

St. Francis Xavier Catholic Primary School



English Policy

2023-2024

Mission Statement:

'Achieving Excellence Together with God's Love'

At St Francis Xavier Catholic Primary School
we provide an environment for our community
that enables each unique member
to feel valued and become stronger
as we embrace challenge and change.
We let God's love inspire us
and his Word guide us
as we grow together as a community
in our enthusiasm for excellence
in all that we do

The Intent of our English Curriculum at St. Francis Xavier

At St. Francis Xavier, English is at the core of our curriculum. Strong English skills, spoken language, reading and writing, as the tools through which pupils to unlock the rest of our academic curriculum. Furthermore, we acknowledge that a strong command of English empowers pupils with the tools they need to contribute positively to the life of the school, their local community and the wider environment as a member of society especially for those pupils who speak English as an Additional Language. Every phase of our school, pupils are provided with opportunities to develop and apply their speaking, listening, reading and writing knowledge and skills within a balanced, inspiring and knowledge rich curriculum.

Spoken Language

At St Francis Xavier, we recognise that effective spoken language is the foundation for developing effective reading and writing skills. We strive to enable all of our pupils to become competent speakers, with a strong command of syntax, grammar and a rich vocabulary.

We promote high standards of spoken English by immersing our pupils in high-quality texts through daily, ring fenced story times, teaching vocabulary explicitly in every subject, displaying key vocabulary in every classroom and by modelling and insisting upon high standards of spoken English. Across the curriculum we provide opportunities for discussion and debate to enable pupils to develop key speaking skills.

Reading

We aspire for all of our pupils to become highly skilled readers and to foster within each child a life-long love of reading. As a result, we prioritise high quality early reading instruction, taught through the Read. Write. Inc. phonics scheme and early intervention and catch up tuition for pupils reading below age-related expectations. We inspire a love of reading through daily story time sessions, weekly class sessions in our school library, send reading for pleasure books home, developing teacher-pupil reading relationships through weekly 1-1 reading with pupils and by encouraging parents to promote reading at home.

Writing

We aspire for all of our pupils to become confident, competent writers who are able to effectively communicate their ideas in written form. Pupils are taught to write through high quality, explicit instruction in key writing schools as in each unit they work through the school's writing journey.

Statutory Requirements:

The National Curriculum for English aims to ensure that pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, 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
- Are competent in the arts of oracy; speaking and listening, making formal presentations, demonstrating to others and participating in debate and the spoken word

The school uses the 2014 National Curriculum as the basis of its curriculum planning. The long-term plan is bespoke to the children of St. Francis Xavier in 2022-2023. The knowledge and skills content is outlined in our detailed long-term plan displayed on our school website for each year group. We make use of local resources such as Doncaster Community Library to enhance our pupils' experience of the English curriculum.

Our planning is organised into three phases: long-term, medium-term and short-term.

Our long-term planning maps the sequence of National Curriculum statements studied in each year group into the following key areas:

- Speaking and Listening
- Spelling and Phonics
- Reading Key Performance Indicators
- Writing Non-Negotiables
- Writing Genres and Focus Texts (for each half term)

The English implementation leader and the English team devised this plan in conjunction with teaching colleagues in each year group.

Our medium-term plans give further details of objectives covered each week in each half term. Each class teacher is responsible for writing the medium plans for each English learning journey. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans in order to ensure clarity, coverage and consistency. This way, we ensure that children have full coverage of the National Curriculum programmes of study in English.

Each half-term, each class teaches a unit (one learning journey) of English centered around a high quality text. These texts are chosen to develop our children's knowledge of well-known authors and classic fiction, whilst keeping up to date with the ever-changing market for children's literature. Wherever possible, all selected texts are matched to support learning in the wider curriculum. Our curriculum identifies a range of genres to be covered throughout the year, again with meaningful links between writing and the wider curriculum.



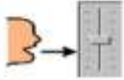



Text selection is coherent and cumulative from Nursery to Year 6 and is consistently reviewed, taking into account the makeup of each class. Children of all abilities have the opportunity to develop their skills and knowledge in all key areas through planned progression built into our long-term plan. We offer children increasing challenge as they move up our school.






Speaking and Listening:

Quality of Teaching

The development of speaking and listening skills is at the heart of our curriculum. By taking the time to develop speaking and listening skills, we provide our pupils with a strong foundation for reading and writing. Across the curriculum, we create and facilitate opportunities for conversation, discussion and talk around learning. We strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

We encourage our children to be active listeners. By developing active listening skills, we aim for our children to fully concentrate on what is being said rather than passively 'hearing' the message of the speaker. Our children are taught and expected to listen using all of their senses, giving full attention to the person speaking. We also aim to develop skilled speakers at St Francis Xavier, modelling high standards of spoken English, syntax, grammar and vocabulary, and encouraging children to pay attention to volume, pace and the needs of the listener. All children are reminded to speak in full sentences.

Skilled speaking	
	Think about what you are going to say.
	Wait until listeners are ready.
	Speak audibly and clearly.
	Speak in whole sentences and choose words carefully.
	Sit or stand smartly and look at your audience.
	Think, have your listeners understood. Let them ask questions.

Active Listening	
	Not distracting people by moving or making noise.
	Listening to the teacher AND to other children.
	Thinking about what I am hearing.
	Making comments and asking questions.
	Say if I don't understand something, and say <u>why</u> .

Examples of teaching and learning strategies used to support speaking and listening:

- Modelling high standards of spoken English: Vocabulary, grammar & Syntax
- Setting ground rules for speaking and listening in class
- Use of questioning
- Use of talk partners
- Collaborative work and reporting back following group work
- Structured class discussions and debates
- Expressing opinions and justifying ideas
- Retelling stories
- Listening to and participating in stories, poems, rhymes and songs
- Exploring texts through performance
- Verbally articulate ideas before writing
- Performance poetry
- Role play and drama (conscience alley, hot-seating etc.)
- Presenting in front of an audience
- Taking part in school performances and class assemblies
- Visiting speakers
- School council meetings
- Circle times

Vocabulary Development

We believe that speaking and listening activities are crucial in developing pupil's vocabulary with repeated exposure to new words. Vocabulary teaching is organised, cumulative and rich at St Francis Xavier. We expose our children to a language rich environment with opportunities to hear and confidently experiment with new words. We develop vocabulary in the following ways:

1) We promote and scaffold high quality talk

Adults in school have the responsibility to model and promote high standards of spoken English by modelling this at all times. Strategies we use to scaffold high quality talk include rewording children's speech and responses, asking children to expand and elaborate on their answers, and encouraging children to be skilled speakers and active listeners at all times.

We use 'sentence stems' across the curriculum. We want our children to speak confidently and competently in each subject area using subject specific vocabulary (Tier 3). We achieve this by modelling academic talk and sophisticated language and teaching vocabulary across the curriculum.

2) We provide well-planned reading opportunities

At St Francis Xavier, daily reading is part of the fabric of school life. Children have easy access to high quality texts both in the classroom and in the school library. We have a well-resourced and organised reading environment and we seize every opportunity to cultivate a love of reading.

We consider carefully the 'readability' of our chosen texts and the fiction/non-fiction balance across school. We select rich texts to read and share with pupils to introduce new and challenging vocabulary in context. Teachers read a text before sharing with children and carefully select Tier 2 vocabulary to pre-teach.

See 'Reading' for further details.

3) We teach academic vocabulary explicitly

Although vocabulary can be learned indirectly, we believe that it is essential to teach vocabulary explicitly and directly. We achieve this by following Alex Quigley's principals for teaching a new word set out in the SEEC model. This model is applied across the curriculum to teach new vocabulary.

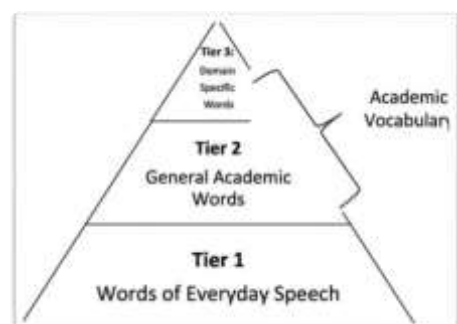


We consider the following questions very carefully before selecting which word to teach:

- Which words are most important to understand the text or topic?
- Which words are unlikely to be part of a child's prior knowledge?
- Which words appear repeatedly in a text or topic?
- Which words are frequently encountered across the curriculum (Tier 2 words)?

We provide a language rich classroom environment

We believe that the classroom environment has the potential to be the biggest resource in vocabulary development and creating a love of words in our children. Our classroom environments are crucial in supporting vocabulary development and independence.



All displays are current, relevant, updated and referred to. Each display includes key vocabulary for the topic (to support the retention of new vocabulary. New vocabulary is gathered and recorded in each classroom in a range of ways:

- Reading records
- Book talk books
- Classroom displays
- Class dictionaries

Reading:

Foundation Stage and Key Stage One

In Foundation Stage and Key Stage 1, we use a balanced and engaging approach to developing reading, integrating both decoding and comprehension skills.

Phonics is taught on a daily basis from Foundation Stage through to Year 2 following the revisit, teach, practice, and apply systematic approach using '**Read, Write, Inc.**' as the scheme of work. Children are provided with multiple opportunities to practice applying their phonic knowledge through the use of phonically decodable texts for school and home, carefully matched to the needs of the children. Additionally, Foundation Stage also ensure phonics activities are constantly available for children to use within areas of provision promoting opportunities for independent revisiting and challenge.

All pupils from the Spring Term in Reception, and through Key Stage 1 take part in daily Book Talk lessons to develop comprehension skills. Varied literary experiences are provided to develop children's understanding of written texts in a range of forms. A focused learning objective is given for each session and children work in small groups according to their ability. Key reading skills are modelled and practiced.

Teachers and support staff will work with different groups throughout the week and all pupils are heard read by their class teacher at least once a week in these Book Talk sessions. All teachers explicitly teach a strategy check as part of daily Book Talk, making explicit reference to strategies children will use to help them decode and comprehend what they are reading. Pupils are encouraged to explain how they will read new/unfamiliar words.

Each day, every class take part in a ring-fenced 'story time' session with their class teacher in order to promote a love of reading and prosody.

Pupils in Key Stage 1 will read individually to an adult a minimum of 2 times a week in addition to Book Talk lessons. This may be reading to the class teacher or classroom assistant. The class teacher will hear each child read individually at least once each fortnight. These 1-1 sessions are an opportunity for adults to teach and support the development of individual pupils' reading skills.

Key Stage Two

Book Talk is taught daily in Key Stage Two using a whole class approach. We place emphasis on the use of whole texts rather than extracts. In Key Stage 2, developing reading fluency is a huge aspect of every Book Talk lesson. In all lessons, teachers model 'expert reading' allowing children to hear all aspects of reading fluency: expression and volume, phrasing, smoothness and pace. Each class teacher is responsible for providing scaffolding for this process by both reading themselves and using children to model reading fluency. By developing reading fluency, the development of comprehension skills is supported by allowing children to focus working memory upon on comprehending a text, rather than focusing on decoding and word recognition.

Teachers develop children’s comprehension skills by focusing on specific reading skill each session that children can apply to a variety of texts. Texts are selected in order to extend pupils’ reading comprehension capabilities: at an optimum level of challenge. We aim to select texts for Book Talk which provide sufficient challenge and opportunities to develop reading comprehension.

Each lesson focuses on developing one key reading skill, although others will naturally be developed within each lesson; these are outlined in the table below. The learning objective is clearly shared with the children at the start of each lesson and the focus reading skill is explicitly referred to and modelled to pupils. In Key Stage 2, each child has their own ‘book talk book’ to record ideas, vocabulary and written responses during Book Talk lessons as appropriate. Written evidence will not be recorded in every lesson as we recognise the value of promoting speaking and listening skills within Book Talk through partner talk, group talk and whole class discussion. Book talk books are an important source of information for formative assessment.

	KS1	KS2
Vocabulary	draw on knowledge of vocabulary to understand text	give / explain the meaning of words in context
Infer	make inferences from the text	make inferences from the text / explain and justify inferences with evidence from the text
Predict	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied
Explain	explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	identify / explain how information / narrative content is related and contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases
Retrieve	identify key aspects of fiction and non-fiction texts, such as characters, events, titles and information	retrieve and record information / identify key details from fiction and non-fiction
Sequence/ summarise	identify and explain the sequence of events in texts	summarise main ideas from more than one paragraph

Pupils in Key Stage 2 will read individually to an adult twice a week in addition to Book Talk lessons. This may be reading to the class teacher or classroom assistant.

Library

St. Francis Xavier has **an inviting and engaging Library**, promoting a love of reading. All children access this room on a weekly basis with their class. During this library session, children have the opportunity to choose a ‘reading for pleasure book’, to read independently and to enjoy story time as a class with their class teacher. The library promotes a wide range of poets, authors, genres and text types.

Reading across the Curriculum

Pupils ‘learn to read’ and ‘read to learn’ across the curriculum. High quality texts are used as a tool to develop pupils’ subject knowledge across the curriculum. Pupils are taught vocabulary explicitly across the curriculum and key vocabulary is displayed in every classroom in order to support correct application and assimilation into long-term memory.

Reading at Home

All children are encouraged to read at home every single day and have a home/school Reading Record which is returned to school daily. This encourages a dialogue between staff and parents to comment on each child's progress (praise and prompts). Reading Records are monitored by class teachers and provision is put into place for those children not being listened to at home.

Pupils who have completed the RWI Phonics program at Grey will then follow the core reading scheme (Oxford Reading Tree), starting at Gold through to Dark Red level before becoming a 'free reader' when they choose their reading books from the wide selection of novels, poetry and non-fiction books in the library.

Children who are learning to read initially will be provided with a book which is matched to their phonic knowledge and will also have the opportunity to choose a 'reading for pleasure' book each week from the library during their class weekly visit. All children have access to our school library, which is well stocked with a range of high-quality poetry, fiction and non-fiction texts. Time is allocated to each class weekly to spend browsing the books and selecting a book to take home. The class teacher is responsible for recording completed texts on each child's individual record sheet each week and more regularly in KS2.

We regularly send information to parents and host parent workshops in order to promote reading at home.

Assessment for Learning

Assessment for learning is ongoing and reading is assessed in line with the school's assessment policy. Teachers will assess children's word reading and comprehension skills by making judgements during Book Talk lessons and hearing children read individually. Reading records and journals may be used to support ongoing assessment and inform future planning. Half-termly Reading Assessments (Running Records) are completed alongside NFER tests (termly). Attainment is recorded on O-Track. For statutory testing, see the assessment policy.

In the Early Years and Key Stage One, teachers also complete half-termly phonic assessments and plot children onto our school's phonic tracking grid and sound gap spreadsheet, ensuring children are grouped appropriately in phonics and here appropriate FastTrack Tutors are deployed. For those children who did not pass the phonics screening test in Year 2, class teachers provide additional phonic interventions to support acquisition of phonics. Children's progress is monitored at least half termly.

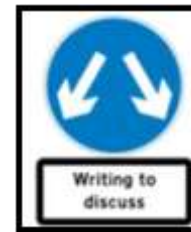
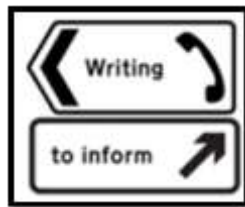
Writing:

A Real Reason to Write: Purpose and Audience

At St Francis Xavier, we believe that consideration of purpose and audience is vital for effective writing. We strive to provide our children with real reasons to write with a clear purpose and audience across the curriculum. Our children write as scientists, geographers, artists, poets and themselves. We believe that when children have a real audience to write for, they develop pride in their work.

We follow the four main purposes of writing:

- To entertain
- To inform
- To persuade
- To discuss



Memorable experiences, such as trips out of the school or visitors to the school are used wherever possible to create a purpose for writing in line with our wider curriculum intent. By considering and selecting an audience, children learn to modify their writing by selecting an appropriate form or genre. Pupils learn the features and conventions of different genres to enable them to do this effectively. Exposure to a rich range of genres and identification of key features supports this.

The Writing Journey

The writing journey at St Francis Xavier is guided by the key components of the writing journey recommended in the EEF's Improving Literacy Guidance. Children are guided through the journey of writing and the writing process through careful modelling. The writing journey varies slightly in Key Stage 1 and 2. Over time, children are expected to take increased ownership of this writing journey; however, we recognise that the modelling process is not linear and children will require differentiated levels of support with the process.

Shared writing is essential in our writing journey. Teachers 'think aloud' and speak their internal writer's dialogue, making the decisions made as a writer explicit. Thoughts of the writing process are spoken aloud by the teacher, posing questions to themselves. We aim to share our 'internal monologue' as a writer to support children's development of his or her own. We model writing 'live', sharing the frustrations and joys integral to the process.

1) Immerse

This is the first stage in our writing process. At this stage, children generate ideas prior to writing. Children are engaged in a range of pre-writing activities to generate ideas and vocabulary. Talk comes first! Pupils are provided with ample time to articulate ideas verbally before writing.

Reading plays an essential role at this stage in our writing journey. We select texts that provide rich language models and structures from which children can learn how writing works and the effect it can have on a reader. Vocabulary is gathered and displayed at every opportunity at this stage. Children will explore the focus genre in depth: real-life examples of writing are shared with the children – not just 'teacher-generated' models. Structure and style are discussed and children are encouraged to form their own opinions.

We use this important writing stage to fully excite and immerse our children in the genre they are about to write about, this could be through: reading, drama, trips, sense immersion etc.

2) Analyse/Skills

From here, children develop the success criteria/ steps to success for the piece of writing ahead with support from the class teacher. Steps to success will be available to refer to throughout the writing journey, whether in a child's book or on a working wall. The children analyse the skills that an author has used to write the 'WAGOLL' that we thoroughly investigate to discover the features of this genre.

At this stage, we focus on noting down key ideas in a 'first draft' format. We encourage children to write freely whilst setting out their writing in a logical order. Although accurate spelling, grammar and handwriting are important, at this stage they are not our main focus. Focusing heavily on these elements prevents the natural flow of writing. Children will revise their writing at a later stage in the writing process.

3) Planning and writing

We encourage our children to share their work at every opportunity to provide them with ongoing feedback. We encourage partner work and take the time to allow pupils to share, read and edit each other's work. This process is modelled, providing initial support and gradually reducing, to increase the fluency of these skills. Our ultimate aim is for this ongoing process of sharing to become automatic.

Children are encouraged to check that the writing goals are being achieved throughout the process. This is done as children re-read their writing or through feedback from adults or peers. The success criteria should be referred to throughout the writing process.

4) Revising/ Editing

At this stage, spelling and grammar assume greater importance. Children make changes to ensure that the text is accurate and coherent. Changes are made to the writing in light of feedback and self-evaluation along with responding to marking and next steps provided by the class teacher. See marking policy for further details. Children each have a green editing pen, which is used to edit and revise all written work. Resources are readily available to support this process in each classroom: word banks, dictionaries, thesauruses and working walls. Children are encouraged to use these resources as independently as possible.

5) Publishing

After work has been carefully edited and revised with consideration of purpose and audience, we publish our work: this is presenting our work for others to read and enjoy. Although not essential for all pieces of writing, we believe this is an important part of the writing process, providing a strong incentive for children to produce high quality writing. We display examples of writing around school to allow children to feel a real sense of pride in their achievements.

Assessment

Writing assessment is an ongoing process at St Francis Xavier. We use a range of methods to support our assessment of children's writing:

- Use of writing success criteria
- Peer assessment
- Self-assessment
- Marking of work (refer to marking policy)
- Half-termly independent writing task linked with genres explored

Attainment is recorded on O-track termly. For statutory testing, see the assessment policy.

Spelling, Grammar and Punctuation:

Quality of Teaching

We ensure that the teaching of phonics, grammar and spelling is embedded in context. By reading authentic texts aloud, children hear the patterns and types of language used for different forms and purposes and understand levels of formality appropriate to the intended audience. This teaches them much about the language and grammar structures appropriate for different audiences, purposes and forms of writing.

We encourage our children to appreciate the 'craft' of an author, considering authorial choices and their impact. We provide a curriculum which is rich in rhyme, song and poetry to foster children's phonological

development and use shared reading and writing to draw children's attention to the letters, sounds and spelling patterns within words.

Spelling forms a constant and frequent part of our practice. Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. We use the National Curriculum as a guideline as to which spellings should be taught in which year group. In addition to this, Key Stage 1 focus on common exception words or phonetically grouped words. Children learn set spellings for a weekly spelling test. To ensure children think carefully about the meaning of a word, children write 'spelling sentences' as part of their weekly homework. Children are expected to write a sentence using each spelling word in context.

Grammar is not simply the naming of parts of speech or teaching the rules of English. It is strongly embedded in all classroom talk, reading and writing. Much about grammar is learnt naturally and implicitly. However, we teach discrete grammar lessons in addition to these experiences to provide our children with an in-depth knowledge, control and choice in the English language. Once pupils are familiar with a grammatical concept, they are encouraged to apply and explore this in their own speech and writing, recognising where others have used this feature. Grammatical rules and terminology are taught according to the grammar and punctuation set out in Appendix 2 of the English National Curriculum. Grammar lessons feed directly into the writing process, for example, the teaching of reported and direct speech when writing a newspaper report.

Our key principles:

1) Teach grammar in context

By introducing children to grammatical features and language in context, children internalise these principles more effectively.

2) Read aloud and discuss how authors use grammar.

When reading aloud across the curriculum, examples of the particular grammar feature of interest are highlighted and discussed in high quality texts. Children's attention is drawn to real life examples whilst considering the impact on the reader.

3) Be systematic

Grammar learning is cumulative. Teachers are responsible for establishing prior knowledge of children to ensure knowledge is built upon effectively. New learning is linked with prior knowledge. Elements of grammar are carefully selected to help children become more effective writers of the focus text type.



4) Make learning grammar fun

Teaching grammar can involve investigation, problem solving and language play as part of developing children's awareness of and interest in how language works.

5) High Quality Practice

Children have the opportunity to practice their grammar skills both explicitly and in a variety of contexts in order support the encoding of knowledge and skills into long term memory.

6) Retrieval and Review

Grammar knowledge and skills are revisited and retrieved at incrementally increasing intervals in order

support retention in long-term memory.

Assessment for learning

The assessment of Spelling, Grammar and Punctuation is ongoing and continually monitored through the marking of writing across the curriculum.

Teachers place an emphasis on the children responding to marking and children are directed towards minor spelling, punctuation and grammar errors and expected to correct these themselves using 'polishing pens'. If a sentence is grammatically incorrect, a child may be required to respond by redrafting the sentence accurately. The amount of response work given is at the discretion of the teacher, taking into account the year group the child is in and the ability of the child. See marking policy for further details.

In addition to this, success criteria within a writing lesson will include an element of grammar, enabling teachers to assess whether children are successfully applying what they have been taught. Opportunities to address any problems or misconceptions are provided through regular development.

We also use grammar assessments half-termly to allow children to apply skills out of context and assess the retention of knowledge.

Handwriting

We believe that accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. However, we do not solely focus on letter formation. During handwriting lessons, we also focus on the speed of pupils' writing as well as the accuracy through regular and substantial practice.

The development of handwriting is supported by specific and clear feedback. Specific guidance is provided on how to improve, not just telling pupils when they are incorrect. Where possible, handwriting is taught alongside spelling patterns. Teachers and teaching assistants are expected to model joined handwriting at all times both on whiteboards and when marking children's books.

In Reception, children begin by using soft pencils and progress to HB when ready. Children will begin writing on plain paper and progress to wide lines when appropriate.

By Year 1, children use HB pencils and write in fully-lined books. Line guides are introduced immediately for 'published' display work or in plain books. In Year 1, children are taught to join their letters as soon as they can form letters with the correct orientation.

In Year 2, children begin to use fully lined books. Children begin to use joined handwriting, for all writing, once their pre-cursive formation is formed correctly using the correct orientation.

In Key Stage 2, all children use smaller lined, margined books for the majority of subjects. Line guides are used for all display work. When children have developed a neat, fluent and joined handwriting style, children achieve their 'pen license' and continue to complete all written work in a handwriting pen. This is at the discretion of the class teacher. Once a pen has been achieved, children will remain on pen throughout their journey in school unless handwriting deteriorates.

Children have access to specific resources for promoting a correct/efficient pencil grip: a variety of pencil grips, shaped pens/pencils, wider lined books and wider line guides.

Inclusion:

At our school, we teach English to all children, whatever their current level of attainment, starting point or circumstance. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see individual whole-school policies: Special Educational Needs; Disability Non-discrimination; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to maths.

Training and CPD:

A range of CPD models are used including whole staff/phase meetings, peer to peer coaching and individual development. Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on educational websites. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. The English Leadership Team will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary the English strategic leaders organise school-based training.

Marking and Feedback

All marking in English books is in line with the whole school marking and feedback policy. Where an objective has been met, it is highlighted in green. If the child needs further reinforcement then the learning objective is highlighted in pink.

Where a child has made mistakes, they will use green pen to correct their work during the next lesson. The teacher will then re-mark this. If a child needs further reinforcement before completing corrections, teachers will ensure that the child's needs are met through a swift intervention. Teachers inform of 'next steps' where appropriate and provide children with opportunities to consolidate/extend their learning.

Monitoring and Review:

The monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English Leadership Team. This is Mr Watson & Mrs Searson. The work of the subject leaders also involves supporting colleagues in their teaching, being informed about current developments in English and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually. They create implementation plans which undergo regular review.

This policy will be reviewed at least every two years.

September 2022

Mr Watson & Mrs Season (English Leadership Team)

