

The Beacon Centre

Intent

At the Beacon Centre Secondary School, Students will predominantly study English Language for four out of four lessons per week to provide students with a continuum of mainstream education. Opportunities for Speaking and Listening Skills will be embedded into lessons via class discussions and debates. Areas of gaps in learning will be identified from baseline assessments taken from the NGRT and NGST tests, as well as gaps in learning, students strengths will also be identified and will be used as a scaffold to further develop and enrich their learning. It is anticipated that students will develop skills needed to succeed in English Language as well as cultivating an enjoyment of reading and writing. The programme of study offers opportunities for creativity and imaginative exploration of texts and ideas, as well as increasing students' awareness of how to explore meaning and authorial techniques in various genres of literature. In addition, essential skills in grammar and punctuation will be focused on with the dual purpose of meeting the rigours of GCSE study and to re-engage students disaffected with education.

Implementation

At the Beacon Centre secondary site we offer a range of exam bodies and the programme of study will be personalised to meet the needs of all learners. Areas of gaps in learning will be identified from baseline assessments taken from the NGRT and NGST tests, as well as gaps in learning, students strengths will also be identified and will be used as a scaffold to further develop and enrich their learning. It is anticipated that students will develop skills needed to succeed in English Language as well as cultivating an enjoyment of reading and writing.

In Key stage 3 students will study a range of texts in accordance with government guidelines and will be relatable and pertinent to Beacon Centre students. The rhetoric behind this is to motivate students through a choice of contemporary and classics texts which are relatable and encompass real world writing tasks. The key stage 3 programme of study will assist in preparing students for key stage four and the rigours of studying at GCSE level. Via the selected texts students will explore a range of issues such as gender, race, child exploitation and social inequalities and will link with Personal, Social and Health Education and Citizenship to reinforce Social, Moral, Spiritual and Cultural development.

At key stage four, students will study GCSE English Language over two years and will focus upon developing the skills required for success in the core English GCSE. The two-year curriculum is designed to cover the objectives, content and assessment methods of the course whilst ensuring that pupils are fully prepared for the GCSE examination. In studying English Language, pupils will continue to develop their skills of inference, analysis, evaluation and comparison through their study of a range of non-fiction and fictional prose texts from the 19th, 20th and 21st centuries. Pupils will also be encouraged to read a range of texts independently for pleasure. A significant amount of curriculum time will be designated to practising writing for different audiences and purposes. All students attending the Beacon Centre at the time of the year eleven examinations will undertake the GCSE, however The Beacon Centre additionally offers Functional Skills Level one and two and an ASDAN English qualification.

Impact

As an alternative education centre, we endeavour to ensure that students reach their full academic and holistic potential. It is deemed that the personalisation of their study will enable them to achieve this. As well as entering society as academically functional adults, the study of the selected texts will allow students the opportunity to think about the consequences of right and wrong behaviour and apply this to their own lives. The novel *Refugee Boy* focuses upon culture, war, separation, death, relationships and racial identity, as well as honing in on the power of community, kindness and courage and is deemed an integral aspect of education for Beacon Centre students. The novel *'Stone Cold'* has a multifaceted purpose in terms of developing a sense of empathy towards homelessness and the reasons behind it, how young people can experience difficult lives at home, and the dangers of life in the streets of cities.

Imaginative writing gives students the opportunity to reflect on their personal beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment safely. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios.

During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters.