

English Policy

Bushmead Primary School

January 2024



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1. Intent

At Bushmead Primary School, we believe that English and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

We aim to:

- To promote a shared love and understanding of English;
- To establish an entitlement for all pupils;
- To establish high expectations for teachers and pupils;
- To promote continuity and coherence across the school.

1.1 Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings, and formulate responses to a range of texts, both fiction and non-fiction, using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms, showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

2. Legislation and guidance

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

Assessments are made in line with the school assessment policy. Writing is assessed using Evidence Gathering Grids (EGGs) and Statutory Assessment frameworks. Reading is assessed through Rising Stars and Statutory Assessment frameworks.

3. Definitions

N/A

4. Roles and responsibilities

4.1 The head teacher

The head teacher will:

- Work with staff, parents and governors to determine the strategic development of the English policy and provision in the school.

4.2 The Governor/s

They will:

- Work with the head teacher to determine the strategic development of the English policy and provision in the school.

The Governing Body will review this policy in line with the Policy review schedule at the C&S committee meetings

4.3 Class teachers and teaching assistants

The teachers and teaching assistants are responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English in line with the subject monitoring policy
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development
- checking that assessment for English is carried out in line with the school's assessment policy

5. Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres, and have a strong motivation to read for a variety of purposes.

6. Teaching and Learning

6.1 Planning

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plans. These medium term plans follow the five key aspects of English teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers adapt their teaching according to the needs of the pupils. Adult support and resources to support the learning are deployed by the teacher.

English is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

6.2 Inclusion

All children receive quality first English teaching on a daily basis and teachers will adapt their teaching, accordingly, to ensure all learners can meet expectations. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants deliver programmes together and monitor progress of these pupils using the 'Assess, Plan, Do, Review Cycle' and SEND Pupil Passports.

Pupils that are more able are planned for in line with our policy for teaching pupils that are more able.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency, where appropriate. This is supported by our equal opportunities policy.

6.3 Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy. Writing is assessed using Evidence Gathering Grids (EGGs) and Statutory Assessment frameworks. Reading is assessed through Rising Stars and Statutory Assessment framework.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets.

Through conversation with children, next steps to success are identified and children are encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

6.4 Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or through regular English related professional development courses. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English subject leaders will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English leads organise school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

6.5 Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library.

Each class has its own class library where books relate specifically to the current topic and learning. There is an emphasis on quality and appropriateness of books.

Teacher resources are located in classrooms. The school library contains a range of fiction and non-fiction books.

6.6 Monitoring and Evaluation

The Head teacher, Deputy Head teacher and the English leads monitor English. Having identified priorities, the SLT and English leads construct an action plan that form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

6.7 Reading

See separate Reading policy.

7. Writing

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan, draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

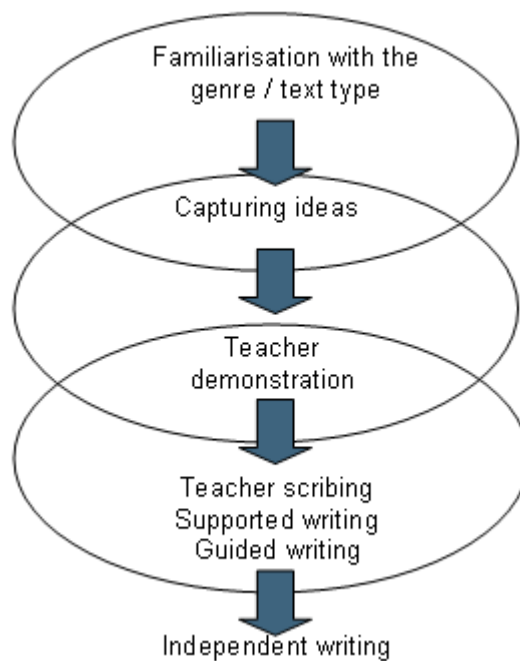
7.1 Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

7.2 Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:



The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level.

7.3 Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Pen Pals handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

7.4 Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. Teachers use National Curriculum 2014 as a basis for their planning. Other teacher resources are kept in classrooms and shared between parallel year groups.

9. Monitoring arrangements

This policy will be reviewed and approved by C&S every 3 years. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Reading and Handwriting

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