

TICKHILL ESTFELD PRIMARY SCHOOL

ENGLISH POLICY

RATIONALE

At Estfeld we believe the teaching of English is of fundamental importance in each child's development. Language is the key to all learning experiences, enabling children to communicate their ideas, thoughts and emotions. It is through language that we understand, and are understood by, the world around us. Language, both spoken and written, is the essential tool we use to interact socially, to create and sustain relationships and to share and receive knowledge.

Through the continuous, structured development of reading, writing, speaking and listening skills we can contribute to the personal development of each individual child, enabling them to deal confidently with the world.

At Estfeld we aim to provide a language rich environment where children can develop these important skills within a supportive and purposeful framework.

AIMS

1. To provide an engaging and stimulating language rich environment in school.
2. To encourage children to explore and experiment with language so that their skills develop beyond the functional into more imaginative and creative areas.
3. To provide a structure which ensures breadth, continuity and progression.
4. To enable pupils to use the English language, in all its aspects, with confidence, understanding and enjoyment.
5. To ensure all children experience success and a feeling of achievement.
6. To teach the skills necessary to flourish in a changing world.

CURRICULUM

Our Early Years curriculum is based on the EYFS Framework and Development Matters documents to ensure our pupils are working towards the Early Learning Goals for Language and Communication and Literacy.

In Key Stage One and Key Stage Two, teaching and learning is developed from the 2014 National Curriculum for English. We believe in an English curriculum based on high quality, motivating books and texts and that these provide opportunities for learning, not just in all aspects of English but across the whole curriculum.

Each class teacher is responsible for the English scheme of work in their class in consultation with and with guidance from the English subject leader.

The approach to the teaching of English within our school is based on key principles:

- an English lesson every day
- putting high quality texts and significant authors at the centre of learning

- a clear focus on direct, instructional teaching, as well as the opportunity for investigation, experimentation and reflection
- stimulating, cross curricular starting points to inspire speaking, listening, reading and writing activities
- opportunities for basic skills to be practised and embedded in every subject
- engaging parents in supporting their children's learning at home - especially in reading
- the importance of a rigorous and systematic phonics programme
- targeted support for pupil's experiencing difficulties in any aspect of English
- providing enrichment activities that promote literacy
- encouraging the development of our staff's knowledge and skills through regular CPD
- reflecting the diversity of our changing world

Lessons are planned by individual class teachers to promote progress and are periodically monitored by the Head of School and English Subject Leader.

ENTITLEMENT

Children with SEN support are taught within the daily English lesson and are supported as part of quality first teaching within the class. When additional support staff are available to support groups or individual children they work collaboratively with the class teacher (see Special Educational Needs policy). Within the daily English lesson, teachers not only provide activities to support children who find aspects of literacy difficult, but also activities that provide appropriate challenges for high achieving pupils.

Teachers are expected to make regular assessment of each child's progress and to record these on the Eaz-mag tracking system. The school feedback and marking policy is shared with the children and is consistently applied across school. Formative assessment for learning is fundamental in lessons to identify where and when intervention is needed and when pupils are ready to move on. NFER, Pira and Rising Stars tests are used for termly summative assessment of reading, spelling, grammar and punctuation. Unaided pieces of writing are assessed using the marking grid we have developed in school. Moderation with colleagues from other schools is undertaken at shared staff meetings. Statutory end of key stage assessments take place in Year 2 and Year 6. Opportunities for teachers to review the school's English policies, contribute to the development of the curriculum and to share best practice are given on a regular basis during staff meetings and pupil's opinions, interests and ideas are shared through class discussion and regular surveys.

HEALTH AND SAFETY

Teachers will assess risks and assure adequate supervision for all activities undertaken within English lessons.

ROLE OF SUBJECT LEADER

- Ensure teachers are familiar with the curriculum and help them to plan lessons
- Lead by example in the way they teach in their own classroom

- Prepare, organise and lead CPD, with the support of the Head of School
- Work co-operatively with the SENCO
- Observe colleagues from time to time with a view to identifying the support they need
- Attend relevant courses to keep up to date
- Discuss regularly with the Executive Headteacher, Head of School and English governor issues relating to the teaching of English in school.

Fiona Martin

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