

# ENGLISH POLICY



## CO-ORDINATOR

Mrs Fothergill

## DATE

June 2009

## **Our School Mission Statement**



**Jesus said, “Love one another as I have loved you”**

**The vision of our school is to create a warm, loving, safe, learning environment, to live the Gospel and to enable each individual to realize their full potential.**

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**To live out our School Mission Statement we strive to:**

- **appreciate and celebrate the uniqueness of every individual and enable them to develop and share their talents.**
- **show respect for everyone and for our environment.**
- **involve parents at every stage, as we recognise their role in their child’s development.**
- **live the Gospel, in our daily lives, through collective worship, liturgy, prayer, reflection and exploration of faith.**

**The school celebrates the Catholic faith throughout the Church’s year. The school community gathers to celebrate Feast days and the Eucharist**

## **English Policy**

### **AIMS AND OBJECTIVES**

Our aims in teaching English are that all children will:

- develop into independent readers who read accurately and fluently for both enjoyment and information;
- be able to listen to the spoken work attentively with understanding, pleasure and empathy;
- be able to express themselves creatively and imaginatively and to communicate with others effectively;
- will understand how language works by looking at its patterns, structures and origins.

### **ROLES OF THE CO-ORDINATOR**

The role of the English Co-ordinator is to:

- lead staff in the formulation of English policy development and to monitor, evaluate and review the resulting document in consultation with the Headteacher;
- review and evaluate the teaching of reading and writing in consultation with the Headteacher and staff;
- lead staff in the implementation of the National Curriculum and National Literacy Strategy;
- monitor the delivery of the English curriculum throughout the school;
- organise and maintain resources in this area and to consult with the Headteacher and staff on ordering and updating learning materials and resources;
- ensure good practice in the assessing and recording of English;
- keep up-to-date with developments in English education, arranging any necessary INSET for the whole school, and to encourage staff to attend courses;
- liaise with the co-ordinator of Assessment and Recording to ensure good practice in the assessing and recording of English;
- liaise with the co-ordinator of the most able child to ensure that the most able children are being extended in their English work.

## **SCHEME OF WORK**

- In our school we follow the approach recommended by the National Literacy Strategy. To support the implementation of the National Literacy Strategy, and the programmes of study within the National Curriculum, the LCP (Language Centre Publications) is used as a framework from which to plan, consolidate and evaluate objectives taught.

## **ROLE OF THE CLASS TEACHER**

Each class teacher is expected to provide a daily lesson for English as set out in the guidelines of the National Literacy Strategy. It is also important to find time in other subjects for pupils to develop and apply their skills in reading, writing, speaking and listening.

The class teacher is responsible for the marking, assessment or work and tracking of individual pupils in line with the school policy.

Teachers are responsible for the allocation of class room resources.

## **TIME ALLOCATION**

In both Key Stage 1 and 2 pupils are required to study English for 5 hours per week, plus additional time for teaching English through other subjects.

## **PLANNING**

All teachers must follow the school's agreed planning format. This includes long term, medium and weekly planning in line with the National Literacy Strategy.

The National Literacy Strategy framework consists of a set of yearly objectives which teachers use with the LCP in their planning. Teachers are required to outline their objectives on the medium term planning sheet and time allocation for each focus genre.

On their weekly planning sheet teachers are required to outline their objectives for the week in the shared text work activity, focused work activity, independent reading, writing or word work activity and review and consolidation activity.

In addition differentiation, the allocation of support staff and resources needed must be noted.

## **TEACHING STRATEGIES**

At St Vincent de Paul School, we believe the emphasis in our teaching of English is on building upon, and having the respect for the child's home experience and language. Developing and extending this in ways which our school is best suited to offer. We support the image of adults as positive role models in reading, writing and speaking and promote a vocabulary to enable children to acquire for talking about language.

We also believe that pupils should be involved in their learning and made aware of the appropriate learning objectives.

The teaching and learning of English provides opportunities for:

- Whole class teaching, group and individual work.
- Exposition by the teacher.
- Discussion between the teacher and pupils, and between pupils themselves.

English is celebrated in display and performance through displays of hand written and word processed work, read or spoken presentations to the class or whole school at assembly time.

## **HEALTH AND SAFETY**

There are no specific Health and Safety issues in English.

## **EQUAL OPPORTUNITIES/EMAG**

Class teachers should take care not to use material that is gender biased. Staff should be aware of equal opportunities issues concern with English, and also be aware that pupils see them as role models. All teachers must be aware of the Equal Opportunities Policy.

Staff are aware of the language needs of our Ethnic minority children and plan their lessons accordingly.

## **DIFFERENTIATION**

Teachers should refer to the National Literacy Strategy and the key objectives in order to meet the needs of all their pupils. At St Vincent de Paul School, pupils are divided into ability groups, and the work given is planned accordingly to their individual requirements.

Class teachers also need to refer to the Gifted and Talented Policy and the SEN Policy.

Class teachers can also use the Learning Mentor and/or the Classroom Assistant to support children.

**USE OF ICT**

Pupils should be given opportunities to use ICT to present their English in a variety of ways for example, through word processing.

**PSHE**

Refer to the PSHE Policy

**HOMEWORK**

Teachers should refer to the Homework Policy on the agreed amounts of homework for each year group. English homework should include reading (which is recorded in Reading Record books), writing and opportunities for speaking and listening, comments recorded. All objectives should be written in pupil's book at the start of each lesson to aid monitoring by the Literacy co-ordinator. Samples of work are kept for each child at the end of each term. Teachers should keep a record of pupil's progress, test results and tracking in their assessment folder.

**MARKING OF CHILDREN'S WORK**

Marking needs to be both diagnostic and supportive. The marking of written work combined with the information gained as a result of observations and comments made, and questions asked during discussion from the basis of continuous assessments and inform future planning.

A cross against an answer provides little assistance to a pupil, unless it is accompanied by an indication of where the mistake occurred, together with an explanation of what is wrong.

Teachers should indicate with a tick where work is correct, as the pupil will value this. However, all work should be marked with a positive comment to encourage the children.

Occasionally pupils may mark their own work, but the teacher must indicate that they have seen the work.

## **ASSESSMENT AND REPORTING**

At St Vincent de Paul School, assessment in Literacy is undertaken termly, and records kept in the assessment folder. Assessment includes the SATS, optional SATS, Schonell reading tests and ongoing teacher assessment.

In addition, the English Co-ordinator keeps records of assessment and test results, and uses this to highlight areas of concern for further development.

Parents are informed on their child's progress through termly parents' evenings, informal chats and an end of year written report.

## **FOUNDATION STAGE**

At St Vincent de Paul School we follow the Governments recommendations for the Foundation Stage's approach to English. See Foundation Stage Policy.

## **RESOURCES**

Resources are organised as follows:

- In each classroom there is an LCP file, Nelson Skills, Development and spelling textbooks and work books, teacher's resource books, and a selection of reading books to both support and challenge reading.
- In the 'communal' areas between each classroom, there are varied fiction and information texts available for use.
- In Key Stage 2 there are a range of dictionaries and thesauri for classroom use.
- The school library is available for class/group work, and this is supported by visits to St James' Library.

**DATE FOR REVIEW OF POLICY:**

Summer 2012