



Burton Leonard Church of England (VC) Primary School

English Policy

Aims and objectives

- The aim of teaching English here at Burton Leonard is to promote the English Language in all its forms, richness and variety across all areas of the curriculum.

The objectives of teaching English in our school are:

- To ensure full coverage of the current Government guidelines for English across all key stages across our creative curriculum.
- To promote the confidence of the children in all aspects of their use of the English Language and help them to develop their potential.
- To promote a rich and stimulating literary environment.
- To promote good practise across the curriculum as outlined in policies for:-

Speaking and Listening
Reading
Writing
Spelling

- To ensure continuity and progression of English skills.
- To provide access to a wide range of the written word in all it's forms.
- To provide a wide variety of of audio visual aids which will promote English skills.
- To provide stimulation through outside sources including writers, poets, theatre groups and visits.
- To use the Early Learning Goals as a framework for the teaching of English skills in the Foundation Stage.
- To use current Government guidelines as a framework for the teaching of English skills across all key stages of our creative curriculum.
- To provide equal opportunities for all children regardless of age, gender, ability, culture or ethnicity.

English curriculum planning

We use current Government guidelines to teach knowledge, skills and understanding in English and cross curricular links with other subjects are made across all key stages.

- We carry out curriculum planning in English in three phases (long-term, medium-term and short-term) with audience and purpose at the heart of our English planning.
- The class teacher prepares short-term plans which list the specific learning objectives and expected outcomes for each lesson.

The Early Years Foundation Stage

We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) for :

- Communication and Language: Listening and attention, Understanding, Speaking
- Literacy : Reading and Writing

Inclusion

- At our school we teach English to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

Assessment for learning

- Children demonstrate their ability in English in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are encouraged to peer assess, self-edit and make judgements about how they can improve their own work.

Monitoring and review

- Our internal tracking system records those children termly who are emerging, developing, expected and exceeding national standards. Progress made by each child is recorded termly. Data is analysed and follow up pupil progress meetings are held to inform further learning needs. This tracking information is held by the class teachers and the Head teacher. Each teacher passes this information on to the next teacher at the end of each year.
- It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in English. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about

current developments in the subject, and for providing a strategic lead and direction for English in the school. The subject leader evaluates strengths and weaknesses in English, and indicates areas for further improvement. The subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe English teaching.

Subject Leader – Mrs Dawn Leader
English Governor – Mrs Karen Fallis

Adopted Spring 2019
Next review Spring 2022

Amanda Tounson

A handwritten signature in black ink, appearing to be 'Amanda Tounson', written in a cursive style.