



# ST CUTHBERT WITH ST MATTHIAS CE SCHOOL

## ENGLISH POLICY

### SEPTEMBER 2021

We take inspiration from our vision,

*'As a school community we are inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another courageously and with compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'*

***Loving one another. Learning for our future.***

#### **OUR INTENT:**

At St Cuthbert with St Matthias CE School, we are committed to offering pupils a broad and balanced experience of English through activities that arise in all curriculum areas, undertaken individually or in groups, being appropriate to boys, girls and to those from different cultures and home backgrounds.

Pupils are taught to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading our pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We understand that their experience of Literature plays a key role in this development. We value the role that reading plays in enabling our pupils to acquire knowledge across all subjects and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

To provide opportunities for the children to:

- experience high standards of language and literacy by equipping them with a strong command of the spoken and written language
- to develop their love of literature through widespread reading for enjoyment

To develop skills through teaching which enable pupils to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- take responsibility for their own learning
- experience continuity and progression in their learning

To develop children's knowledge of English so that they:

- develop their competence in spoken language and listening and thereby the effectiveness of their communication across a range of contexts and to a range of audiences
  - build vocabulary - from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics
  - become confident in the use of Standard English – in elements of spelling, grammar, punctuation and are able to plan, revise and evaluate their writing



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- are able to read fluently and confidently and acquire an appreciation and love of reading

#### **IMPLEMENTATION:**

##### **PLANNING including CROSS-CURRICULAR LINKS**

We believe that quality planning is essential in all areas of learning. Planning should be clear, succinct and ensure that all pupils are catered for regardless of their needs. Planning should also clearly show continuity and progression through learning stages.

Long term plans (curriculum maps, subject overviews for year groups) provide details of skills and both disciplinary and substantive knowledge covered across the year. Medium Term and Short Term plans (termly planning and weekly planning documents) identify aspects to be taught each term and each week and form the basis for title pages and lesson learning objectives.

The planning structure for each year group is organised so that progression through the subject is identified. Vocabulary for each topic taught within each year group is identified on title pages.

We also use a cross curricular approach through the foundation subjects, linking topics where this provides valuable learning.

##### **LEARNING AND TEACHING STRATEGIES**

We follow the 2014 National Curriculum for English. To deliver the English curriculum the children mainly work within class groups. Teachers will expose children to a range of experiential learning opportunities using objects, resources, and digital resources provided by the school. Appropriate topic-based trips and visitors will be arranged as needed. The aim is to have either one trip or visitor per topic. Pupils may receive a half term project on a specific topic and this will enable them to undertake independent research and individually and creatively present their research to an audience – their class. Teachers assess via a star and a wish feedback format.

Whole school co-ordination and support is essential to the development of English ability. However it remains the responsibility of each class teacher to:

- Develop pupils' understanding of English literature and research and how this has helped to establish spoken, read and written English over time
- Develop specific English phonic technique and language skills and knowledge
- Ensure children have access to a range of literature and resources; and they are used safely and appropriately
- Ensure that pupils engage in practical experiences and that this is done safely and appropriately
- Ensure that cross curricular links are made wherever possible and valuable
- Differentiate activities appropriately
- Review and monitor progress regularly

In the Early Years Foundation Stage, the activities are organised to promote social skills and the development of language and understanding. Teaching will be based on the objectives in the Framework for Reception, working towards the Early Learning Goals. This will prepare children for starting the National Curriculum in Year 1.

##### **ASSESSMENT**



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We recognise various methods of assessing a child's learning, and use formative and summative assessment to make assessment judgements.

Pupils are then identified as working at a low (WT)/secure (EXP)/high level (GDS).

#### **MARKING**

AFL has impacted significantly on the School's Marking Policy to ensure immediate feedback is offered to the pupils. In English, where applicable, teachers must mark according to the Learning Objective (LO). We also make effective use of peer marking. Once they have completed a task, pupils self-reflect on how they have done against the LO of the lesson in green pen. Finally, teacher's comments include a star and a wish (next step) which is addressed the following lesson.

#### **MONITORING AND REVIEW**

##### ***Lesson Observations:***

The English Coordinator, as well as the HT, will complete drop in sessions as part of the monitoring. There will also be an opportunity for formal observations to be completed as part of the Appraisal cycle. The coordinators support colleagues in developing their practice according to the results of the observations and common principles will be addressed in INSET and staff meeting sessions. Learning Walks with the governors, Diocese and RBKC advisers take place on a cyclical basis.

##### ***Planning Look:***

The HT and English Coordinator will monitor the planning at the beginning of each week, identifying key strengths and areas for development. These results are shared with the staff member and where necessary all staff. ECT's and new teachers to the school receive additional planning support from the subject lead, leadership team or mentors. Staff meetings can allow time for addressing planning next steps and teachers are encouraged to seek any support, guidance or clarification from their phase leaders.

##### ***Book Look:***

The English Coordinator, as well as the HT, monitor books on a regular basis (half termly and weekly). Key strengths and areas for development will be identified and results will be shared with respective staff members. ECT's and new teachers to the school have additional support from the leadership team and their mentors. Governors undertake subject lead meetings or learning walks with the subject leads focussing on intent, implementation and impact. At these meetings book samples and learning evidence are viewed.

##### ***Data Analysis:***

The English Coordinator reviews whole school data for their subject and together with book or learning evidence and pupil voice, creates an overview analysis commenting on the standards of achievement in English for each cohort and an overview for the whole school. Training and INSET will be scheduled according to these findings. This data also informs the School Development Plan.

Early Years Foundation Stage: The EYFS follow a thematic curriculum. There are specific topics for each term. Where reference has not been made specifically to Nursery and Reception in this policy, it is important to remember that they work from Foundation Stage Framework as this is the main tool for assessment.



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#### **EQUAL OPPORTUNITIES**

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Where appropriate, alternative assessments (E.g. P Levels) are used to assess progress. EAL pupils are also assessed across Stages of English Language Development. Personal Learning Plans are reviewed termly and SMART targets are set to ensure progress is attainable. These form the basis for rapid progress targets which identify small steps of daily progress in a child-friendly manner. Pupils take ownership for their goals on clipboards in this way.

#### **ROLES AND RESPONSIBILITIES**

The English Coordinator and Head teacher will ensure this Policy is implemented consistently throughout the School.

The Governing body in co-operation with the Head Teacher should determine the school's general policy and approach to English in the school.

In addition:

##### **The Co-ordinator**

The co-ordinator is responsible for co-ordinating English through the school. This includes:

- To be a role model and demonstrate good practice
- To keep the written policy document up to date and keep under review the Scheme of Work for English in line with the requirements of the National Curriculum.
- Encourage and support colleagues in the implementation of the agreed procedures and monitor the progression of activities and consistency of approach across both Key Stages
- Manage the financial allocation to English effectively and purchase and organise all resources, ensuring they are readily available and well maintained
- Monitor standards in English across the school through classroom observation, work scrutiny, teachers' planning, discussion with pupils and data analysis
- Contribute to whole-school curriculum improvement by advising SLT and Governor Teaching and Learning Committee on areas of strength and areas for development and identify clear targets to improve and sustain pupil achievement
- Lead the teaching of English by example and afford colleagues the opportunity to share in good practice
- Lead professional development in Mathematics in accordance with staff development needs and support and guide by encouraging sharing of ideas and skills
- Be aware of National development in English through reading relevant materials and attending courses when appropriate
- Link with subject leads in alternative settings to work collaboratively and benchmark standards
- Further parental involvement and knowledge by facilitating support and advice through parents meetings and in disseminating relevant information
- Submit regular feedback on standards in English to SLT and in turn the Governors.
- Work to achieve equality of opportunity throughout the school

Class Teachers



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The class teacher remains responsible for the teaching of English, but liaises closely with the English Co-ordinator. The class teacher needs:

- To ensure progression in the acquisition of English skills with due regard to the 2014 curriculum
- To develop and update skills, knowledge and understanding of English and to take advantage of training opportunities where necessary
- To plan effectively for English (with phase group partners where appropriate), ensuring cross-curricular opportunities particularly in Art and Design Technology, RE, History, Geography and Science allow for use of English skills and knowledge
- To plan effectively for all learners, including the planning for visits to offsite settings
- To keep appropriate on-going records
- To inform parents of pupils' progress, achievements and attainment
- To keep up to date with new or revised information from the English lead or SLT
- To employ a variety of teaching styles using various methods and different techniques to enable all children to maximise their learning

#### Parents

We encourage parents to be involved by:

- Providing them with a curriculum map so that they can support the learning of the topic at home
- Inviting them into school regularly to share in the children's learning of the topic
- Sending home an annual report outlining their child's progress and targets for the start of the following academic year
- Giving informal feedback of their child's progress in the playground at the end of the day
- Providing parents with weekly updates about English learning via our weekly newsletter and via our website

**IMPACT:** Please visit our website galleries and weekly newsletters.



**Signed:**

*September 2021*

**Name of School:** St Cuthbert with St Matthias CE Primary School

**Policy review Date:** September 2021

**Date of next Review:** September 2023

**Who reviewed this policy?** Ratified by the T&L committee