is an essential component of each individual student's overall education and makes a significant contribution to the National Curriculum which:

'promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life.'

Much, but by no means all, of the PSHE and citizenship curriculum will be delivered by the teachers with the humanities team through Religion and Society lessons at KS3 and KS4. Many elements are also delivered through tutorial time and assemblies.

Please refer to the PSHE & Citizenship Policy.

10. RELIGIOUS STUDIES & COLLECTIVE WORSHIP

Religious studies (RS) is taught to all students across the school. The RS syllabus is delivered through Religion and society lessons and covers all of the world's main faiths. Our aim is to teach students how to live in a tolerant multi-faith society. The law requires all schools to hold a daily act of collective worship, which is Christian in nature. Collective worship at Lealands offers students the opportunity to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation or through listening to and joining in and to develop community spirit, promote a common ethos and share values, and reinforce positive attitudes.

Please refer to the Collective Worship Policy.

11. PRIMARY SCHOOL TRANSFER

Primary School liaison and student transfer from Year 6 to Year 7 is led by an Assistant Headteacher with the help of the pastoral support manager (PSM) for Year 7. The transfer programme is designed to ensure that students make a seamless transition between junior school and high school.

The programme includes:

- 11.1 Meetings between junior school staff and the Head of Year 7;
- 11.2 Head of Year 7 and Year 7 student leaders meeting with all students transferring from Year 6;
- 11.3 Lealands subject staff meeting with junior staff to discuss curriculum provision;
- 11.4 SENCO and the Student Support Team will gathering and disseminating information concerning the needs of students;
- 11.5 The Assistant Headteacher in charge of transfer is responsible for collecting information about all students in order to ensure a smooth transfer;
- 11.6 External tests and achievement data, for example KS2 SATS and CATS may be used where subjects employ some grouping by ability, for example English and Maths.

12. WORK RELATED LEARNING, INFORMATION, ADVICE, GUIDANCE & CAREERS EDUCATION

- 12.1 Our work related learning and careers programme aims to provide students with knowledge, skills and attitudes associated with the successful transition from school to adult life.
- 12.2 This is done through collaboration between the Careers Coordinator, the PSHE and citizenship team of staff, tutors, and subject teachers to provide a thorough careers guidance programme.
- 12.3 The school works in partnership with external agencies such as local colleges, the Education and Business Partnership (EBP) and local employers to provide a programme that enables all students whatever their interests and abilities, to make informed choices about their future.
- 12.4 In Years 7, students study a series of careers based lessons within the Religion and Society curriculum. In Year 9 careers work focuses on helping students to make choices for Key Stage 4. The work includes lessons, presentations and interviews as well as the opportunity to do research on the internet. In Year 9 parents and students are invited to a parents' consultation evening where possible choices for the future are explained to them. Students also have the opportunity to take part in university visits, college taster days and careers fairs.
- 12.5 In Years 9, 10 and 11 careers guidance continues within Religion and Society lessons as well as through presentations from local colleges, taster days, university visits and careers interviews from our careers coordinator.
- 12.6 We have a school Learning Resource Centre which has information for students about future careers and opportunities. Access to web based resources is also available.

The Learning Resource Centre is open throughout the day and after school for all students.

12.7 Work Experience

All year 10 students have access to a one week period of work experience. Work experience is organised in collaboration with the Luton Education and Business Partnership (EBP). This takes place during year 10.

Work experience enables students to increase their self confidence, learn about work ethics and helps them to develop inter-personal skills. This also helps students to make informed choices about post 16 as it helps them to broaden their career horizons.

Please refer to the Work Related Learning Policy.

13. LITERACY

Literacy is considered a fundamental part of teaching and learning and every teacher is considered a teacher of literacy. With this cohesive approach the aim is for all students to achieve their potential in the key literacy skills of reading, writing, speaking and listening. Provision is also made for students who are multi-lingual in order that they can access the curriculum. Whole school staff training takes place at regular intervals, as well as more personalised courses to individual members of staff to ensure that we are using the best possible approaches to literacy education. For students, literacy is actively taught in lessons as well as extra curricular events and competitions such as, literacy days involving storytellers and poets and World Book day activities.

Please refer to Appendix B - Literacy Policy.

14. REVIEW & MONITORING

In common with all other policies, the Curriculum Policy will be reviewed annually by the Governing Body. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Curriculum Policy.

The procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

15. STANDARDS BY WHICH THE SUCCESS OF THIS POLICY CAN BE EVALUATED

- 16.1 Student voice feedback received from surveys, focus groups, forums and during tutorials.
- 16.2 Students progress and achievement.
- 16.3 Department review reports and observations;
- 16.4 Self assessment and external review.
- 16.5 Staff responses to training and employing appropriate strategies.

APPENDIX A

KEY STAGE 3 & 4 CURRICULUM DIAGRAMS

Key Stage 3 curriculum

	Sessions per week		
	Year 7	Year 8	Year 9
English	3	3	4
Accelerated Reader	1	1	
Maths	4	4	4
Science	3	3	3
MFL (French/Spanish) (literacy/numeracy intervention)	2	2	2
Geography	2	2	2
History	2	2	2
Religion and society	1	1	1
Physical Education	2	2	2
Design and Technology	1	2	1
Art	1	1	
Music	1	1	
Dance	1		
Drama			
Computing	1	1	Cover Tutor time
PE Music Food Textiles Dance Drama Art Graphics MFL (for dual linguists) Design technology Literacy intervention Numeracy intervention			2+2
Total hours	25	25	25

Key Stage 4 curriculum

The curriculum at Key Stage 4

At the end of Year 9 students are guided to follow one of three curriculum pathways. Each pathway allows them to choose 3 subjects to study. Students are given individual guidance to aid them in making the best choices for them.

In Key Stage 4 all students study English (language and literature), mathematics, science (triple or double science), PE and religious education/citizenship/PSHE (within the Religion and society curriculum).

Subject	Year 10	Year 11
English	5	5
Maths	4	4
Science	5	5
Physical Education	1	1
Religion and Society	1	1
Option A	3	3
Option B	3	3
Option C	3	3
Total	25	25

APPENDIX B



Literacy Policy & Procedures

1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

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Our vision is to be:

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We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

2. RATIONALE

- 2.1 Literacy is the ability to recognise, understand, use and manipulate the conventions of language at a level necessary to function and progress at school and in society in general.
- 2.2 At Lealands High School we believe that literacy is a whole school responsibility.
- 2.3 We believe that the good use of language is an essential skill for all to develop and that access to teaching which promotes such development is the basic right of every child. Language development should be the collective responsibility of all staff. Only then can we ensure students enjoy language and communication in all their forms, and can use language to think, explore, organise and communicate.
- 2.4 The various languages spoken at this school should be given full recognition and respect by all students and staff in order to promote general cultural awareness as well as cognitive learning.

3. BROAD GOALS

- 3.1 To develop our students' language competences as fully as possible as part of a continuous, progressive process, bearing in mind the diversity of language experiences, capabilities and skills they present.
- 3.2 To develop areas of speaking and listening and reading and writing.
- 3.3 In addition to the formal teaching of reading, writing, grammar and spelling, language skills should be taught within a variety of curriculum contexts by meaningful, relevant activities undertaken in all subject areas.
- 3.4 To continuously challenge students to use subject specific vocabulary.
- 3.5 To ensure that every teacher/department is involved in developing schemes of work to reflect our dedication to improve literacy across the school.

4. STUDENT IMPACT & OTHER OUTCOMES

- 4.1 To improve literacy levels amongst all students in school in order to have a direct impact on results.
- 4.2 To ensure that students leave school with a good chance of progressing onto further and higher education.

5. APPLICATION

The staff in all curriculum areas will aim to:

- 5.1 provide material at appropriate levels of interest and difficulty;
- 5.2 use our assessments of students' literacy skills to help us plan appropriate work;
- 5.3 provide some activities which are structured to make speaking and listening an essential part of them;
- 5.4 provide opportunities for inexperienced speakers of English to interact with competent English speakers;
- 5.5 provide displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary;
- 5.6 provide reading material of high quality which is up-to-date, relevant, and balanced in its presentation of ethnicity, culture and gender, and some text in the first language of students acquiring English as an additional language;
- 5.7 give priority to content, ideas, organisation and meaning when responding to students' writing, but with regard to the school's marking policy;
- 5.8 To set all students an extended piece of writing in all areas across the curriculum at least once per half term.
- 5.9 treat students' writing with respect and interest.

6. MONITORING, EVALUATION & REVIEW

This policy will be reviewed annually by the Governing Body.

- 6.1 **The Assistant Headteacher** (Literacy) has overall responsibility for the successful implementation of this policy. The school will:
 - 6.1.1 review the Literacy Policy at the appropriate times;
 - 6.1.2 ensure all staff are aware of the literacy needs of the students in their group;
 - 6.1.3 endeavour to ensure all staff provide resources at the appropriate level for their students;
 - 6.1.4 have a named member of staff as the overall co-ordinator.



Literacy Procedures

Approaches for Talking

Lessons should help students to:

- value and respect what other people say. Value speaking and listening as essential means of learning;
- challenge students to articulate themselves in detail and through using (subject) specific vocabulary;
- learn to select from, re-formulate, question and challenge what they hear;
- use varying degrees of formality appropriate to their purpose and audience;
- appreciate differences between standard English and non-standard forms and to choose appropriate forms and registers for their purpose;
- develop self-esteem by encouraging pride in their home language and dialect.

Approaches for Reading

In our teaching we will aim to:

- tell students the purpose of any reading they do;
- talk with students about their subject reading;
- teach students how to be active readers. Challenge students to select from, re-formulate, question and challenge what they read in textbooks, encyclopaedias and newspapers or on computers;
- draw students' attention to the structure of texts, referring to contents pages, indexes, chapter headings, etc.;
- help students adapt their style of reading to their purpose, e.g. choosing to scan, skim or read closely;
- provide students with opportunities to use information from their reading rather than just answer questions about it;
- provide opportunities for inexperienced readers to read in pairs or small groups.

Approaches for Writing

In our lessons we will aim to:

- make connections between students' reading and writing so that students have clear models for their writing;
- provide a model for the process in our own writing;
- set writing tasks which have clear and immediate purposes;
- draw attention to the purpose and intended readers of each piece of writing;
- teach students to structure their writing using sentences, paragraphs and headings as appropriate;
- teach students how to present evidence, express opinions, and set out argument;
- display students' writing attractively and encourage them to take a pride in their work;
- appreciate differences between Standard English and non-standard forms of the language;
- help students to choose appropriate forms and registers for their purpose;
- expect high standards of presentation in finished work;
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them;
- help students to use a range of strategies to learn spellings.