

# VICTORIA PRIMARY SCHOOL

## ENGLISH POLICY

This policy outlines the teaching and management of English taught and learnt at Victoria Primary School. The policy has been drawn up to reflect our whole school approach to English and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community.

### AIMS

The school's aims in English are to:

- Develop the skills of speaking, listening, reading and writing. The acquisition of these skills will equip our children to become life long learners that enables them to function effectively in the world of work and society as a whole.
- Develop speaking and listening skills so that they become clear, confident speakers in a variety of social situations, appreciating the value of working together and recognising the conventions of conversation and discussion.
- Instill an interest in reading for both purpose and enjoyment, to use the knowledge gained from reading to develop their understanding of language, its structure and presentation through a range of genre.
- Acquire the skills necessary to communicate clearly and precisely through the written word; using the conventions of English grammar, punctuation and accurate spelling.
- Encourage children to consider carefully the appropriate medium of presenting work; to consider the use of ICT where possible.
- Provide opportunities where children can apply key skills to enhance their understanding of English concepts.
- Use appropriate English language vocabulary to communicate ideas.
- Develop the attitudes of critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness and open mindedness.

### PROVISION

- Curriculum maps have been updated to reflect changes as published in the Foundation Phase framework and Curriculum 2008 ensuring compliance with statutory orders.
- Schemes of work are being updated through collation of short term planning that highlight changes in pedagogy and links between different subjects that complement key skills consolidation.
- Nursery have always implemented an experiential approach to learning; this is now being further developed in reception and is developing in years 1 & 2 as we prepare for full Foundation Phase implementation by 2010.
- Key stage two teachers have been planning for more enquiry based learning with pupils taking greater responsibility for their learning and thus developing more independent lifelong learning skills. Key skills development has been prioritised in the revised planning.
- These approaches will continue to be developed to improve children's key skills and subject specific skills before moving to thematic schemes of work across the whole school.

- Throughout the Foundation Phase and Key Stage 1 English will be taught both discretely and as an integral part of a theme linked with other curriculum areas where possible. Children in key stage 1 will follow the programmes of study in National Curriculum 2000 until the Foundation Phase areas of learning have been ‘rolled out’ in all infant year groups. However, teacher’s planning and delivery of lessons reflect the Foundation Phase ethos where pupils are encouraged to learn experientially. In the Foundation Phase the pupils learning in English is planned using the Framework for Children’s Learning document.
- In Key Stage 2 English is taught as a discrete subject. Links to other areas of the curriculum are made where appropriate.
- Children from years 3 to 5 follow the programmes of study set out in the new subject orders while those in year 6 are taught from the old programmes of study (National Curriculum 2000). From September 2009 all children in key stage 2 will follow the same programmes of study outlined in the new subject orders.
- Formal, regular homework is given in this subject area; teachers will encourage children to practice English skills out of school time in a variety of ways to extend teaching and learning. In addition, teachers will provide opportunities to share and value the children’s efforts outside school, within future lessons.

#### ASSESSMENT, RECORDING AND REPORTING

- Assessment in English is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning. Assessment for learning, which is becoming embedded in the school, encourages children to be more involved in their learning in English. (See ARR policy for more information)
- Whilst the most significant source of evidence for children’s achievement will come from the on going evaluation of lessons, from time to time teachers may feel they need to consolidate these views. Optional Assessment Materials are examples of more formal assessments that may be used for this purpose.
- Information from assessment is used to inform the teacher’s short term planning and to help the teacher identify ways forward for the pupils’ learning.
- Pupils’ progress in English is recorded using field notes and teachers’ marking. An English portfolio contains examples of pupils’ work from different year groups which demonstrate different standards of levels of attainment.

#### MONITORING AND EVALUATION

The curriculum leader and senior leadership team are responsible for monitoring standards annually and a full English review is implemented in line with the school’s curriculum review cycle. The curriculum leader prepares an annual self-evaluation report that feeds into the whole school improvement plan.

#### EQUAL OPPORTUNITIES

- We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

- More able children will be challenged and motivated by differentiated work given by the teacher appropriate to his or her needs. Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.
- Most English lessons are appropriate for all children since the teacher will differentiate as necessary for those children with specific needs. Liaison with the special needs coordinator will sometimes be necessary. However, a pupil whose difficulties are severe or complex may need to be supported by a special needs assistant in addition to appropriately differentiated tasks given by the teacher.

RESOURCES

- English resources are distributed throughout the school.
- Resources are audited on a regular basis by the subject leader and monies allocated to the purchase of new resources to ensure that the curriculum can be delivered in an exciting and stimulating manner.

LINKS WITH THE LOCAL AND WIDER COMMUNITY

Every opportunity is given to raising children’s awareness of the rich human and physical resources that are available to them both locally and nationally.

- A number of agencies and external bodies are used to provide children with richer and more varied learning opportunities. Penarth Library, Theatre Iolo, Storytellers and Barry Community Theatre are some examples of providers who enhance children’s learning in a variety of settings.
- Links with the feeder secondary school are exploited to ensure a smooth transition from year 6 to year 7.
- Education for Sustainable Development and Global Citizenship (ESDGC) is an integral part of the English curriculum and allows the children to appreciate and discover issues and connections with the wider world through literature, drama, visits and visitors.
- English contributes to the Curriculum Cymreig by developing learners’ understanding of the cultural identity unique to Wales they develop awareness of the literary and linguistic heritage through the study of literary, non-literary, media and other texts and through activities that explore issues pertinent to life in Wales, past and present.
- *This policy will be reviewed annually by the staff and the governing body curriculum committee.*

Signature of headteacher: ..... Date: .....

Signature of chairman of governors: ..... Date: .....

**OUR LEARNING GOAL IS TO IGNITE OUR CURIOSITY,  
MOTIVATE, CHALLENGE AND INSPIRE US SO THAT TOGETHER  
WE AIM FOR THE STARS.**