
English Policy

Spring 2017

Summary

The aim of this policy is to outline the procedures for teaching English at Fieldhead Carr Primary School.

Author's Role	English Lead
Date	Spring 2017
Internal Review Date	Spring 2018
Review Date	As changes

Introduction

English underpins the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate. It helps them to think, explore and organise. It also helps pupils to express themselves clearly, orally and in writing, enhances and enriches teaching and learning in all subjects. All teachers and support staff have a crucial role to play in supporting pupils' English development therefore it is the responsibility of all teaching staff to ensure the implementation of this policy.

(This policy is supported by a separate reading, SPAG and phonics policy.)

Aims

We want pupils at Fieldhead Carr to be able to:

- Read with confidence, fluency and expression for enjoyment, understanding and information
- Develop their responses, both personal and critical, and enable them to evaluate and appreciate wider meanings within different texts.
- Be given a wide range of writing opportunities across the curriculum using different genres, reinforcing suitable vocabulary and punctuation.
- Develop their powers of imagination and critical awareness through reading and writing.
- Express themselves clearly, fluently and confidently in both their spoken and written learning
- Use computing across the curriculum to support and develop English skills.

Learning Objectives

Knowledge and understanding

The National Curriculum Programmes of Study, provides detailed guidance on what should be taught in each Key Stage at primary school and ensures continuity and progression in the teaching of English.

Across school we teach English through a 'Novel Study' approach. This involves a holistic approach to English – reading, writing, speaking, listening, drama and many other avenues of communication. Through Novel Study, pupils will access at least three 'blocks' where they will focus on one novel and study it in depth for a sustained period of time. All genres of writing are covered through the use of the novel and writing is organically developed through a natural response to reading; deeper understanding of content and context are developed through reading and responding.

In Foundation Stage, teaching also adheres to the spirit of the EYFS Development Matters and works towards the goals that children are expected to attain by the end of FS2.

Skills and concepts

We want pupils to be able to:

- Speak and listen appropriately through a range of activities, contexts and purposes, including group discussion and interaction and drama
- Read a range of texts including fiction, non-fiction and non-literacy texts
- Write for different purposes and audiences using a variety of genres
- Use ICT to present English learning in different multi-modal contexts

Attitudes to learning

Children are encouraged to develop their attitudes through our Fieldhead Factors, in which they become reflective, co-operative, resourceful, responsible, respectful and persevering.

Teaching Time

In the Foundation Stage there is a balance of adult directed and child directed learning. Specific time is set aside for English activities. We ensure that the objectives of the English framework are met in a quality English rich environment, where children's learning is facilitated through play-based experiences.

In Key Stage 1 there are five English lessons a week. In these lessons reading, handwriting, SPAG and writing is taught. Writing is taught through a clear structure of immersion, planning and drafting.

In Key Stage 2 there is a daily English lesson of an hour and a half. Two lessons a week are dedicated to reading and three to writing. The writing process is structured through immersion, planning, drafting, redrafting and publishing.

Teaching and Learning Strategies and Organisation

Teachers will identify the most appropriate strategy to suit the purpose of a particular learning situation. The teaching of English provides opportunities for group learning, paired learning, whole class and individual learning. The children in a class may be grouped according to their ability however these groupings should be flexible to meet the needs through focused guided group learning. e.g. a guided writing group comprising of children with a specific learning target. Differentiated learning is provided to cater for the needs of each child, and where possible additional adult support is available.

The EYFS provide a wide range of areas of provision each promoting opportunities across some or all of the areas of experience. In FS2, children come together to discuss ideas about Literacy and are given challenges to pursue in the areas of provision. Staff are on hand to extend and encourage the children through adult initiated activities and during childrens' spontaneous play. There is a good balance of adult and child focused activities.

In light of the new National Curriculum, handwriting has greater focus. Handwriting practise now takes place in each year group daily with age appropriate activities and tasks. In foundation stage this includes developing the fine motor skills needed to write. In KS1 and KS2, daily handwriting practise takes place each afternoon.

Assessment for learning is actively used to encourage children to take more responsibility for their learning and marking and feedback supports them in recognising their next steps to improve. (Assessment and Marking and Feedback policy)

Equal opportunities and special educational needs

The school aims to provide every child with an equality of opportunity to access a broad and balanced curriculum for gifted and more able pupils as well as providing for those with SEN. Equal Opportunities and Special Needs entitlement are in line with school policy.

Additional Staff in Classrooms:

Support staff will undertake work as directed by the class teacher including supporting PLPs as appropriate. Interventions are managed by the interventions manager who sets up bespoke support as a result of assessment and following on from the Pupil Progress Conversations between leadership and class teachers.

Planning

Teachers in Foundation Stages 1 & 2 follow the guidance given by the EYFS learning and development requirements.

Teachers in Key Stages 1&2 follow the guidance given by the National Curriculum programmes of study.

For all teachers, the Novel Study gives teachers opportunities to plan English opportunities across the term, linked to the key text.

The creative curriculum also gives further scope for planning English opportunities across the curriculum.

Homework

Learning Log grids for each class will include writing activities.

Assessment and record keeping

(Also refer to the Assessment, Recording and Reporting Policy)

English will be assessed regularly through the following processes:

- Formative assessment through observation, discussion, marking and questioning. (Refer to the marking and feedback policy)
- Summative assessment through analysis of progress and achievement data, including optional SATs test results in the Summer, moderation of levelled reading and writing (using the schools assessing without levels spreadsheets). Each half term English assessments are inputted into o-track which gives leadership and class teachers a clear picture of attainment and progress within the cohort and the whole school. This tracking system is used to target set in the Autumn term.
- Assessment for learning strategies.
- Whilst the most significant source of evidence for children's achievement will come from on-going evaluation, other assessment materials, such as Optional SAT's, Testbase and published assessment tests may be used to consolidate these assessments.
- Staff moderate English learning regularly in staff meetings. We also moderate with other schools in our family of schools to ensure that our assessments are accurate.

Monitoring and Evaluation

- The Subject Leaders and SLT are responsible for monitoring standards in English throughout school. This takes the form of: analysing progress and attainment, lesson observations, working alongside, planning and work scrutiny, formal and informal discussions with teachers, and giving advice and help as needed. Any issues arising from these monitoring sessions will be addressed by the Subject leaders and SLT in discussion.
- A yearly report is written for the Governing Body.
- Each class teacher has a termly Pupil Progress Meetings with the SLT. These meetings review the progress of each child in the class, identify any barriers to learning and identify relevant interventions.
- SATS analysis is undertaken annually to identify any specific areas for further development. SAT analysis is external for reading and SPAG in Y6 and internally moderated in all other year groups, along with Y6 writing.
- In July receiving class teachers liaise with current teacher to discuss each pupil's progress.
- Resources are stored centrally in the resource area.
- Individual reading books are generally stored in the Library. Novel Study texts are stored in classrooms.
- Related materials are available for loan through the School Library Service and can be ordered through the Subject Leaders in July each year.
- Every classroom has an Interactive Whiteboard and i-pad to be used as a teaching tool

- Computing should be made use of wherever appropriate and this should be reflected in staff planning.

Health & Safety

All electrical equipment is checked regularly but each teacher should carry out their own risk assessment before using any equipment that is a potential health and safety issue. General health and safety guidance can be found in the Health and Safety Policy.

Management of the Subject

- The Subject Leader will be responsible for improving the standards of Teaching and Learning in English through:
- Monitoring and evaluating English (pupil progress; provision of English; including intervention and support programmes; the quality of the learning environment; planning and work scrutiny; analysis of SATs results)
- Internal writing moderation is undertaken within Key Stages at least once a half term and this is fed back to subject leaders.
- Developing appropriate assessment and recording arrangements
- Taking a lead in Policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up-to-date with recent English developments
- Liaise with English Consultants where relevant.