

SCHOOL POLICY FOR ENGLISH

Co-ordinator:

Catherine Weaver

Buddy:

Kay Ferriday

Date Adopted:

Spring 2017

Review by

Spring 2019

How the Policy developed

This policy updates the previous one adopted in the autumn term 2014. It is intended as a comprehensive policy that supports a whole school approach to English. The policy review process has included all members of teaching staff.

How it relates to the School Development Plan

The SDP for 2016-2017 features the following priorities related to the English curriculum:

To further improve standards in writing through ensuring opportunities for children to write creatively and at greater length, both in Literacy and across the curriculum, with an aim to increase attainment at the end of KS1 and KS2, and that self-evaluation and editing skills are taught well across the school. 'First thoughts are not the best' (Pie Corbett).

To ensure the cursive handwriting and spelling policies are followed diligently throughout the school.

To ensure next step marking comments provide children the opportunity to reflect on their writing and move their thinking forward.

Further priorities

To continue to ensure that reading standards are kept high with all children in each class making expected or better progress in reading through whole school consistency to phonics and guided reading (to include strategies to develop deduction and inference skills), and to continue to focus on reading for pleasure.

To ensure that all children are appropriately challenged, with particular focus on more able children, and middle ability children, in order for all children to make good or better progress.

To ensure that all gender gaps are narrowed.

SPAG. Ensure that spelling, punctuation and grammar are taught according to the requirements and standards of the new National Curriculum and are linked to context wherever possible.

Spoken Language. A focus on spoken language in order to develop critical thinking and communication skills– link to Philosophy for Children (P4C) and Talk for Writing strategies.

The Head, Co-ordinator and Senior Management Team will monitor English, mainly through lesson observations, book scrutinies and school tracking systems.

Key Targets for the Period to the Date of the Policy review

- To adopt the policy (staff and governors).
- To plan and teach English to the new 2014 National Curriculum requirements and standards.
- To continue to monitor teaching and learning in English through lesson observations, book scrutinies and analysis of data and to moderate across the school to secure assessments.
- To continue to embed the new AWL and use a range of assessment methods including testing and targets as appropriate for formative and summative assessments.
- To continue to develop and use strategies for improving writing, at higher levels and to ensure that middle ability children are challenged to make consistently good progress.
- To continue to provide opportunities for extended creative writing at least once a fortnight (at the end of each unit of work).
- To ensure handwriting is completed daily in KS1 and at least three times weekly in KS2
- To teach SPaG strategies weekly and embed them into Literacy lessons with reference to the NC requirements for year groups.
- To continue to develop reading comprehension, especially in the areas of inference, deduction and questioning through strategies which include guided and reciprocal reading.
- To adhere to the marking policy and maintain high standards of annotation in pupil books.
- To continue to develop Philosophy for Children techniques within discussion activities to improve critical thinking skills and competency in speaking and listening.
- To plan relevant activities to engage both boys and girls.
- To ensure targeted provision and support for all children not on track to meet expected outcomes.
- To audit and increase resources and maintain well accessed central resources areas.
- To update long-term planning as appropriate in light of creative curriculum (with whole school long term plans available on the school website).
- To ensure quality opportunities for staff CPD.

Tasks	Action Group	Timescale	Cost
To introduce policy to staff.	Staff/Co-ordinator/Head	Spring 2017	
To present policy to the Curriculum Committee.	Co-ordinator/Head	Spring 2017	
To ensure all teaching staff are confident to teach the requirements of the 2014 curriculum.	Co-ordinator	Ongoing	
To ensure long-term plans are available on the school website.	Co-ordinator	Ongoing	
To continue to monitor teaching and learning, and marking standards, with a focus on extended creative writing.	Co-ordinator/Head/SMT	Once per fortnight	Half day cover – approx. £100
To continue to increase resources across the school.	Co-ordinator Cordinator/staff	Ongoing	Annual curriculum budget £300
To continue to develop reading and writing, especially at higher levels and for middle ability children.	Co-ordinator/ staff	Ongoing	
To ensure all children, boys and girls, have	Staff/Head/co-ordinator	Ongoing	

enjoyable and challenging ranges of reading books and materials from which to choose, within a well-stocked library.			
To ensure CPD for staff.	In house CPD where relevant, plus any relevant bespoke courses or outside agencies.	As appropriate	As funding will allow (seek help for FOSLs)

Intentions

- To adopt this whole school policy for English, ensuring continuity, progression and challenge between classes and key stages.
- To liaise with professional agencies and the English team, attending courses when appropriate.
- To reach/exceed end of key stage targets and internally agreed targets (see target setting policy) and to increase attainment at KS1 and in KS2.
- To track pupil progress on school data systems, and use the information to continue to develop priorities.
- To provide differentiation and challenge for all (see inclusion policy).

Aims and Objectives

Aims

- To develop literate pupils who, by the end of KS2, are able to read and write with confidence, fluency and understanding within a range of genres.
- Through reading and writing, develop powers of imagination, inventiveness and critical awareness.
- To develop articulate and confident speakers who can communicate ideas and develop rational argument.
- To develop attentive listeners who can respond thoughtfully and critically to what has been said and the language used.
- To engender a lifelong understanding and love of literature, including poetry.
- To encourage the confidence and skills of children who have learning difficulties, or for whom English is not their first language, in order for them to enjoy and achieve.
- To challenge all learners to ensure all reach their potential.
- To further ensure that any gender gaps are closed.
- To encourage children to apply skills learned in English in other curriculum areas.
- To give pupils in the Early Years Foundation Stage setting a firm foundation on which to build the above skills by developing their learning and competence in communicating, thinking, speaking and listening and early reading and writing.

Objectives:

- To teach the English curriculum through personalisation of pupils' learning.
- To use a range of strategies to promote inclusion for all, including taking account of differing learning styles, using accelerated learning strategies, and setting differentiated targets for learning that are appropriate, challenging and achievable.
- To encourage involvement and engagement through creative teaching and learning strategies and choices.
- To develop communication, thinking skills and self-confidence through debate, discussion and Philosophy for Children (P4C) Inquiries.
- To equip pupils with freedom of thought and expression, and respect for the ideas and values of others.

- To raise awareness of, and promote interest and enthusiasm in, English through, for example, author and storyteller visits, school visits, Book Week and World Book Day activities, Book Fairs, drama and poetry activities.

Principles of Teaching and Learning

The relationship between policy and practice is understood.

The role of the teacher:

- To teach the English curriculum using a variety and range of teaching and learning approaches to promote inclusion. This includes personalising learning through incorporating visual, auditory and kinaesthetic styles of learning into lessons, use of accelerated learning strategies and of differentiation.
- To develop imagination, creativity and skills through strategies such as 'talk for writing'.
- To develop communication and thinking skills in pupils through discussion, debate and P4C.
- To plan cross-curricular activities with reference to English learning outcomes.
- To aid the development of fluent cursive handwriting through regular practice.
- To accelerate some pupils' progress through targeted interventions.
Some identified pupils will take part in 1 to 1 tuition programmes of support. More Able Gifted and Talented pupils will be appropriately challenged, in order for all pupils to reach their potential.
- To set high but realistic expectations which enable children to achieve at their own level whilst encouraging them to practise, develop and extend the skills and knowledge which they have learned.
- To assess pupils' progress using a variety of assessment methods, formal and informal, formative and summative, and to use the results to inform future planning for individuals and groups and to feed into school attainment and achievement data for monitoring purposes.
- To mark work in accordance with the school's marking policy, reflecting the Learning Objective(s) for the activity.
- In the Early Years/Foundation stage, to follow the EYFS curriculum, using activities and experiences that engage the senses and support language development – such as music, dance, role-play, rhymes and stories. To support and extend emergent and developing reading and writing, including linking sounds and letters. To develop thinking skills through encouraging talk and questioning.

Equal Access and Outcome

The Equal Opportunities Policy and Inclusion Policy is adhered to, ensuring that we meet the entitlement for all to fully develop their potential, with all pupils having access to the full range of activities and experiences.

This includes taking account of ethnic and cultural diversity within the school community and providing learning experiences that contribute to intercultural understanding. These may be delivered through planned units of work and activities, discussion and P4C, group and team work, resourcing and school ethos.

Gender issues are considered when selecting units of work, materials and teaching and learning approaches. Equity of access to the English curriculum for boys and girls is monitored and assessed. Learning diversity is recognised and planned for. Staff work together to remove barriers to learning. Pupils with additional educational needs are provided with learning support as required, and suitable intervention programmes. More Able Gifted and talented pupils are given appropriately challenging activities that keep them engaged and focused.

Left-handed pupils are to be seated to the left of a partner for writing activities and resourced appropriately. Pupils with physical disabilities are to be fully supported regarding access to work areas and use of equipment.

Health and Safety

- The Health and Safety Policy will be adhered to. Pupils have a right to be, and feel safe.
- School visits will be planned carefully with regard to the requirements for educational visits.

Implementation

The policy will be implemented following consultation with staff and governors. All staff will have an Agreed Copy of this policy document by the end of the Spring Term 2017.

All staff have a responsibility to implement the policy. Implementation is monitored by the Co-ordinator. Class teachers are responsible for preparation of teaching plans, and teachers within similar year groups make opportunities to plan jointly in order to ensure consistency of learning. Planning and delivery of the English curriculum is monitored by the Co-ordinator and Headteacher.

Co-ordinator and staff attend suitable and appropriate professional training, as decided in consultation with the Headteacher.

The Co-ordinator monitors and renews resources as funding allows.

Continuity and progression

- Overviews of continuity and progression are compiled by the Co-ordinator, Headteacher and Senior Management Team, through reference to school tracking data, book scrutinies and lesson observations.
- Termly assessments are made for each child – Teacher assessments and formal tests
- Handwriting fluency and progression is monitored during book scrutinies.
- Class teachers are responsible for providing continuity and monitoring progress of pupils within their class, according to cohort, school and national data.
- Pupils work towards achievement of the National Expected Outcome for the end of their key stage, and beyond if they are able.
- Less able readers in KS2 are reading partners with younger pupils. This supports both groups in reading progression.
- Through CPD, (external and in-house) all teachers are informed with regard to updates in Literacy and SPaG strategies. The Co-ordinator attends termly English updates run by the Shropshire English Team.

Resourcing

Resources are updated as appropriate by the Co-ordinator and buddy (within budget restrictions). FOSLS is approached in times of need.

Main reading schemes are Rigby Star (Foundation /KS1) and Oxford Reading Tree.

Comic style and Manga books are available for reluctant boy readers in KS2.

Guided and reciprocal reading materials are kept in the Guided Reading area on the KS2 site.

Also kept in Guided Reading area are stories and picture cards suitable for P4C activities..

The Letters and Sounds programme is used in Foundation and KS1, with supporting Jolly Phonics / Ruth Miskin materials. It is also available to use in KS2 for extra support as required. Spelling follows the new National Curriculum requirements for each year group and is supported by various materials including Support for Spelling (National Strategy) and the No Nonsense Spelling Scheme.

Other resources currently include Focus English anthologies, Big Books, (including Sue Palmer's Skeleton Books), Support for Grammar and Comprehension anthologies. Espresso, Phonics Bug and other e-resources are commonly used. These resources will be constantly monitored and updated, within budget constraints.

The Library is an important resource and is stocked with a wide range of fiction and non-fiction materials. It is resourced mainly through profits from book fairs. Donations of books are also welcomed and encouraged. Librarians from Year 5/6 assist with routine upkeep of the library, with the support of a designated Teaching Assistant.

Teachers also make use of Shropshire Library based in Shrewsbury for termly topic collections and for packs of guided readers.

Assessment and Reporting

- Nursery and Reception children now use the same assessment systems as the rest of the school (i-Track), data is inputted termly (the final data from nursery informs on entry data in Reception). By the end of Reception we aim to have all children reaching the early learning goals.
- Group and individual targets allow for personalised progression throughout school.
- Children on the SEND register have termly highly personalised and achievable targets .
- Formative assessments may be through observation, marking of individual pieces of work (including informative 'next steps') or delivered through oral feedback and testing.

- Individual and group progression is tracked through school data tracking systems.
- Termly assessments are made for each child – Teacher assessments and formal tests
- Moderation is carried out regularly both internally and externally with partner schools.
- Summative end of year or end of key stage assessments are supported by teacher assessment, testing, moderation records and by SATs assessments at the end of KS1 and KS2.
- Report writing is seen as a record of summative assessments, matched to learning outcomes and with national expectations in mind. Parents have the opportunity to discuss pupil progress at parents' evenings, and more informally by making an appointment with the class teacher.
- Children take part in the assessment process through self-assessment including success criteria grids and traffic lights, and peer assessment through written and oral feedback.
- More Able Gifted and Talented children are identified through performance and /or assessment in academic subjects or in particular creative skills. Individual records are kept of these children, reviewed and updated yearly (see Appendix 2).

Summary

English is a Core Curriculum subject and permeates all curricular areas. As such it contributes to raising achievement across the curriculum, including personal, social, spiritual and cultural development, providing children with opportunities to understand, reflect on and express complex issues.

English lessons develop essential reading skills, including those of comprehension, analysis, inference and deduction. Children are encouraged to enjoy and appreciate reading in all its forms. Writing skills are developed through study of a wide range of genres, both fiction and non-fiction and children are encouraged to plan and write their own ideas creatively and in detail and to edit them. Speaking and listening skills are encouraged through partner talk, group interaction, drama and philosophy, with participation in Forest School. Throughout their time in school children are encouraged to appreciate a wide range of literature, including poetry, and to celebrate their own success as speakers, readers and writers.

Appendix 1

English Intervention Programmes

Interventions are carried out for children who are making insufficient progress and/or achievement in order to accelerate their progress.

Children in need of further support are identified through school data systems including Foundation Stage profiles, SATS, end-of-unit assessments and teacher observation.

Intervention may be carried out within class teaching, within groups, or with 1 to 1 support. The following interventions are used within school as appropriate.

Wave 1 describes all children within inclusive class teaching.

Wave 2 describes additional intervention support. This may include programmes such as 'Success with Sentences' in KS2 (for middle ability children who have not met their target) and Daily Phonics.

Wave 3 describes personalised programmes to meet individual needs of children experiencing significant literacy difficulties. This will be teacher –led throughout school and is tailored to individual children's needs. This may include:

- phonics and word-building support
- spellings and reading
- help with sentence structure
- Time to talk (a speech programme)

- Silver Seal (emotional and social support).

Wave 3 also describes individual programmes put in place for individual children requiring further challenge, who may be described as more able or gifted in one or more aspects of English.

Any child with special needs will be following a structured programme in accordance with the Special Needs Policy.

Further programmes of support are recommended by LSAT and may be at Wave 2 or Wave 3.

Appendix 2

More Able Gifted and Talented provision

More Able Gifted and Talented pupils are those who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group. 'Gifted' describes academic ability and 'talented' describes ability in arts or sport. Such children will be appropriately challenged in order for all to reach their potential.

Once identified, children are put on the Gifted and Talented Register, which is reviewed annually. In addition, specific children may be added during the year. Parents are informed and consulted and annual reviews shared with them. A report is made to Governors annually.

A wide range of methods are used to identify able, gifted and talented children including:

- Background knowledge and information from nursery and/or previous teachers and schools;
- Ongoing teacher observations and assessments, record keeping;
- Testing (Foundation Stage profile, SATS, end-of-unit assessments);
- Consultations between class teacher, key stage/subject co-ordinators and Gifted and Talented Co-ordinator;
- Consultation with outside agencies and specialists.

Important strategies include:

- The coherent management of pupil groupings;
- Opportunities for gifted/talented children to work with those of similar ability;
- Mentoring and additional provision for pupils of exceptional ability;
- Enrichment activities and tasks;
- Differentiation within subject areas;
- Development of independent learning by allowing children to organise their own work, carry out tasks unaided, evaluate their work and become self-critical.
- Celebration of achievement and success for all, including in whole-school assembly where out-of-school musical, sporting and creative talent is widely celebrated.
- A variety of resources available for class teachers in school.

Children who are more able in English may demonstrate some, but not necessarily all, of the following:

- Excellent communication skills, both oral and written and the ability to ask relevant questions and talk dialogically, linking chains of ideas coherently;
- The ability to argue and reason;
- Awareness of a range of language beyond their years including reading advanced materials for enjoyment and information;

- Knowledgeable talk about books and authors;
- Creative, independent, empathic use of the imagination;
- A mature command of spelling, punctuation and grammar at advanced levels for their year group;
- Stamina and perseverance in the face of challenge.

Resourcing for the provision of additional materials to support More Able/Gifted/Talented children is managed by the Gifted and Talented Co-ordinator. It is reviewed to come in line with parents evening. Resources include challenge games, challenge cards and question cards.