

English Policy

Ledbury Primary School



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Contents

1. Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Organisation and planning	4
5. Inclusion.....	6
6. Monitoring arrangements	6
7. Links with other policies	6

1. Aims

1.1 Intent

At Ledbury, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. The curriculum is enhanced by our commitment to Values Education (including British Values) and, through this, alongside our spiritual, moral, social and cultural development; we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning.

Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. Children will learn to communicate their ideas and emotions effectively. By giving this context to their learning, the children understand the value of English to them now, and in their futures. They can indeed ***'Aspire, Believe and Connect'***.

All children from EYFS to Year 6 are provided with many opportunities to develop and apply their skills across our creative curriculum. To support children in moving towards independent writing, we provide a wide range of activities including cine-literacy, music, ICT, as well as modelled, shared and guided writing, peer assessment and discussion. Children are encouraged to view themselves as authors and poets, and see editing as an instrumental part of the writing process.

In addition to quality first teaching, we promote a love of English that extends beyond the classroom. Children visit our fantastic school library on a weekly basis and we have developed a range of extra activities to support this including World Book Day, 500 words writing competition, whole school holiday reading challenges, debating, after school clubs and author visits.

We use literature as a context to explore other cultures and utilise links to our local community wherever possible, including visits to Ledbury library and the local book shops.

1.2 Aims of English at Ledbury:

Our aim is to enable children to:

- Speak and listen with confidence in an increasing range of contexts;
- Be interested in books, read with enjoyment and evaluate and justify their preferences;
- Read and write with confidence, fluency and understanding;
- Use a full range of reading cues to monitor their reading and correct their own mistakes;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent and legible handwriting;
- Have an interest in words and their meanings and a growing vocabulary;
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- Understand, use and be able to write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader carries out book trawls, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

At Ledbury we believe that consistency and well-taught English is the bedrock of a valuable education. As a whole school we ensure that the teaching of writing is purposeful, robust and also shows clear progression for all children.

At the heart of our curriculum is the use of storytelling to promote understanding and to frame the details into part of a whole.

‘Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a narrative.’

Stephen Pinker

Professor of Psychology, Harvard University

Each term begins with an overarching narrative where children hear the different ‘voices’ of the past, present and future, often including a problem to be solved which links to each term’s enquiry question. Through these ‘voices’, the children empathise, using the story to ask questions and seek answers.

In line with the National Curriculum, we ensure that each year group carefully plans and links the grammar, punctuation and spelling objectives through explicit teaching, often seen as stand alone lessons linked to a text type. These are planned for and taught over the year alongside the objectives and are embedded

through engaging and inspiring lessons to generate a passion for both writing and reading. Guided practice with scaffolding opportunities are utilised to model and support in English lessons. Alongside this, cross-curricular reading and writing opportunities are made available to maximize and ensure that children are achieving the objectives at the expected levels and that some children can achieve at a greater depth standard.

Our teaching of writing has elements of the Talk for Writing process; however teachers have the freedom to deliver with an element of individuality and good professional judgement, ensuring creativity and passion for English across the school. Modelling good English at all times is paramount both verbally and in the written form. Classrooms are expected to include excellent writing displays to model consistent high expectations.

At Ledbury, the teaching of reading is a whole school priority. Teachers are expected to encourage a love for reading and display their own passion for books with their classes. Daily class reading is implemented with appropriate recommended reads for each year group – often topic related. Guided reading sessions are planned into the weekly timetable either as a Cracking Comprehension task (KS1&2) or through RWI books (KS1.) Children are expected to read up to 5 times per week at home, which is monitored through reading diaries. Reading assessments are consistent throughout the school and linked carefully to the level of book each child is reading.

Plans are written daily after an evolution of that day's lesson. Assessment and progress of pupils is recorded daily in teacher planning and assessment books, which are available for scrutiny. Interventions are generated from each lesson observation. Alongside specific group interventions, teachers deliver whole class feedback where good English elements can be celebrated and reinforced but also focus on collective misconceptions too.

Work is marked in accordance with the school's marking policy. See Marking Policy for further details.

4.2 Values

At Ledbury our curriculum is underpinned by the values that we hold dear, including British Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.

4.3 Extra-curricular Activities

At Ledbury, we are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: poetry club, reading/library club, debating, and drama.

4.4 Early Years Foundation Stage

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the National Curriculum at Early Years Foundation Stage.

4.5 Contribution to other subjects and areas

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Assessment

Continuous assessment for learning combined with the children's deep writes, in writing, supports our final professional judgement.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by subject leaders responsible for English. At every review, the policy will be shared with the full governing board

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEND policy
- Basic Skills policy
- Pupil premium
- Equality information and objectives