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Beacon Federation Policy Document

**English Policy**

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| Written / Reviewed | October 2019 |
| Approved by Governors | N/A |
| Next Review Date  | October 2022 |

***NB – 2019-20 is a transitionary year for the Federation. This policy will be adopted gradually by all three schools over the course of the year with full implementation from September 2020. Not all elements of this policy will be seen consistently across the Federation until that date.***

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**Section 1 - Intended Impact**

* We aim to produce confident children who are articulate and literate, who have a love of language and literacy, and who develop culturally, emotionally, intellectually, socially and spiritually – particularly through reading.
* We aim to ensure that all children master basic literacy skills including oracy, reading, handwriting, spelling and grammar, early on in their education. These form the core foundation for children to read widely and with enjoyment, to write fluently and creatively across the whole curriculum, and to develop their own ideas and improve their own work with growing independence.
* We challenge children of all abilities, ensuring that they make good progress in all areas in line with and ambitiously beyond the requirements of the National Curriculum (2014), and that they are fully prepared for the next phase in their education.
* We understand that literacy skills underpin learning in all areas of the curriculum, as below, and as such make these a high priority.

*‘Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.’* (National Curriculum 2014)

**Section 2 – Curriculum Intent**

 We aim for our children to:

* Be competent in the art of oracy - both speaking and listening.
* Understand and use a wide and interesting vocabulary, with a firm understanding of grammar and linguistic conventions.
* Read easily, fluently and with good understanding.
* Develop the habit of reading widely and often, for both pleasure and information.
* Appreciate our rich and varied literary heritage and from this, develop culturally, emotionally, intellectually, socially and spiritually.
* Write clearly, accurately, coherently and creatively, adapting their language and style in and for a range of contexts, purposes and audiences.
* Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

**Section 3 – Curriclum Implementation**

Planning and Pedagogy:

In order to achieve the intentions of our curriculum, we will:

* Follow the National Curriculum (2014) English documents for KS1 and KS2.
* Facilitate children’s articulation, reading and writing, through a synthetic phonics teaching programme based on Letters and Sounds. This is taught in flexible groupings according to need, and continues for as long as required by individual children. The teaching of phonics combines reading, spelling, handwriting and spoken language.
* Further develop children’s enjoyment and skills in reading through frequent and regular teaching and facilitation, including decoding and fluency, and discussion, comprehension and analysis of text. We use a variety of texts designed to encourage enthusiasm and interest, as well as to develop understanding.
* Teach basic skills including handwriting and spelling through modelling, discussion and giving children frequent and regular opportunities to practise and develop. Teachers evaluate the needs of their class on an on-going basis and tailor their planning to suit requirements.
* Plan and teach using Teaching Sequences tailored to the needs of our children at each stage of their learning, exposing them to a variety of genres and text types. Sequences develop the four main areas of Oracy; Reading; Writing; and Spelling, Vocabulary, Grammar & Punctuation.
* Teach effectively without ‘labelling’ children into fixed groupings. Children are encouraged and guided to select the challenge level of their work wherever appropriate.
* Teach, support and embed a ‘growth mindset’ for all children - a ‘can-do’ attitude which recognises that ambition, hard work and perseverance will lead to success, and that challenge should be welcomed and mistakes valued for the contribution that they make towards learning.
* Ensure that all learning is secured according to the principles of ‘mastery’ – i.e. a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.

Differentiation

Teachers differentiate effectively through a range of methods, including:

* Providing support required for less able children at the point of need e.g. pre-teaching, the support of an adult or able peer in class, additional support during and after a block of work through an intervention group.
* Providing a range of challenges and activities from which children can choose their own level, with support where necessary, with the knowledge that they can move themselves on to the next challenge as soon as they are confident and without having to consult an adult.
* Challenging able children by ensuring that there is always a meaningful activity to move on to, reflecting increasing depth of learning, so that children have never ‘finished’.

Assessment, Recording and Reporting

* Teachers plan in advance, but also ‘in the moment’, refining their teaching dynamically throughout each lesson in response to progress and need.
* Learning objectives are shared with the children in every lesson. Children are encouraged to reflect on these, to edit and improve their own and sometimes each other’s work, and to do so with increasing independence.

Reading:

* Reading is assessed through individual and guided reading tasks, statutory and non-statutory summative tests, and regular informal testing of comprehension (Testbase & Reading Pro).
* Across the school, including Yr 3,4 & 5, optional summative assessment tests are taken in reading at key points in the year.

Spelling, Punctuation & Grammar:

* Spelling is assessed regularly through weekly tests and termly assessment of phase words and CEW(Common Exception Words).
* Punctuation and grammar tests are used regularly to assess children’s spelling and grammar knowledge in line with National Curriculum expectations.
* Handwriting is assessed through marking children’s work, including their specific handwriting practice, and using this to inform planning.

Writing:

* Pre-unit assessments are used to identify children’s current levels of skill and ability, and to identify areas for development – this forms the basis for subsequent planning and a baseline for assessing progress.
* Post-unit assessments are used to assess each child’s progress by the end of the block. This information is used to plan personalised consolidation work or interventions, and next steps.
* Writing is levelled using Evidence Gathering Grids (E.G.G), which include the assessment framework guidelines, and indicate whether children are working towards, are at the expected standards, or are working at greater depth.
* Class profile sheets are kept by class teachers and inform progress over time.
* English work is moderated both within the federation and together with local schools, in order to ensure that teachers’ judgements are accurate. Progression and curriculum coverage in maths is also monitored using a variety of methods to include book scrutiny and learning walks.
* Parents are informed of progress through interim reports and parents evenings, and receive a full annual report at the end of each academic year.
* Achievement in literacy is reported to Governors through the Headteacher’s Reports, and regular presentations from the Literacy leads.

The Early Years Foundation Stage (See also the Beacon Federation EYFS Policy)

* In Foundation, we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry, judgements are made against the Development Matters bands to identify each child’s starting point and to ensure that teaching and learning meets the needs of all. A mixture of child-initiated planning and accurate Assessment for Learning (AfL) ensures an exciting and hands on cross curricular approach to enable children to make good progress.
* Phonics is taught daily in flexible groupings based on the needs of the children. Teaching combines reading, spelling, handwriting and spoken language. Shared and modelled reading, plus regular story time, foster a love of books. Children are actively encouraged to read at home. This may include accessing online reading resources and practising keywords at home.
* Writing is promoted across the curriculum using both the inside and outside learning environments. Shared writing gives children a model for their own developing practice.
* Children’s progress is evidenced through photos, observations and self -initiated activities and is tracked through highlighting individual Development Matters sheets. Achievement is plotted onto Pupil Tracker half termly. In order to meet statutory requirements, data is submitted to Devon LEA in the Summer Term.

SEND

The Federation has the same academic, technical and vocational aspirations for almost

all learners. Where this is not practical, adaptations will be made to the curriculum and resources to allow access to English for all pupils with SEND, including provision for pupils who are exceptionally able.

Curriculum Leadership

English is led across the Federation by an English Team, comprising teachers from all three schools and across the key stages. The team has joint responsibility across all three schools, and as such will:

* Stay ‘ahead of the game’ in terms of statutory requirements and current good practice - sharing information that may be beneficial to staff.
* Inspire an exciting, informed and creative approach to English teaching.
* Support teaching through leading inset, giving advice, and through modelling, feeding back from lesson observations and work scrutiny, team teaching, and monitoring of planning and assessment.
* Carrying out regular moderation to ensure standards are consistently high, and taking appropriate action where this is not the case.
* Use moderation to ensure that knowledge and skills are sequenced across time and being taught systematically and cumulatively, so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. *This will require moderation both between year groups and across time within each year group*.
* Maintaining and storing resources, and purchasing new resources when necessary.
* Meeting with, and reporting to the SLT and governors when appropriate.

Equal opportunities

This policy reflects and supports the equal opportunities ethos of the Federation. All children will have complete access to the curriculum and this will be provided in accordance with their age and need.