

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School

Curricular Policy for English



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How pupils learn English

The English curriculum aims to develop language skills in four different areas: reading, writing, speaking and listening. The school's aim is that each child should achieve the highest standard, of which he or she is capable, in every aspect of English. We aim to provide our pupils with a wide experience of literature throughout the Foundation Stage and Key Stage 1 and 2.

At Reedley, we aim to:

- provide a language rich environment that promotes a culture of communication, reading and writing;
- develop in pupils a love of books that will not only support their learning across the curriculum, but also will enrich their lives;
- value and use books as a basis for learning, pleasure, talk and play;
- teach children the craft of writing, including handwriting, in order to develop in them the confidence and skills to write well for a range of purposes and audiences;
- systematically teach spelling, handwriting, grammar and punctuation to ensure accuracy within creativity;
- foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- raise the standards of communication, reading and writing so that every child makes at least good progress;
- value and celebrate diversity in culture and language.

Planning the English Curriculum

English is a core subject in the National Curriculum, and we use the *English Programmes of Study: Key Stages 1 and 2 National Curriculum in England (2014)* to provide key learning outcomes in reading and writing. Lancashire County Council theme booklets also include reading and writing outcomes that we tailor to the needs of our children. These are then used to create a medium term plan, informing their discrete English lessons whilst making links to the curriculum as a whole in order to embed learning.

Consistent planning formats are used in school for the teaching of Guided Reading, Reciprocal Reading and English. Weekly plans list the specific key learning for each lesson and give details of how the lessons are to be delivered. Training is delivered both in and outside of the classroom by the English Subject Leader to ensure staff are aware of any new initiatives within the National Curriculum.

Spelling is taught discretely three times a week, using 'Non Nonsense Spelling', which provides flexible lesson plans that cover the NC expectations for each year group. Clear progression is evident through the blocks of teaching units across the year.

Classroom Organisation, Time Allocation and Teaching Styles

Daily one hour English lessons include a grammar, punctuation or spelling session, a flexible guided input and tasks suited to the needs of our children. A variety of teaching strategies are used to ensure all learners reach their full potential. There is a balance between teacher talk and talk partners to scaffold and provide assessment for learning opportunities. Through the different phases within an English unit of work, teachers use shared reading, shared writing, guided writing and talk for writing (T4W) where appropriate.

Initial and on-going assessments provide teachers with the information to pitch challenge appropriately for the differing groups and needs within the class. Groupings are flexible as we recognise that children have differing skills in the different areas of the English curriculum.

Guided Reading sessions are on a timetable for the week, which include a pre-read, guided reading session for discussion and follow up work for children to apply learning. Reciprocal Reading also forms part of the teaching of guided reading and focuses on developing skills in prediction, questioning, clarifying and summarising. The teacher will work with each group once during the week and will set tasks for them to complete independently or in pairs to consolidate their learning. Questions and tasks are based around the reading domains in line with the National Curriculum and Lancashire County Council.

Teaching assistants provide appropriate support to individuals or to groups of pupils. Teaching assistants within Reedley Primary School are viewed as an important asset to the school and, as such, are appropriately involved in the planning and delivery of the English curriculum. Their knowledge, skills and understanding is constantly updated through involvement in school-based and external inset.

Resources

There are a range of resources to support the teaching and learning of English across the school. Teachers are encouraged to use specific and relevant resources to enrich and support the learning in their English lessons. ICT resources and specific programs are available to support work (for example, Bug Club, Spag.com, Purple Mash).

Teaching assistant (TA) support is provided for different groups where appropriate or for the use of intervention for specific children. TAs are fluid and are used across groups to support and challenge learning.

Equal Opportunities including Special Needs

All staff promote an inclusive climate and ensure that the English curriculum taught can be accessed by all, including children with additional needs, those entitled to the Pupil Premium grant, those from a variety of cultural backgrounds and gender in a class. Teaching styles and strategies are adapted for individual groups or children.

Teachers plan and teach for the inclusion of all learners within their daily English lesson. Resources to support this include the Target Tracker and LAPS documentation that supports planning for differentiation, challenge and greater depth. TAs are used to effectively support and engage pupils with additional needs. If an individual child has more complex needs, an individualised programme may be created to support and target their needs.

Developing Spiritual, Moral, Social and Cultural Education within English

Staff are aware that this underpins every aspect of learning. Within the classroom, ideas and contributions are valued. Within the daily English lesson children are encouraged to take some ownership of their own learning and when completing independent tasks/challenges. There is a

balance of group work, partner talk and guided activities where children will respect the shared ideas discussed and listen to others.

Children are motivated to learn through praise and focused questioning either verbally or written. Work is marked to support and challenge children's individual needs. All achievements are valued and children receive feedback to understand their progression and next steps.

The application of key skills in independent work is celebrated and examples of good practice are displayed where appropriate. Where children are asked to discuss each other's efforts, it is done in a positive and supportive manner.

Assessment and Record Keeping

Assessment for Learning (AfL) is vital to improve the standards of teaching and learning English. At Reedley Primary School, we base our teaching on the children's needs, prior knowledge and capabilities. Initial assessment within the daily English lessons supports staff to pitch challenge correctly and identify next steps for individual groups and children.

Assessment is on-going, and pupil progress informs planning on a daily basis. Formal data is collated on Target Tracker at the end of the Autumn Term, Spring Term and Summer Term to determine whether children are 'Beginning', 'Working Within' or 'Secure' and within which year group. If children are not working at their age related expectations, support and challenge are provided as necessary. The use of intervention can support the accelerated learning of key outcomes from a lower year group or the application of greater understanding by explaining reasoning of English subject knowledge.

Assessment:

- Initial assessment of what the children already know to inform planning and identify starting points. Teachers make adaptations to their teaching within a lesson where appropriate in order to address children's needs.
- Through on-going use of AfL within the daily English lessons, including focused, open questioning, children's understanding and gaps in knowledge can be reviewed.
- Effective marking and feedback. Some feedback may be oral and used as an immediate response. Feedback and marking of children's work impacts on future planning for both the day-to-day lessons or for interventions with a specific English skill focus.
- On-going teacher assessments with the use of Target Tracker each half term and at the end of every full term to identify gaps for individual children.
- Use of statutory and optional tests to identify next steps, children's abilities to apply learning and any misconceptions that need addressing.

Monitoring arrangements

Monitoring the standards of teaching and learning is the responsibility of the Headteacher and link governor supported by the Subject Leader.

Monitoring arrangements include:

- Ensuring a consistent approach and progression in the teaching of English across the school.

- Teaching staff to have guidelines on planning and teaching with a supportive network to be able to teach with confidence.
- Applying staff training and CPD opportunities where appropriate.
- A subject specific report written with data analysis at the end of each academic year to share with governors.
- Subject specific action plans created, implemented, monitored and reviewed by the Subject Leader, with the specific outcomes outlined linked to the school improvement plan.
- Keeping the school policy for English up to date based on statutory requirements.
- Supporting staff with the teaching and assessment of English.
- Being aware of national developments in English through CPD opportunities.
- Monitoring the effectiveness of teaching and learning across the school through data analysis, lesson observations, discussion with teachers, pupil interviews and scrutiny of children's work and teachers' planning.

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