



St. Luke's CEVA Primary School English Policy

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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. Planning follows the four steps: reading as a reader, reading as a writer, supported writing and independent writing. Planning uses high quality texts and incorporates phonics and GPS which are taught discreetly and then applied through purposeful writing opportunities. Purposeful writing opportunities are planned for that link to cross-curricular work. Daily opportunities for short creative writing in every class allow pupils to write for pleasure and develop stamina. 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>Writers of the week are celebrated and displayed on our "Wall of Fame" which incentivises and gives a real audience to our young authors.</p> <p>Spellings are given as homework each week and tested on Fridays.</p> <p>Reciprocal reading is taught from Y1-Y6 to enjoy and analyse texts in a whole class using challenging texts. Reciprocal teaching is a scaffolded and supported, discussion technique incorporating four main strategies—predicting, questioning, clarifying, summarizing to delve deeper into understanding the text.</p>	<p>Staff have the responsibility to ensure lessons are well planned and sequenced effectively. Teachers 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.</p>

<p>Assessment</p>	<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. This is an open dialogue with pupils so they know their strengths and their targets, making them in charge of their own learning. Staff often adapt plans to meet the needs of all. Pupils are assessed through work on whiteboards, verbal 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 school's responsive teaching agenda.</p>	<p>Teachers update pupils' assessments in FFT with 6 data drops a year. A target for core subjects is set for each pupil. This is challenging but achievable and aims to diminish the difference. Formal testing takes 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 are also internal & external moderations arranged through local partnerships.</p>
<p>Marking and feedback</p>	<p>Live marking encourages pupils to work hard throughout the lesson and respond to feedback for accelerated progress. Books should be marked within the lesson or as soon as possible after the lesson with decisions about support and progression being made in response. This use of AfL informs next steps and informs future planning.</p>	<p>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 and reflect current learning. Teachers provide weekly opportunities to reflect on learning in line with weekly outcomes in all areas covered.</p>
<p>Resources</p>	<p>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 to plan using the 4 step approach.</p>	<p>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.</p>

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 are 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>EAL pupils benefit from "Learning Village" -</p>	<p>St. Luke's recognises the importance of cross-curricular learning. Memorable experiences include theatre trips, GAT writing workshops, Young Shakespeare Company workshops and a weekly sequence of drama lessons , which support pupils prior to their writing. 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</p>

Monitoring
<p>SLT rigorously monitor English in line with this policy and the school's teaching and learning policy. Such monitoring will involve analysing planning, work scrutiny, pupil voice, class data, 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>