



# English Policy

Swavesey Primary School

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## Intent - Our Vision Statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

English is the foremost language of communication in this country and much of the western world; at Swavesey Primary School we recognise that its mastery is a prerequisite for educational progress. The national curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. At Swavesey Primary School we recognise that without effective communication, little achievement can be made.

We know that we have a duty to ensure that English teaching is a priority and we acknowledge that cross-curricular links are essential. The teaching of English should be a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society: *'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'* (p10 National Curriculum)

### **School Aims and Aspirations for pupils:**

At Swavesey Primary School our mission is to foster a life-long love of the English language. By providing a language-rich environment and through using high quality texts and creative teaching styles we want to make the journey of discovering reading and writing fun and engaging to all.

Whilst teaching English at Swavesey Primary School we aim for all children to:

- develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability
- speak clearly, fluently and coherently
- listen attentively to the spoken word with understanding, pleasure and empathy
- read a range of materials fluently, for enjoyment and information
- write effectively, for a range of audiences and purposes, using spelling, punctuation and syntax accurately and confidently
- develop a passion for reading and writing and use their imaginations and creativity to express themselves freely

## Implementation

The school's overview Long Term Plan (LTP) and detailed LTP (see separate excel document) tracks the knowledge and skills taught across each year group including early years. This document ensures coverage of the English National Curriculum for each year group and relevant assessment criteria. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

### **Overview of content of the English Curriculum**

The National Curriculum guides all of our planning. English is a core subject in the National Curriculum.

The English curriculum is organised into:

- the acquisition of **the spoken language**
- the learning of **reading (word reading and comprehension)**
- the learning of **writing (transcription, composition, grammar and punctuation)**
- the learning of, understanding and application of **new vocabulary**
- **related learning**, which goes on throughout the school day and throughout all curriculum areas.

The English curriculum is delivered through:

- creative and stimulating lessons aimed to engage and motivate our pupils that are planned separately from other subjects whilst incorporating cross-curricular opportunities if appropriate
- providing supportive materials and activities that are adapted to challenge and support all pupils
- flexible units of work, allowing for on-going formative and summative assessment
- clear links with the national curriculum objectives for English

As part of our Early Years teaching, we aim to inspire and engage our young learners through '*a rich language environment*,' (EYFS – Communication and Language) developing our children's confidence and skills in speaking and listening activities. We encourage children to make links with graphemes and phonemes (letters and sounds) and begin to read and write. Swavesey Primary School promotes the use of high-quality texts to support learning. 'Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.' (EYFS – Literacy)

Class teachers, with support from the subject leader, are responsible for planning and delivering effective lessons, in line with the national curriculum and the aims outlined in this policy. Our school has an English lead, who is responsible for ensuring the implementation of this policy across the school.

Identified pupils may receive specific interventions to catch up their learning. Pupil Premium funding can provide additional English support, as appropriate, which is tracked and monitored on a termly basis. Pupils with EAL may be given additional English support which is also tracked and monitored termly. Pupils with SEND may have English based targets identified in their Pupil Passports in order to support targeted teaching and learning.

As a school, we strongly agree with the statement in the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

### **Enrichment and the Wider Community**

Links with our local community provide rich and valuable learning opportunities. As a school, we welcome parents and visitors from our local community into our classrooms to support readers and/or share areas of expertise to develop learning. We utilise our local environment, such as Fen Drayton Lakes, a nature reserve, to enhance learning opportunities. We regularly invite authors into our school and hold Book Fairs and Readathons to promote the love of reading.

### **Impact**

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

Formative assessment monitors pupils' day to day learning providing on-going feedback about pupils' progress and attainment. At Swavesey Primary School, we encourage pupils to identify their strengths and weaknesses and target areas to work on. Teachers, pupils and their peers regularly assess written work against shared success criteria and key performance indicators. Verbal feedback is often used and gives specific, timely assessment, enhancing pupils' progress and understanding.

Summative assessments are completed termly and are shared with the headteacher. Teachers are required to make a Below/Towards/At/Greater Depth judgement against the assessment criteria. At the end of the year a judgement is made based on all work covered and this is passed on to the following year's teacher and shared with parents.

Regular assessments are carried out against the EYFS framework, including literacy. On entering reception, the Reception Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

### **Subject leaders are expected to:**

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of English.
- Maintain resources and advise staff on their use.
- In conversation with the school business manager and Head teacher, manage their curriculum budget.
- Lead staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements were made

The subject leader completes book looks, moderations, blinks and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

### **This policy should be read alongside:**

Phonics Policy	English Long Term Plan
SEND policy	Equality and Diversity Policy
Homework policy	Early Years Policy
Marking and Feedback policies	Reading Policy