



St. Mary of the Angels Catholic Primary School English Policy

School Mission

“Recognising and celebrating the presence of Christ in one another”

At St Mary of the Angels:

- we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;
- we all work as a big team to encourage everyone to be the best that they can be, at work and at play;

Statement

This document is a statement of the Intent, proposed implementations, impact measures and next steps for the teaching and learning of English at St Mary of the Angels Catholic Primary School (SMA). The policy illustrates the pivotal role of English within the school and its significant contribution to the Quality of Education provided by school in conjunction with our philosophy of teaching and learning as expressed through the Mission Statement and encapsulated in our day to day provision.

At SMA, we firmly believe that literacy, through both written and oral communication, is fundamental to educational progress, social integration and personal growth. We believe that it is the right of every child to become a competent and confident user of the English language, so that they are able to live, work and succeed in a literate world.

We aim to equip our children with the skills, knowledge and experiences needed in order to use spoken and written language to organise and express their own thoughts and emotions and to access the knowledge and ideas of others in a way that befits the 21st century world they belong to. We recognise the foundations for teaching the English National Curriculum begin in Early Years with the development of a high quality sequenced, shared, planned programme of work within Communication, Language and Literacy. Year-on-year, we intend that the children will build on their knowledge and skills to enable them to unlock new learning and explore their talents and interests, whilst fostering a passion for reading a thirst for writing, and a growing competence in verbal communication, from their varying starting points.

We believe that reading is both a source of enjoyment and a vital skill that can enhance a child’s life chances and should therefore be central to the whole curriculum. Our text-based approach allows children to immerse themselves in great literature, unfolding ideas, experiences, places and times they might never otherwise experience in real life. Thus giving our children the chance to develop culturally, emotionally, intellectually, socially and spiritually.

Intent:

- To provide a rich and stimulating language environment, integrating speaking and listening, drama and role play, reading and writing through literary experiences we have tried and tested in our setting here in Aldridge.
- To provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works, from their starting points.
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- To foster an enthusiasm for and love of reading and writing for life, listening to and responding to pupil and parent voice where appropriate.

- To encourage pupils to present their ideas in a variety of forms, both in English and across the Primary Curriculum.

Implementation

Pupils will regularly:

- Read and write with increasing confidence, fluency and understanding, using a range of independent strategies to self-assess, peer assess and correct, with appropriate levels of support.
- be immersed in progressive quality texts and reading opportunities in order to foster a growing curiosity and interest in books, and read/share books for enjoyment
articulate and evaluate their opinions on the texts and reading materials they encounter, including the work of theory peers and their own work too.
- have diverse opportunities using a variety of resources, to develop an interest in words, their meanings, their origins and their effect: developing and experimenting with a growing vocabulary in spoken and written forms.
- be taught to recognise and understand a range of text types and genres
be scaffolded to write in a variety of styles and forms, with increasing independence, appropriate to the purpose and audience being explored, in keeping with their age and ability.
- explore their powers of imagination, inventiveness and critical awareness.
- be taught suitable technical vocabulary to articulate their responses.

Subject Organisation

The English Curriculum is delivered using the National Curriculum (2014), and is embedded throughout all areas of the Primary National Curriculum. The Early Years Foundation Stage Profile strand of Communication, Language & Literacy ensures continuity and progression from the Foundation Stage through to the National Curriculum.

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

Each of these key areas has its own intent document outlining the key aims, and can be found on our English Curriculum Webpage. Early Literacy (based firmly within the area of phonics) covers early literacy skills from EYFS into Year 2. This area is considered to have key approaches within their own right and therefore is detailed in a separate policy - Early Literacy (Phonics) also found on the English Curriculum Webpage.

Approaches to Teaching and Learning

A daily lesson of English is taught in each class. In addition, Key Stage 1 will teach a daily discreet Phonics lesson which are progressively sequenced (please refer to the Phonics Policy) Key Stage 2 classes supplement their main English teaching through an additional Grammar, Punctuation and Spelling lesson each week linked to pupil's home learning. Whilst in the EYFS, the teaching of Phonics represents the main English input for the children, supplemented by additional class readers and stimulating independent writing tasks.

At Key Stage One (Years 1 and 2):

Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds

At Key Stage Two (Years 3-6):

Children learn to adapt and amend the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

Assessment, recording and reporting

In EYFS, teachers assess pupil attainment during the first two weeks of the children arriving in school during the Autumn Term. Nursery assessments are carried out through informal observations. Reception children complete an on entry baseline using the Government Baseline Assessment. Throughout the year, pupils' learning is assessed and tracked using the Development Matters (non-statutory guidance). At the end of the year Nursery are assessed against SMA School Nursery Learning Goals – devised by the EYFS team and carefully cross referenced with the EYFS statutory framework. Reception children are assessed using the Statutory Early Learning Goals. Both year groups identify if each child is working at expected levels of experience and attainment when compared with others nationally or if they are working towards these levels (referred to as emerging).

As children move through the school, assessments are made on a day-to-day basis and involve sharing learning objectives and success criteria clearly with pupils. Excellent use of Assessment for Learning in its many forms is encouraged, expected and analysed to inform learning sequences and next steps for learners in our care. Eg questioning, modelling, editing, enhancing/improving.

Clear feedback guidelines ensure that children understand whether they have met learning objectives and highlight next steps. Daily plans are adjusted accordingly.

Other ongoing formative assessments of Reading and Writing are completed throughout the year and summative assessments are completed each term. The SLT and English Lead validate writing judgements and internal and external writing moderation takes place within Year 2 & 6. Children undertake the National Statutory Assessments in Year 2 and Year 6, and Year 1 take the Phonics Screening test in June. This range of evidence provides an accurate current level of attainment and informs next steps and teacher targets for the end of year.

The Head Teacher (assessment lead) and English Lead analyse teacher assessment data and optional and national assessment results to monitor progress made and note general trends. The results of this monitoring highlight areas for future development priorities for the School Development Plan, English Action Plan and for future staffing and resource needs.

Inclusion

We aim for all children to participate in mainstream lessons in order to receive quality first teaching on a daily basis. Work is differentiated accordingly and extra support is in place for children with SEND. In addition to their existing English provision, where it is necessary, a pupil may be withdrawn from class to receive school devised intervention programmes: these are recorded within a pupil's Individual Education Plan and documented on our Provision Map. Our ethos expects and requires that we work from children's starting points valuing effort and praising success no matter how big or small.

Roles and Responsibilities

The Senior Leadership Team and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment and fine tuning opportunities for progress.
- Ensure that staff development and performance management policies promote excellent quality teaching.

The role of our English Subject Leader is:

- To have an impact on raising standards of attainment/progress for English across the whole school.
- Adapt and use the Programmes of Study for English across the whole school in a way that meets the needs of our children here at SMA, listening to their voice and responding to their learning styles.
- To monitor the whole school and individual needs in areas pertaining to English
- to be able to assess individual professional development opportunities and needs and provide these overtime.
- To maintain the availability of high-quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, (assessment lead) a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's work through sample monitoring and regular checking
- To effectively manage and plan for quality expenditure of funding designated to English.
- To report to school governance via termly meetings with the Link Governor/ face to face address with the Full Governing Body and to provide data submissions.

Class Teachers will in line with the full job description:

- Ensure the effective implementation of the New National Curriculum for English.
- Adapt and use the Programmes of study for English across the whole school in a way that meets the current needs of our children.
- Make effective use of Assessment for learning within English.
- Ensure work is effectively planned and communicated to all adults involved in the teaching sequences, to enable all children to reach their full potential.

Teaching Assistants will in line with their full job description:

- support the class teacher in the effective implementation of English.
- carry out effective interventions.
- feedback on the successes and next steps of the delivery of sessions that they have shared with children

Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- providing curriculum information on the School Website and Class Webpages
- holding parents' meetings to discuss children's progress

- sending an bi-annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework and English learning.
- being readily available to discuss children's needs on an individual basis as and when the time arises
- engage effectively in meetings with outside agencies as and when children require support to access the English Curriculum

Professional Development

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the English Action Plan and School Development Plan- both working documents which respond flexibly and prioritise needs appropriately throughout each academic year.

Monitoring and Evaluation

This policy will be reviewed annually by the English Subject Lead, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

Sheryl Polito
English Subject Lead, February 2022