



The Academy at
St James
Aspire, Achieve, Believe

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ENGLISH POLICY

Reviewed and Approved by:-

Date of meeting:- 28/11/2017

Signature:-

Position:-

Date:-28/11/2017

Next review date:- 27/11/2020

THE ACADEMY AT ST. JAMES

ENGLISH POLICY

Introduction

Purpose:

The purpose of this policy is to describe our practice in English and the principles upon which this is based.

Our work in English helps our children to read, write and to develop spoken language. The Governors and staff at St Oswald's C. E. Primary Academy recognise the importance of the teaching of English in line with the current legislation. English provides a way of making sense of the world. It is used to communicate information and ideas and to tackle a range of practical tasks and real life problems. It is therefore, cross-curricular, permeating every area of the curriculum and giving expression and meaning to every area of school life. It may be considered to be the key to the communication of ideas and the development of knowledge and thus, the most important element of Primary School Education.

There are four areas of development in English – speaking and listening, reading, writing and spelling, punctuation and grammar (GPS).

Aim(s):

- To acquire and develop English skills in reading, writing and GPS.
- To practise and apply their skills and extend their knowledge across the whole curriculum.
- To develop appropriate life skills that will equip them for their life in school and also their life outside school both now and in the future.
- To develop and encourage the use of the English language.
- To encourage children to research, plan, edit, review and publish.
- To use ICT to strengthen and enrich the curriculum.
- To develop an appreciation of English, deriving enjoyment from its richness and creative and creative diversity in such areas as poetry and drama.
- To learn to appreciate and respect the cultural and regional diversity of the English language.

Wider school aims / ethos:

This policy particularly addresses our school aims of 'Achievement' and 'Excellence'.

Consultation:

This policy was put together through consultation with:

Staff – Sept 2015

Governors – Sept 2015

Pupils – Sept 2015

Sources and references:

The National Curriculum 2014 – statutory requirements

Procedures and practice

Aspects

Definition:

Our English curriculum is based around composition of writing, spelling, punctuation, grammar, word reading and comprehension.

Teachers should plan opportunities to develop reading and writing across the curriculum where children will have the opportunity to use and apply skills taught.

Children will be encouraged to develop skills appropriate to working both independently and co-operatively.

English lessons will be based around a topic or theme which is of interest to the children.

Children will be encouraged to make decisions about the selection and use of appropriate resources.

A pre assessment will be carried out prior to learning and this will be used to teach next steps and gaps in learning.

Equal opportunities:

All children should be able to access our English curriculum.

Children have the right to equal opportunities in English, regardless of their background (race/religion), their gender or intellectual/physical ability.

All children are individuals and do not need the same experience at the same time, it is our responsibility to be aware of this as we plan our work and differentiate tasks as required.

Health and Safety:

- Extra-curricular visits are important to our school to help children learn about the world around them. Health and Safety must be observed here and appropriate risk assessments completed.
- Children will be taught the correct use of all equipment and will be expected to work sensibly at all times and in all places.
- All resources and equipment will be stored in appropriate containers (under no circumstances are glass jars to be used).
- Equipment will be appropriate to age levels and easily accessible for children to use. After use it will be returned to appropriate containers and place.

Planning:

- The staff aim to meet the statutory requirements of the 2014 National Curriculum.
- The school's long term plans follow the yearly expectations set out in the new National Curriculum.
- Staff will use Sheffield STAT targets and EAZ Mag to support with planning and coverage for each year group.
- The short-term plans, which should be done no more than three days in advance, must be annotated daily to respond to pupil needs, will indicate specific differentiated learning

outcomes that match the needs of children based on their targets and formative assessment and also which groups will be guided and which groups will work independently.

- Planning must respond to the previous session and therefore short term weekly planning may only be done if annotations are explicit, otherwise, daily planning should be used.
- Annotations should include any children who have not met expected outcomes as well as those who have. It should also indicate next steps to ensure that planning is responsive.
- Pupil Premium children should be explicitly monitored and highlighted individually to show whether they have met the lesson's objectives.
- Planning should ensure that aspects of spelling, punctuation and grammar are taught during the lesson. There should also be opportunities for speaking and listening.
- Challenges for more able children should be outlined.
- Planning should be flexible to be tailored for individual children.
- EYFS should not plan more than 2 days at any one time for direct English sessions. Next steps should be clearly annotated on planning.
- Each class will be differentiated a minimum of 3 ways according to pupils levels. This may change from day to day if teachers identify specific needs through formative assessment.

Teaching:

- Relevant resources will be stored and used in the appropriate area of each classroom.
- Displays will be interactive and reflect the concepts being taught. All classrooms will have an English working wall. This should reflect key vocabulary, examples of work and GPS. The Working Wall should be referred to in lessons.
- Additional GPS or phonics sessions should be taught as an additional to the English lesson.
- In EYFS, all areas of provision should address using spoken language in some way.

Organisation:

- Each class must have a minimum of 1 hour a day of English. Writing should also be planned for across other areas of the curriculum.
- There should be a minimum of 7 pieces of writing done per week.
- Each group should have a minimum of 1 teacher guided session and one TA guided session per week.

Homework / parent partnership:

- Attainment in English will be reported at parent consultations and through the child's annual report.
- Parental involvement is welcomed in supporting the development of the child's English and language understanding at home.
- The children's records and work are available to all parents.
- Children have a reading record and spelling book which should be taken home daily for children to practise spellings and read at home.
- The VLE will be used to support learning at home.

Resources:

Children should visit the library where there is a wide selection of fiction and non-fiction texts once a week and are able to take a book home to read.

There should be a range of reading materials in each class so children can read for pleasure.

Children will have a class reading text which will be reading during guided reading sessions. Children have an Education City log in which can be used in school. All children will have a spelling book and a reading record which should be taken home.

Assessment:

- Formative assessment in EYFS will consist of observations, focused child observations and evaluations of planning.
- Formative assessment will consist of recording against targets on EAZ Mag for reading, writing and GPS.
- Children will be given a B if they are beginning to, a D if they are developing or an E if the skill is embedded.
- An observation may be recorded when a child has met that target.
- Data will be added on an ongoing basis for reading, writing and GPS.
- At the end of each half term, data should be added for phonics and speaking and listening.
- At least two independent writing opportunities should be planned for each half term and assessed using EAZ Mag targets.
- Year 6 and Year 2 will complete a GPS and reading formal assessment once every half term.

Monitoring and evaluation:

It is the responsibility of all teachers to plan, deliver, assess, report and record English in line with legislation and the school guidelines and policies.

It is the responsibility of all teachers to ensure support staff working with them are aware of the purpose of all activities they supervise.

The English leader and SLT will be responsible for implementing, monitoring and reviewing the guidelines in the light of current legislation. They should be continually aware of:-

- legislation and any changes
- inset needs of staff
- resources in school / classroom
- informing the staff of any means of support and its availability with regard English
- to be involved in introducing new procedures and disseminating new initiatives
- to be aware of need for use of appropriate outside agencies.

The English leader and SLT will continually monitor the coverage of reading, writing and GPS across all year groups.

Concluding notes

Monitoring and review:

SLT will monitor all aspects of English to ensure this policy is embedded across school.