

English Policy

Date	Review Date	Subject Leader	Nominated Governor
October 2019	October 2020 Yearly	Judyta Ruminska	Curriculum Committee

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- National Curriculum in England: English programmes of study (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe English has a 'pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our broad and well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

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We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

To ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(The National Curriculum in England Framework Document (DfE) 2014)

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- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Objectives

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide resources for all pupils that will support effective learning and teaching.
- To ensure leadership and management structures within the school support the implementation of these objectives.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - ☐ determining this policy with the Governing Body;
 - ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the coordinator;

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- ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the Governing Body every term;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
 - work closely with the curriculum leader, subject leaders and the link governor;
 - ensure compliance with the legal requirements of the National Curriculum;
 - consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
 - encourage parents to take an active role in curriculum development;
 - provide leadership and vision in respect of equality;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by;
 - ☐ observing teaching and learning
 - ☐ planning scrutinies and work trawls
 - ☐ discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

Role of the Curriculum Leader

The Curriculum Leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - ☐ auditing the subject area
 - ☐ review of the scheme of work
 - ☐ monitoring teachers planning
 - ☐ lesson observations
 - ☐ scrutinising children's work
 - ☐ discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;

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- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - ☐ parents and open evenings
 - ☐ parent-teacher consultations
 - ☐ curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

Policy Procedure

Spoken Language and Oracy Skills

We need to:

- continue to develop pupils' confidence and competence in spoken language;
- develop in pupils their understanding of books and other reading material;
- demonstrate to them how to prepare their ideas before they write;
- explain to pupils ways of thinking clearly to themselves and to others;
- develop pupils, confidence in using discussion and debate as a means to probing and remedying their misconceptions

(The National Curriculum in England (DfE) 2013)

Reading

We need to develop pupils' competence in the programmes of study of Word Reading and Comprehension.

Word Reading

Phonics will be taught to beginners when they start school and to those pupils who are unskilled readers.

Comprehension (both listening and reading)

Comprehension skills will be developed by:

- high quality discussion with the teacher;
- reading and discussion of stories, poems and non-fiction;
- encouraging pupils to read widely both fiction and non-fiction;
- establishing an appreciation and love for reading

Writing

We need to develop pupils' competence in Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing).

Composition (articulating ideas and structuring them in speech and writing) will be developed by teaching pupils how to:

- plan, revise, and evaluate their writing;
- write down their ideas fluently by spelling quickly and accurately;
- articulate and communicate ideas;
- organise ideas coherently for a reader

Transcription (spelling and handwriting) will be developed by teaching pupils how to spell quickly and accurately by:

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- knowing the relationship between sounds and letters (phonics)
- understanding word structure
- understanding the spelling structure of words

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

See our Intent, Implementation and Impact statements on our school website under Curriculum.

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

EYFS – cross curricular approach for reading and writing.

e.g Book of the Week linked into Autumn theme. Squirrels and acorns, hanging leaves, death and new beginnings. Daily reading of the book with children. Drama and role play based around the book. Key words highlighted for most able children.

Mark making opportunities from as soon as children enter Nursery. Oracy skills encouraged with children talking about mark making.

PenPals handwriting scheme used Reception onwards. Expectation based on Development matters and early learning Goals. Children are beginning to develop a cursive script.

Phonics is taught daily in all EYFS in whole class and ability groups. Systematic approach is based on Letters and Sounds. School has been very high attaining since the Phonics Check was introduced. Invited by DFE to be a lead school in phonics in 2018 (see email).

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Year 1 daily supported reading using Oxford Reading Tree. These books links into Letters and Sounds and each book has specific focus sounds within it appropriate to children's stages of development.

Comprehension is checked via questioning and prediction skills. This is highly structured e.g tricky words highlighted.

Writing skills are equally developed via sentence building.

Pie Corbett has been used extensively to promote quality writing and also oracy skills such as story telling.

Weekly spelling tests based around Sounds of the Week and the statutory spelling lists.

Year 2 similar approaches and structures.

Books are linked in as far as possible to Science, R.E. and Foundation subjects.

Years 3- 6. Guided Reading takes place daily in every class with a focus on fluency and comprehension. At the start of September 2018 the school introduced a new reading scheme Destination Reader to further enhance comprehension and inference skills. Texts chosen according to pupil's ability. Whole class reading from high quality texts takes place in all classes. Comprehension books from CGP are used in Years 5 and 6 and lead to high quality knowledge of SPAG also.

Well stocked an updated library visited weekly to encourage Reading for Pleasure.

Buddy reading also done whereby Years 5 and Year 6 teaching younger children to read.

Writing is used via Hamilton Trust for all classes and adapted to specific classes and abilities.

For example Y6 linking Roald Dahl's "Matilda" to aid high quality writing.

Oracy – extensive use of Poetry during Poetry Week, Roald Dahl Week etc.

Cross curricular links for writing especially extended writing for RE and history.

Creative writing groups are provided for DA pupils at Greater Depth.

Extensive and intense interventions across the school for those below Age Expectation.

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;

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- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.'
(Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes

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interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- carry out tests at the end of Y3, Y4 and Y5;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

Monitoring and Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- ☐ looking at pupils work and talking to pupils using new EIF framework September 2019
- ☐ subject observations
- ☐ pupil discussions
- ☐ audit of subjects
- ☐ scrutiny of planning
- ☐ general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum

English is linked to all curriculum areas.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - ☐ National Curriculum programmes of study and attainment targets for all subjects
 - ☐ Curriculum
 - ☐ Teaching and learning
 - ☐ Planning
 - ☐ Differentiation
 - ☐ Assessment
 - ☐ Monitoring and Evaluation
 - ☐ Special Educational Needs
 - ☐ Academically More Able, Gifted and Talented Pupils
 - ☐ Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Curriculum
- Differentiation
- Monitoring and Evaluation
- Special Educational Needs
- English as an Additional Language (EAL)
- Teaching and Learning
- Assessment
- Self-Evaluation and School Improvement
- Academically More Able, Gifted and Talented Pupils

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Sean Flood	Date:	October 2019
Chair of Governing Body:	Derek Vitai	Date:	October 2020