

KESTON CE PRIMARY

English Policy



Date: October 2020

Review: October 2022

The vision of the school

To provide all our children with knowledge, perseverance and the imagination to develop their God given talents, living out Christian values in order to live happy, fulfilling and considerate lives. We uphold the right of every individual to learn, be valued and achieve their full academic potential.

In God's hands we love, learn and grow.

INTRODUCTION

This policy reflects the schools Christian values and philosophy in relation to the teaching and learning of language and literacy. It gives a framework within which all staff, both teaching and non-teaching, will work outlining guidelines for the Teaching of English, which gives details of curriculum and organisation, and also with other school policies. This policy is intended to be used in conjunction with the Academy Policy.

Our aim is to provide experiences which will assist all children with:

Speaking and Listening

by

- Encountering a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening and to appreciate that different contexts may require different linguistic responses
- Developing oral abilities at their own level
- Developing listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Expressing opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions
- Gaining an understanding of cause and effect, sequencing, prediction and recall, and a notion of relevance

Reading

by

- Reading a varied selection of texts whilst gaining an increased level of fluency, accuracy, independence and understanding
- Using reading as a means of information gathering and retrieval
- Displaying an ability to describe, predict and evaluate
- Developing positive attitudes towards books so that reading is a pleasurable activity
- Developing different strategies for approaching reading. These should include phonics, picture clues, sight clues and context
- Using their reading skills as an integral part of their learning throughout the whole curriculum

Writing

by

- Writing in different contexts and for different purposes and audiences including themselves
- Forming letters correctly, leading to a fluent and legible handwriting style
- Being increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Working both individually and collaboratively on written tasks
- Becoming familiar and adept in the use of ICT to produce written work

In addition to these aims, the following more specific objectives have been identified as good practice and form the basis of our approach to Literacy throughout the school.

Speaking and Listening

The children should:

- Listen and respond to stories, poems and rhymes
- Participate in discussions and debates with different audiences
- Respond orally to varied stimuli (for example radio, television, ICT, visitors)
- Discuss and evaluate their own work with peers and adults

- Collaboratively plan activities and role-play activities
- Retell stories and poems, some by heart
- Respond to increasingly instructions, ask and answer questions and justify actions and opinions

The teacher/staff member should:

- Provide an example of clear diction, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers
- Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end
- Provide opportunities for more structured group/whole class drama productions

The school should:

- Maintain the importance of speaking and listening skills as facilitators for the whole curriculum
- Actively encourage listening on a whole school basis, in particular through assemblies
- Encourage listening and reasoned argument as a vehicle for harmonious social interaction and the avoidance of physical confrontation and aggression

Reading

The children should:

- Relate reading to their own experiences and environment
- Have a daily opportunity to read silently or share books with the realisation that reading time is valuable and should occupy everyone's attention, including that of the teacher
- Acquire research skills for the use of dictionaries, atlases and other information books and resources, including those accessed through ICT
- Develop the ability to read aloud to others
- Be able to discuss books they have read, relating to plot, characters and themes
- Acquire an increasingly large sight vocabulary
- Be able to bring in books from home and to share them with others
- Be encouraged, through the reading schemes, class collections and library books, to continue the reading process at home
- Recognise that reading is an essential part of all areas of learning
- Keep an on-going record of the books they have read, and their personal responses to them
- Gain confidence and enjoyment to promote lifelong reading

The teacher/member of staff should:

- Read aloud (fiction and/or non-fiction) as often as possible
- Value books and show an interest in them by setting a personal example
- Hear children read and share books with them on a regular basis
- Provide attractive and imaginative reading areas and displays which include various types of books, labels captions, instructions and questions
- Guide children's selection of books in order to expand their experience of authors and genres through the use of the Core Reading collections/scheme books, books from their class collections and the libraries
- Keep records of children's achievements and progress in reading

The School should:

- Create and maintain a stimulating environment for children to experience and explore reading at their own pace with confidence and enjoyment to promote lifelong reading
- Maintain reading as a valued, high profile activity which accesses the whole of the curriculum
- Provide and maintain the main library in The Dome and the KS1/Reception libraries and class collections of books

Writing

The children should:

- Experience a wide range of writing activities to include both chronological and non-chronological writing
- Relate writing to their own experience and environment
- Discuss their writing frequently, talking about the various types and purposes of writing
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader

- Experience grammatical vocabulary such as: sentence, verb, tense, clause, phrase etc both in the context of their own writing and through specifically designed activities
- Read examples of “good” writing in various forms and begin to recognise the criteria for such writing
- Have experience of, and become accustomed to, drafting and re-drafting their work
- Write in response to a wide range of stimuli
- Become increasingly aware of the correct modes of punctuation, spelling and construction through the learning of rules and the learning of common exceptions
- Be aware of specific learning intentions in writing activities; they should be involved in the forward progression of their own writing skills through helping to set and check agreed success criteria.

The teacher/member of staff should:

- Write alongside pupils, sharing and discussing their writing
- Respond positively and with interest to all attempts at writing
- Make learning intentions clear to children and guide them in the setting of success criteria
- Provide a healthy writing environment, including experimental or emergent writing areas in KS1/EYFS
- Teach handwriting on a regular basis using the School’s agreed scheme and in line with the handwriting guidelines
- Reinforce correct spelling, punctuation and grammar where appropriate

The School should:

- Highlight writing as an important and valuable tool for all aspects of a child’s education
- Prominently display writing of all types, including the children’s own writing

ASSESSMENT

Assessment is regarded as an integral part of all teaching and learning and is a continuous process. It is both summative, recording the children’s achievements so far and formative in that the assessments inform subsequent planning and provision. It is the responsibility of class teachers to assess the pupils in their class and to make their assessments purposeful, allowing them to match the levels of work to the needs of the pupils, so ensuring progress.

SPEAKING AND LISTENING

Speaking and listening skills are assessed both in specifically designed activities and during all interaction and learning situations. Observations are made and recorded against set criteria throughout the school year.

READING

Children’s progress is continuously assessed in their responses and proficiency during independent, guided and shared reading activities. Detailed individual records are kept of both the responses and the books read by each child. In KS1/EYFS the children’s progress through the Read Write Inc programme as well as set reading schemes is noted. In KS2 records are kept of work in guided reading sessions and each child’s progression through the Class Core Collection and when the library is operational a computer record will be recorded and assessed by means of questioning and discussion. All assessment is used to inform and determine future reading support and provision, both in books given and in all curriculum work in which reading proficiency is taught and used.

More Formal Assessments

These are carried out as follow:

- Individual progress in reading is assessed in Reception, KS1 and some children in Y3 through RWI termly and formative assessments.
- Reception: children are assessed against the Early Learning Goals and RWI
- Year 1: Phonic test
- Years 2 & 6: Children sit the SATS and are given levelled teacher assessments. Y6 also receive externally marked tests in Spelling, Grammar and Reading.
- Years 2, 3, 4, 5 and 6: Children sit Rising Stars tests in Spelling, Grammar and Reading. These are used to help inform teacher assessments

Writing: Children’s work is assessed on a daily basis through interaction and discussion with the teacher and with each other during the writing process itself, and in reviewing completed work. Assessment against agreed success criteria for a given piece of work is made by the children themselves and by the teacher, leading to varying amounts of redrafting of texts or parts of texts, and the determining of future focuses for learning.

Marking of written work should be discussed with children as soon as possible after it is completed, and provides individual feedback on both creative and secretarial aspects of the writing process. Marking is constructive in tone and is, to an extent, decided by the teacher's knowledge of the children shared with others.

Role of the Manager

The English Subject Manager is responsible for co-ordinating English throughout the school. The Manager must:

- Be knowledgeable in the field, and be responsible, in conjunction with the Head Teacher and staff, for the formulation and implementation of a school policy based on the National Literacy Strategy.
- Take responsibility for developing literacy throughout the school, monitoring and evaluating the work of children and staff
- In consultation with the Head Teacher, set and review whole school targets for literacy
- Be aware of new developments through reading and courses and present what is of value to colleagues appropriately
- Act as a consultant for colleagues on a day to day basis, giving advice when needed
- Be able to take part in meetings/workshops for parents and governors to explain the School's policies and explore ways of involving parents in their own child's learning.
- Submit annual bids for funding and control budgetary expenditure
- Be responsible for resources, their care, organisation and display, maintaining a stock list and building up necessary resources.
- Develop and maintain a school portfolio for literacy
- Organise events such as Book Weeks, visiting drama groups etc when necessary.
- Be responsible for the library, the ordering, general care and maintenance of the books and encourage good use of the library
- Be responsible for EAL resources where appropriate

Role of Class Teacher

Class teachers must:

- Have as an aim to ensure every child's progression in the acquisition of literacy knowledge and skills with reference to the National Curriculum
- Develop and update skills, knowledge and understanding of literacy
- Identify their own inset needs in literacy and use training opportunities
- Keep ongoing records of children's achievements and be aware of their needs for further progression
- Make assessments and use these to inform planning, target setting and tracking
- Plan effectively for literacy, liaising with the manager where necessary and taking account of the assessed nature of children's needs. Planning is to be in accordance with guidance on procedures for short, medium and long term planning
- To liaise with parents and to inform them of pupils' progress, achievements and areas for future development

Curriculum and Organisation

Language and literacy skills are taught, practised and used across all areas of the curriculum and in all aspects of school life. Children are taught specific skills and knowledge in "discreet" English lessons and practise their use and application during the course of all other subjects as appropriate (for example writing chronological reports in History, listening to instructions in P.E. or research, retrieval and recording of information during project work). Language development is ongoing throughout all of children's learning.

At Keston Primary School, teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and philosophy of the school. Children are given the opportunity to work as a class, as individuals, and as part of a group. The choice of class organisation is determined by the learning task or by the activity.

Resources

A variety of resources are available in the school. These include children's library and reference books, class sets of text books, dictionaries and thesauruses, reading scheme materials, teachers' reference books and audio equipment. Each classroom has a set of graded books which make up the Core Collection and Guided Reading Books and Visualisers are in each classroom. These provide an excellent and stimulating aid to teaching and

learning. There are also several networked computers in each room which are used by the children during literacy lessons.

Parental Involvement: Parents are encouraged to be involved by:

- Inviting them into school twice each year to discuss the progress of their child
- Inviting parents into school in the summer term to discuss their child's report and to see their work
- Informing parents via a half-termly "mind map" of the work which will be covered in literacy during that half term
- Inviting parents of Y6 pupils to a meeting in the spring term on supporting children with their SATs
- Inviting parents of the Reception Class to a reading and phonics meeting in the Autumn term in order that they can support their children through to the KS1 SATs
- Giving Y3 parents information about the Core Reading Collection so that they can continue to be involved in their child's reading programme throughout KS2
- Encouraging parents to help in classrooms
- Asking them to be actively involved in their children's reading programme and to assist and encourage with homework
- Informing parents of the targets their child will be working towards at a given time.

Equality

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. In line with the school's Christian vision we aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents, staff and external agencies together with any statement of special educational need or Education, Health and Care Plan. We will also ensure compliance with the Trust's equality policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010'. This policy should be read in conjunction with the Trust's Equality Policy <https://www.aquinastrust.org/about/policies>.

Data Protection Legislation

As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.