



English Policy

Please read this policy in conjunction with the marking policy, the learning and teaching policy and the equalities policy.

1 Aims and objectives

- The study of English develops children's ability to read, write, speak and listen for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in reading, writing and speaking across a range of different situations.
- Our objectives in the teaching of English are:
 - to develop the habit of reading widely and often, for both pleasure and information.
 - to help them to become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
 - to develop enthusiastic and reflective readers, through contact with engaging, challenging and substantial texts;
 - to foster the enjoyment of writing, and a recognition of its value;
 - to encourage accurate and meaningful writing, in a wide range of contexts;
 - to improve the planning, drafting and editing of their written work.
 - to enable children to speak clearly and audibly, and to take account of their listeners;
 - to encourage children to listen with concentration, in order to identify the main points of what they have heard;
 - to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;

2 Learning and teaching style

- At the Federation, we use a variety of teaching and learning styles in our English lessons. More information about these can be seen in our Learning and Teaching Policy.
- In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children, and to enable work to be matched to the needs of individuals.

3 English curriculum planning

- English is a core subject in the National Curriculum. We follow the statutory requirements as specified in the National Curriculum (2014).
- We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what we are required to teach in each year group.
- Class teachers complete a short-term (unit) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps, reviews and adapts these individual plans, and the class teacher and subject leader

often discuss them on an informal basis. Short term planning is also monitored by members of the SLT and the Subject Leader.

- We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 The Foundation Stage

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations. Much of the phonic teaching (used to link sounds and letters) is based upon the principles of 'Letters and Sounds'.

5 Contribution of English to teaching in other curriculum areas

- The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing and spoken language enable them to communicate and express themselves in all areas of their work at school.
- Spiritual, moral, social and cultural development - The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

6 English and ICT

- The use of ICT, with clear learning intentions, will promote, enhance and support the teaching of English. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.
- ICT is used at whole-class, group and independent levels. Displaying text on the IWB enables it to be read, shared and analysed. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills.

7 English and inclusion

- At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Inclusion; Equality; Gifted and Talented Children
- When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected expectations. This ensures that our teaching is matched to the child's needs.
- Children on the SEN Register will have an Individual Education Plan (IEP). The IEP may include, as appropriate, specific targets relating to English.
- We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a museum trip, for example) we carry

out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment for learning

- Teachers assess children's work in English in several ways: Formative assessment is often regarded as assessment for learning whilst summative assessment measure children against specified levels and criteria. The formative assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. (For further information, please refer to the marking policy).
- Summative assessments are completed on a termly basis, where teachers assess progress against school and national expectations and targets. With the help of these assessments, they are able to set targets for the next term (during pupil progress meetings), and to summarise the progress of each child before discussing it with the child's family and where appropriate other members of staff.
- Annual reports are sent to parents to inform them of their child's effort and progress in English.
- In order that assessments are rigorous and detailed, all teaching staff are involved in moderation meetings. Members of the SLT and the Subject Leader also complete regular work and planning scrutinies in order to monitor the quality and impact of formative and summative assessments.
- Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development. Where appropriate, staff undertake professional development courses and are expected to share best practice and new initiatives. The coaching model is also used as an important tool for developing staff subject knowledge and practise.

9 Resources

There is a range of resources to support the teaching of English across the school. All classrooms have a range of dictionaries and thesauruses. All classrooms also have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computers. Access to the Internet is also available in the library area. The library also contains a range of books to support children's individual research.

10 Monitoring and review

- The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:
 - supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
 - works with the headteacher and SLT to evaluate the strengths and weaknesses in English and consider areas for further improvement;
 - uses leadership time to review evidence of the children's work, to observe English lessons across the school, and to undertake other appropriate tasks.
- A named member of the school's governing body is oversees the teaching of English. The English Governor meets regularly with the subject leader to review progress.

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Chair of Governors:



Heads of School:

