



The Meadow Community Primary School and Pre-School



English Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<u>Aims</u>	To ensure that each child leaves our school literate and able to apply Literacy skills with accuracy and enthusiasm in the outside world. Also, for all pupils to be able to complete day to day challenges confidently.
<u>Objectives</u>	<p>All teachers strive for the children to read, write and speak with confidence, fluency and understanding. Children are taught the key skills which include:-</p> <ul style="list-style-type: none"> • Developing their understanding and use of grammar and linguistic devices that are used in the development of reading, writing and spoken language. • Writing confidently and accurately to adapt their language and style for different audiences and purposes. • Reading a range of text types fluently and with confidence. • Communication clearly and articulately through the spoken or written word.
<u>Curriculum content</u>	<p>Literacy Framework - this sets out long term plans and key objectives for each year group. Various intervention programmes can be used as an aid to helping children facing difficulties at a particular level. Fresh Start is also available for staff to use in class or for intervention purposes. Early Learning Goals and relevant ICT units / use of IWB help to develop our literacy provision.</p> <p>All pupils take part in a daily lesson that is 60mins in KS1 and KS2.</p>
<u>Scheme of work</u>	Lessons are based on objectives taken from the National Curriculum.
<u>Planning and Teaching</u> Including: - <ul style="list-style-type: none"> • inclusion for SEND • opportunities for Gifted, Talented and More Able children 	<p>Medium term planning is used ensuring the National Curriculum objectives fit into our terms and links as closely as possible with our theme work. Weekly planning meetings are held that lead to the completion of an agreed weekly plan.</p> <p>Pupils work with learning partners in mixed ability pairs.. The teacher works directly with all of the children every week, working with guided groups to accelerate the children's learning.</p> <p>A range of teaching styles are necessary for the teaching of English including explanation, modelling, targeted questioning and discussion. Approaches need to be related to the objectives themselves and to the abilities and experience of both teachers and the pupils.</p> <p>Teaching at all levels shall include opportunities for:</p> <ul style="list-style-type: none"> • Discussion techniques - varied questioning styles • Practical work • Consolidation and practice of fundamental skills and routines • Investigative activities • The committing to memory of a range of spellings and spelling strategies



	<ul style="list-style-type: none"> • Whole class work, group work and individual work. • Reading comprehension and • A piece of extended writing completed at least once a week using linked to the whole class text that is being read at the time. <p>Opportunities for writing will also arise in many other subjects; children are encouraged to carry their English knowledge and skills into other areas of the curriculum.</p> <p>Monitoring is carried out by the SLT as well as by whole staff in terms of work scrutinies.</p> <p>Different learning environments such as the computer suite are also included when and where appropriate.</p> <p>During lessons, activities will be provided to support less able children as well as extending the learning opportunities of the more able.</p>
<p><u>Assessment, Recording and Reporting</u></p>	<p>Recording</p> <p>Early Learning profiles, KS1 and KS2 SATs tests and continuous assessments using the Symphony Assessment System are carried out. These are colour coded for each term to show progression. Grids are passed to the next teacher and so follow the children through the school.</p> <p>Pupil progress meetings, target setting and target reviews take place termly for all year groups. Children choose their own challenge questions and these are based on 3 differentiated levels. Children are responsible for discussing and knowing their targets and then sharing with the class teacher how they know they have reached them.</p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessment will inform planning, allowing the correct level of work being matched to the needs of the pupils, therefore ensuring progress. Teacher assessments can be gathered in various ways: by talking to the children, observing their work, marking their work etc. Marking should be positive and constructive, giving next steps where possible. These next steps should be something the child can easily achieve and should help them to make progress. Standardised tests are given to key stage 2 children twice a year and results are collated and analysed to inform teachers of next steps and objectives that need to be taught and focussed on..</p> <p>Teachers set individual targets for English based on information passed on from the previous teacher. These are regularly reviewed and shared with the children and parents at parents' evenings.</p>
<p><u>Professional Development</u></p>	<p>School INSET takes place as needed.</p> <p>The subject leader attends Symphony meetings each term and other relevant meetings as they arise. Information is then passed onto staff where appropriate.</p> <p>Staff have opportunities to attend training whenever possible. Feedback from training is given at key stage and staff meetings.</p>
<p><u>Monitoring and Evaluation</u></p>	<p>Formal assessments are made using the PIRA tests for reading and six pieces of extended writing in the children's publishing books. Progress is tracked through the use of the Symphony Assessment System and Target Tracker.</p> <p>Other monitoring includes:-</p>

	<ul style="list-style-type: none"> • Observations of English being taught. • Pupil interviews. • Planning scrutinies. <p>This enables cohorts to be compared and groups such as FSM, gender and SEN to be scrutinised for progress and attainment.</p> <p>Moderation exercises and work scrutinies regularly take place to ensure consistence across the school. Feedback from these scrutinies is given to the staff and targets set.</p>
<u>Multi-cultural opportunities and awareness of 'British Values'</u>	British values are an important factor in the teaching of English. This is evident through the range of cultures that are studied in the different texts used. This encourages the children to learn more about different cultures around the world and take a keen interest into texts that they may have otherwise never heard of. The children are therefore taught to respect and value difference between different countries, cultures and groups of people.
<u>Additional arrangements for children in receipt of 'Pupil Premium'</u>	Children who are entitled to pupil premium have 1-1 English lessons with a designated teacher and are provided with extra books for reading or to help complete their homework if requested.
<u>Health and Safety (including e-safety and safeguarding, if applicable)</u>	Precautions are taken to ensure that children are unable to access any suitable texts both in the books that they read and also when working on a computer or iPad.
<u>Resources and displays</u>	<p>Planning and delivery of lessons is aided by a variety of resources. No specific scheme is used for the teaching of English but resources included from Nelson and Rising Stars support the lessons. Updated books are provided for reading. Within classroom areas additional reading materials are kept. These include books stored in reading corners. The children have access to the school library and guided reading books are kept all together outside the library area.</p> <p>It is expected that ICT both in the classroom and in the ICT suite is used as much as possible. Pupils have opportunities to use literacy based software and relevant websites. Ipads are used regularly to enhance learning.</p> <p>Resources are predominantly kept in classrooms specific to year groups.</p> <p>Teachers are expected to display English based vocabulary at all times and high quality writing prominently seen.</p> <p>Displays should be of a high standard, showing off the children's work and promoting key vocabulary.</p>
<u>Partnership with parents/carers</u>	<p>All pupils are expected to complete English homework each week. Parents are informed about their child's progress through twice yearly meetings with class teachers.</p> <p>Annual reports include progress, attainment and comments on all aspects of English work. A written report is sent home once a year and an interim summary report is sent home in the Spring term.</p>
<u>Partnership with other agencies</u>	The Symphony Learning Trust, local schools and any outside agencies related to the assessment of SEN children with regard to English.
<u>Other</u>	Children are encouraged to share their skills that they have acquired outside of school, in

	relation to English, with children inside school.
--	---

September 2017

Agreed by the Local Governing Body on 14th September 2017

A handwritten signature in black ink, appearing to read 'Steve Lilley', written over a horizontal line.

Signed

Mr. Steve Lilley Chair of the Local Governors

To be reviewed in September 2019