



St. Luke's CEVA Primary School

English Policy

Subject Leader: H Tarbuck
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	Pupils can expect	Staff will provide
Daily Lessons	<p>Throughout the school, pupils receive a progressive curriculum building on (and making links with) prior learning. Plans incorporate phonics (KS1) and GPS (KS2) which are taught discreetly and then applied through purposeful writing opportunities that link to cross-curricular work. Handwriting is taught discreetly. Pupils are taught the difference between composition and transcription and given opportunities to improve and edit work towards a final draft.</p> <p>Reciprocal reading is taught from Y1-Y6 to enjoy and analyse texts in a whole class . There are also weekly opportunities for paired reading where older pupils listen to younger pupils read and encourage them to answer comprehension questions. In year 1, reading gym acts as an early intervention.</p>	<p>Staff have the responsibility to ensure lessons are well planned and sequenced effectively based on the curriculum overview; ensure the needs of the class and individuals are met in response to assessment data; use 'Responsive Teaching'/ AFL techniques and follow the feedback/marking policy. Teachers teach to the top and provide scaffolds to diminish the difference. There is an expectation that all pupils can and will achieve, hence pupils will not be limited through the tasks set or through ability groupings. Staff will continue to explore this through the Mastery approach. Tasks set will provide challenge throughout, increasing in difficulty, through open ended questions and teacher feedback/ challenges.</p>
Assessment	<p>Learning walls reflect collaborative work and the learning journey. Assessment is an integral part of each lesson; learning is evaluated and this impacts next steps. Staff often adapt plans to meet the needs of all. Pupils will be assessed through work on whiteboards, answers to questions, contributions to paired and group discussions and through their responses in their books and during tests. This is designed to be complementary to the schools responsive teaching agenda.</p>	<p>Teachers will update pupils' assessments in FFT with 6 data drops a year. A target for core subjects is set for individuals. This is challenging but achievable and aims to diminish the difference. Formal testing will take place at least three times a year before SATS in Years 2 and 6 to prepare for SATS with Optional SATS being used once a year (June) to monitor standards and to provide data to inform future planning. There will also be internal & external moderation arranged through local partnerships.</p>

Marking and feedback	Live marking encourages pupils to work hard throughout the lesson and respond to feedback for accelerated progress. Books should be marked as soon as possible after the lesson with decisions about support and progression being made in response.	Teachers demand more of pupils and provide feedback in a timely fashion which feeds into decisions regarding progress and next steps. Working Walls are relevant to current learning and outcomes are assessed weekly in books. Teachers provide weekly opportunities to reflect on learning in line with weekly outcomes in all areas covered.
Resources	All children are given opportunities to explore a wide range of high quality texts. Some of these texts will be readily available in class libraries and the main school library. Other texts will be used as part of reciprocal reading sessions whilst others are core books used in teaching English lessons using CLPE power of reading plans as a guide.	Teachers have a responsibility to teach and train children how to use resources correctly and accurately. It is everyone's responsibility to ensure that supplied resources are treated well to ensure longevity.

Inclusion	Enrichment
<p>All pupils should be included within the daily English lesson unless there is a specific reason not to. CSA's are deployed to pre-teach or extend those pupils who require support within the daily lesson. This contextualises learning. Often this is working toward the same outcome but at a different pace. Those who regularly struggle to access the lesson will be provided with additional sessions more personalised to meet specific needs outside of the English lesson. Additional PIRA assessments are used as a baseline for interventions so progress can be tracked and evaluated.</p>	<p>St. Luke's recognises the importance of cross-curricular learning. Memorable experiences include theatre trips, GAT writing workshops and two Young Shakespeare Company workshops every year. We also use author/poet visits and other specialists to enrich the curriculum to ensure it is broad and balanced.</p> <p>Each child is expected to have a reading book they take home each evening whilst early readers are given levelled books in addition to a book for enjoyment to develop reading skills. Spellings are sent home weekly (& placed on the website) and tested as part of a dictation exercise. Pupils have online access to reading eggs to support reading for enjoyment through games.</p>

Monitoring
<p>SLT rigorously monitor English in line with this policy and the school's teaching and learning policy. This includes a termly deep dive in each class. Such monitoring will involve analysing planning, work scrutiny, pupil voice, monitoring the classroom environment and observing the quality of teaching and learning in lessons to triangulate information to gain a full picture. In addition, formative data and assessments will be analysed in liaison with the data and assessment lead with such information feeding into action planning and budgetary decisions.</p>