

# Stonesfield School

## English Policy

The Department for Education states in the new national curriculum for September 2014 that:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### Introduction

This policy has been developed in order to ensure that the teaching of English contributes to the school fulfilling its mission statement:

Learning together to achieve our best

The policy is intrinsically linked with and is informed by other school policies, including:

- Special Educational Needs Policy
- Equalities Policy

### General approach

As part of our strategy to raise pupil attainment, this school uses 'The national curriculum in England: English program of study: key stages 1 and 2' (2013) as a basis for planning teaching and to fulfil the government's statutory requirements; this ensures continuity and progression throughout the school. Our school embraces the statement: "The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum."

(2.2, National Curriculum 2013, Key Stages 1-4)

Assessment for Learning, a focus on discussion and talk for writing, exploring aspirational examples of writing plus the development of real life writing opportunities are at the heart of our school's approach. A rigorous and planned commitment to the development of teacher and teaching assistants' subject knowledge complements and strengthens this.

Every classroom is an English rich environment with English working walls, readily available resources for children to select from, grammatical and technical vocabulary and talk for writing in lessons. There is explicit teaching of skills for publishing high quality final pieces through detailed proof reading and editing and a focus on accurate use of spelling and grammar.

## **Aims**

Our school believes that every child is entitled to a high-quality English education, which will provide a foundation for them understanding the world. As a result, they will have an appreciation of the beauty and power of language, both written and spoken, and a sense of enjoyment and curiosity about the subject. It is our belief that our pupils should be able to:

- express personal needs, feelings, emotions, and spirituality as well as understand the needs, feelings, and spirituality of others;
- resolve misunderstandings and conflicts;
- ascertain information to make sense of the environment and infrastructure;
- acquire knowledge for personal interest and pleasure;
- acquire and share knowledge, data and skills to improve humankind's lifestyle through scientific, medical and technological development;
- express creativity through writing, poetry, singing, composing music etc.;
- function effectively in the work place.

## **Coverage**

English lessons are carefully planned to meet the needs of every learner following the national curriculum. English is taught through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences and practical tasks, through focussed analysis of written text, published learning material, teacher prepared materials, educational visits, appropriate use of television programmes and film, information technology (word processing and other language based programmes) and tasks set to complete at home.

Our school is committed to fostering positive attitudes towards the subject. Teachers will actively diagnose and address perceived 'gaps' in reading, writing and spelling, punctuation and grammar understanding. How pupil learning is then developed as a result will be monitored. In line with the new curriculum's focus on children making connections, our school will provide regular and stimulating cross curricular enrichment opportunities.

At each assessment point children are assessed in the following ways:

- Writing - assessment grids are used to give teachers an overview of the year group specific features that must be included in pupils' writing over time as stated in the English national curriculum. Teacher judgements are moderated, at regular intervals using big write and time to write pieces, internally and externally and examples of work are collected in a writing portfolio to support teachers in making accurate judgements across the school.
- Reading – Comprehension tests are administered at each formal assessment point, to track pupils' progress. Reciprocal reading and DERIC tasks are used to provide regular formative assessment opportunities of pupils understanding and comprehension of a range of texts. Assessment grids are used to give teachers an overview of the year group specific features that must be included in pupils' writing over time as stated in the English national curriculum. Within KS1 (EYFS and Y1), explicit phonics teaching forms the reading curriculum.
- SPAG – Termly assessments are administered to identify gaps in grammatical knowledge, which are then addressed through specific teaching tasks. Spelling is taught through a structured programme. Assessment grids are used to give teachers

an overview of the year group specific features that must be included in pupils' writing over time as stated in the English national curriculum.

- Spoken Language - assessment grids are used to give teachers an overview of the year group specific features that must be included in pupils' spoken language over time as stated in the English national curriculum.

Where appropriate English is linked with other subjects to make it meaningful and purposeful and ICT is used to enhance learning within the classroom. Homework is regularly set through Purple Mash, as well as pencil and paper tasks, where learning of specific grammatical features may be consolidated.

### **Meeting the needs of all pupils**

All children are taught within their class group. The mastery approach enables children who are on track to meet or exceed expected standards to develop skills and deepen their understanding of taught concepts.

When gaps in learning are identified teachers provide additional support within and outside of the English lesson. Where groups of children are identified as needing additional support extra teaching time is dedicated to them with TAs or our SENCo.

Please refer to the school's website for additional information regarding the teaching of English at Stonesfield Primary School

<https://stonesfield.oxon.sch.uk/information/curriculum-information/english/>

**Approved on 17.7.18 by curriculum committee**