

Brize Norton Primary School

ENGLISH POLICY 1 - OVERVIEW

This policy was adopted by the Governing Body on 26th January 2012.

Review Date Planned	Review Date	Date adopted by Governing Body
26th January 2015		

Philosophy

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes. Language is used to learn and communicate ideas, views and feelings. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. Confidence with English enables children to express themselves creatively and imaginatively, to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at patterns, structures and origins. Structured teaching enables them to develop their skills to record their ideas in writing.

Aims and objectives

- To enable children to speak clearly and audibly in ways which take account of their listeners;
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- To enable children to adapt their speech to a wide range of circumstances and audiences;
- To develop children's abilities to reflect on their own and others' contributions and the language used;
- To enable children to evaluate their own and others' contributions through a range of drama activities;
- To develop confident independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers through contact with varied text types;
- To help children enjoy writing and recognise its value;
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To increase the children's ability to use planning, drafting and editing to improve their work.

Planning

English is a core subject in the National Curriculum. We use the Primary Framework as a basis for implementing the statutory requirements of the programme of study for English.

Planning is done at three levels:

- whole school (long term)
- class (medium term)
- individual teacher's weekly planning (short term)

In our school the children are grouped in mixed age classes and we follow a two-year curriculum plan.

Teachers plan specific learning intentions and success criteria for their lessons based on developing children's skills, knowledge and understanding in English.

The skills that children develop in English are linked to, and applied in, every subject of the curriculum. The children's skills in speaking and listening, reading and writing, enable them to communicate and express themselves in all areas of their work in school and at home.

Teaching and Learning

At Brize Norton Primary School we use a variety of teaching and learning strategies in English lessons, as recommended by the Primary Framework. Our main aim is to develop children's knowledge, skills and understanding in English. We do this in Key Stage 1 and 2 through a daily lesson that usually contains whole class and group teaching. Children are taught to enable them to develop skills in all areas of English and a wide variety of resources are used. Children use ICT in English lessons where it enhances their learning, such as drafting their work and using multimedia resources to study how words and images combine to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. English outcomes will be planned in other subjects as appropriate.

In the Foundation Stage we teach English as part of the integrated activities linked to achieving the Early Learning Goals. We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

In the Foundation Stage time is used flexibly across areas of learning but it is likely that 25% of the time has an English link focus. In Key Stage 1 20 – 25% of the week is likely to have an English focus. In Key Stage 2 it is likely that 20+% of the week will have an English focus. In addition to this English will be planned as an outcome in other subjects e.g. drama and written accounts.

Resources

There is a range of resources to support the teaching of English across the school. Some of these are in classrooms, some in resource cupboards or in the library. Classrooms have dictionaries and a range of age appropriate small apparatus. All classrooms have a selection of fiction texts and some non-fiction and poetry texts. Children have access to non-fiction books through the school library. A mobile library visits the school every three weeks and all children at the school are members.

Assessment

Assessment of pupil work and progress is ongoing by the class teacher and informs future planning. In the core subjects, statutory assessments are made at the end of Foundation Stage and end of Key Stage. Parent/teacher discussions are held each term and they receive an annual report at the end of the year. Assessments in all English strands are carried out at key times of the year with all children, following the Assessing Pupil Progress guidance from the Primary Framework.

Targets

Children are given targets throughout the year in reading and writing. These targets are obtained from the level descriptors provided by a Renewed Framework document called Assessing Pupil Progress. Children's targets focus on aspects of sentence construction which are proving to be the most problematic. The targets are reviewed each term or when a child has shown they have achieved the target and applying it in their independent work. At this point the children will receive feedback and new targets. Writing activities support the attainment of these targets and the children are made aware of their own targets.

Special Needs and Equal Opportunities

All children have access to the National Curriculum at a level that is appropriate to their individual needs. Teachers plan differentiated learning experiences in all curriculum subjects. Some children

are withdrawn from the class individually or in small groups for additional support to be given in English. (See Special Needs and Equal Opportunities policies).

More Able, Gifted and Talented

Work in all lessons is differentiated to meet the needs within the class. Teachers plan using a ‘top down’ approach to ensure that the more able are challenged. Differentiation may be by outcome, support, resource or sometimes by the lesson input that is given to different groups by the teacher or a teaching assistant. All children also have individual or group targets that they are working towards. Children who have been identified as more able, gifted and talented are given opportunities to extend their learning through problem solving, investigation and open-ended activities. We create possibilities for them to work independently and with others to develop higher order thinking skills. In all subjects success criteria are set and questioning used to broaden children’s knowledge and understanding whilst extending and challenging them, children are actively involved in this process. This ensures that each child is working to their full potential and being challenged at the right level. (See More Able, Gifted and Talented policy)

Homework

All classes receive homework each week related to work in English.

Roles and Responsibilities

The Role of the Headteacher:

The overall responsibility for each subject rests with the senior management of the school. The head, in consultation with the staff:

- determines a curriculum that is inclusive to all;
- decides the provision and allocation of resources;
- decides ways in which progress can be assessed, and records maintained;
- ensures that each subject is used in a way to achieve the aims and objectives of the school;
- ensures that there is a subject policy, and identifies a subject co-ordinator.

The Role of the Subject Leader:

- ensure the development of subject resources and the curriculum;
- supports the staff in planning for and teaching their subject;
- monitors the quality of teaching and learning through observations of lessons, reviews of teacher’s plans and scrutiny of children’s work;
- analyse data trends, reviewing standards and setting future priorities for development;
- promote staff inset.

The Role of the Teacher:

Individual teachers are responsible for the implementation of each subject policy. It is their responsibility to plan appropriate experiences that teach key skills while developing children’s knowledge and understanding. Teachers are responsible for assisting the co-ordinator in the monitoring and recording of pupil progress in each subject.

Related Policies

- Speaking and Listening
- Reading
- Writing
- Spelling
- Handwriting

Review and Evaluation

This policy was drawn up by the English coordinator in consultation with the staff.