



English Policy

PRESTON CE VC PRIMARY SCHOOL

Agreed by Governing Body: **November 2016**

A handwritten signature in black ink, appearing to be 'M. Read', written in a cursive style.

Chair of Governors:

Dr Matthew Read

Date for review: **November 2018**

English Policy

Autumn 2016

At Preston Primary School we believe that literacy and communication are core life skills. Through the curriculum, we will support children in developing the skills and knowledge that will enable them to communicate effectively and creatively, through spoken and written language, in the school setting and in their daily lives.

Purpose:

- To promote a shared love and understanding of literacy;
- To establish an entitlement for all pupils;
- To set high expectations for all teachers and pupils;
- To encourage continuity and coherence across the school.

Aims of Policy

To encourage children to:

- read fluently to improve understanding, for both pleasure and information;
- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of text types;
- foster an interest in words and their origins and meanings;
- develop a vocabulary base in both spoken and written form;
- be able to write in a variety of styles and forms to show an awareness of audience and purpose;
- use grammar and punctuation accurately;
- understand spelling conventions and apply them accurately in writing;
- understand the importance of layout and presentation.

Expectations:

By the time children leave our school, we expect them to be able to communicate confidently and fluently through speaking, listening, reading and writing. In order to achieve this, we expect children to reach year group expectations in line with the National Curriculum. Challenges are provided which also allow children to work at greater depth. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes. A focus within each classroom relates to the use and understanding of vocabulary

as a starting point for learning. This encourages high expectations across all areas of literacy.

Teaching and Learning

Planning:

The Early Years Foundation Stage Curriculum is used as a basis for the planning and provision in Reception. To support practitioners in implementing the statutory requirements of the Early Years Foundation Stage, the guidance material provided in *Development Matters in the EYFS* is used. Planning for this year group includes child initiated and adult led activities which are provided for in the classroom and outside area and are based around the children's interests.

From Years 1-6, the new National Curriculum 2014 forms the basis of teaching and learning across each year group. Teachers work towards independent learning and provide opportunities for children to challenge their own knowledge and understanding of the subject and plan for different working groups, largely ability based.

Teachers use the National Curriculum 2014 as a starting point for creating long and medium term plans. These are then used as a basis for short term planning and are adapted according to the needs of the children. The length of a unit or area of study may vary depending on objectives covered and expectations for an end result. Teachers plan closely with other key stage colleagues to ensure mixed age groups are given the same curricular opportunities and that balanced cross curricular coverage is also provided.

Clear objectives are set for each session and success criteria are shared with pupils. Teachers differentiate according to the needs of the pupils and assessment trackers determine individual targets planned into focused sessions. Literacy is encouraged and developed across the curriculum and links are made to other subject areas where appropriate.

Computing and technology is also used to enhance, extend and complement the English curriculum in focused sessions, early morning activities and through other areas of the curriculum.

Additional adults are used to support the teaching and learning. They work under the guidance of the teacher with small groups of children or individuals and also provide key interventions throughout the week.

Inclusion:

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes are implemented and are specific to the pupils' needs. Teachers and teaching assistants work closely to plan programmes together and monitor progress of these pupils.

Those children identified through individual support plans or those with English as an additional language, are provided with extra support, some of which takes place during different periods of the school day outside of the allocated whole class teaching.

Challenges are set within the classroom environment to provide opportunities for pupils to work at greater depth.

Assessment, Recording and Reporting:

Assessments are made in line with the school's assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and next steps. In Early Years Foundation Stage, progress is evidenced through the children's work and observations. This evidence is collected in a Learning Journey and is assessed against the objectives set out in *Development Matters in the EYFS*. In Years 1-6, this is recorded through the school's assessment trackers for each pupil. This helps to support teachers and pupils in identifying next steps and assessing attainment and progress at regular intervals. Group or individual targets are set accordingly.

Analysis of assessment data alongside assessment tracker data is used to set targets. The school uses the latest termly NFER testing materials across key stage 2 to monitor curriculum coverage and attainment. The end of year assessment resources are used in both Year 2 and 6 to monitor areas for development or consolidation. Class targets are derived from year group expectations and are regularly reviewed as a staff to ensure consistent progression throughout the key stages and individual year groups.

Children are informed of their own targets for learning and supported to make progress towards them through marking and feedback. They are encouraged to review their own progress towards year group objectives through self and peer assessment. Marking is in line with the school's marking and feedback policy.

Parents and carers are informed of their child's progress and attainment in Literacy through consultations in the Autumn and Spring Term and formally through an end of year report.

Homework:

Currently under review

Staff Development:

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Ongoing discussions are encouraged between colleagues to share best practice and to draw on expertise. Training needs are identified as a result of reflective discussion, whole school monitoring and evaluation, performance management and through induction programmes. These are then reflected in the School Development Plan on an annual basis.

Outside agencies are called upon to cater for whole school needs and the English co-ordinator arranges for relevant advice and information to be fed back from courses and from individual training programmes.

Additional adults involved with intervention programmes receive appropriate training that may be school based or through specific training schedules and companies.

Monitoring and Evaluation:

All staff members have a responsibility to monitor and evaluate the English provision in school, dependent on their involvement in the teaching and learning opportunities provided.

The Executive Head teacher, Deputy Head teacher and English co-ordinator monitor those areas identified as school priorities and ensure discussions take place involving all staff members. The action plan produced and monitored by the Senior Management Team and English co-ordinator may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place. This may take the form of a classroom observation, book scrutiny, work sampling, data analysis or test result diagnostics.

This policy will be reviewed in November 2018, or earlier if significant changes must be considered.

Appendices

Appendix 1: Reading

Appendix 2: Writing (including handwriting)

Appendix 3: Spoken Language

Appendix 4: Phonics

Appendix 5: Spelling, Punctuation and Grammar