



Curnow School
English Policy Statement

INTENT – Curnow School (access)

All pupils at Curnow School study English as part of their basic academic entitlement and is of vital importance in our Curriculum.

All staff at Curnow School are involved in the teaching of English paying due regard to a pupils chronological age and their developmental stage. It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style as well as pupil interests.

We strive to provide all pupils, regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that the teaching of English can offer by enabling the pupil's to use the skills they gain to choose and adapt what they say, read and write in a functional way and for enjoyment in all areas of everyday life.

We aim to ensure that all pupils have a breadth of experiences utilising the units of work and programmes of study (from the revised EYFS and revised National Curriculum) Our intention therefore, is to modify and adapt programmes of learning which make them both specific to need and provide a breadth of experiences and offer a progression from their starting point. Additionally our curriculum approach is based on the research and evidence based findings of Karen A Erikson and David A Koppenhaver outlined in Comprehensive Literacy for All.

Curnow School holds great value on the acquisition of pre-reading/communication/reading skills. Reading schemes are used throughout the school; such schemes are linked directly to age and stage of development; the school has provided all teaching staff with a map of the potential schemes available to ensure these are interest led, provide challenge to our readers and are age appropriate. These are additionally linked to the phonics scheme.

INTENT – Pupils (purpose)

Curnow School recognises the importance of developing skills in Literacy. We have high expectations and actively strive for each child to reach their full potential.

The teaching delivery of Communication & Language and Literacy within **EYFS** will aim to encourage the pupils of Curnow School to:

- Experience a rich language environment (**Listening & Attention, Understanding and Speaking**).
- Develop confidence and skills in expressing themselves (**Speaking**)
- Speak and listen in a range of situations (**Listening & Attention, Speaking**)
- Link sounds and letters (**Reading, Writing**)
- Learn to read and write (**Reading, Writing**)
- Access to a wide range of reading materials (**Reading**)

Responsive, interest led planning will structure the wide range of genre to support our EYFS learners develop skills within English.

The teaching delivery of English within **Key Stages 1 and 2** will aim to encourage the pupils of Curnow School to develop/further develop the knowledge, understanding and skills needed to engage in spoken language, reading and writing. The school will address the development of key skills within the following areas:

Reading:

- Phonics
- Decoding and sight recognition
- Comprehension

Writing:

- Composition
- Vocabulary, Grammar and Punctuation
- Handwriting and presentation
- Spelling

Spoken Language:

- Speaking
- Listening & Responding

Through the provision of creative and practical activities, stimulating and challenging learning opportunities, recognising through structured teaching/learning sessions, the key skills to be addressed our aim is to enable all pupils to develop their full potential within the area of English through:

- Further developing their communications skills (using/encouraging the use of technology associated vocabulary when appropriate) through a wide range of opportunities
- Enabling pupils to further develop their writing skills
- Enabling pupils to further develop their reading skills
- Developing effective communication with others enabling the expression of ideas and emotions
- The involvement in practical applications (**reading/writing**) of their knowledge and skills
- The generalisation of key skills within wider contexts, with a wider range of people.
- Encouraging interest and curiosity to further develop pupils social, intellectual, emotional and spiritual.
- Enabling pupils to use and apply their knowledge and understanding across the curriculum, in practical and leisure related tasks.

Long term planning will structure the wide range of genre to support our Key Stage 1 and 2 learners develop skills within English, identified in the English schemes of work.

Through the continuing provision of creative and practical activities, stimulating and challenging learning opportunities, recognising through structured teaching/learning sessions the key skills we need to continue to address we aim to further enable all students within **Key Stages 3 and 4** to develop their full potential within the area of English. The areas of reading, writing and spoken language will consider how we:

- Encourage students to demonstrate their spoken language, reading and writing skills in a wider range of contexts and for various purposes
- Further develop student ability to apply and transfer skills in ways that is appropriate to the situation
- Work within a more functional programme of learning to incorporate classroom-based, school-based and community-based activities.
- Use their English skills in ways that makes them effective and involved as citizens, able to operate confidently in life and to work in a variety of contexts
- Progress/ consolidate skills across all strands English

Long term planning will structure the wide range of genre to support our **Key Stage 3 and 4** learners develop skills within English identified in the reading scheme of work.

The teaching delivery within **Post 16** will focus upon the development of functional literacy skills; the core elements provide our learners with the skills and abilities our students will need to develop in order to operate confidently, effectively and independently in life, within the classroom, their communities and work. The teaching of functional English will be delivered throughout the school day, as relevant to the curriculum strand and learning style and aspirations of the student. Individual targets/learning outcomes will be used making clear reference to the personalised learning goals and/or the areas of the EHCP, through such means we can ensure our target setting is fully informed by previous assessment and all learning provides challenge and opportunities for mastery and generalisation.

The aims of our curriculum are:

- To encourage our learners to demonstrate their **speaking and listening, reading and writing skills** in a range of contexts and for various purposes
- To develop and recognise the ability of our learners to apply and transfer skills in ways that are appropriate to their situation
- To provide sufficient flexibility within our teaching and learning which can be interpreted in a variety of circumstances, for example in school and workplace settings, by a range of users

These aims encourage each individual to work towards developing the appropriate skills to:

- Show increasing confidence when using the skills of speaking, listening, reading and writing
- Communicate effectively, adapting to a range of audiences and contexts
- Explain information clearly and succinctly in speech and writing
- Express a point of view reasonably and persuasively
- Read and understand information and instructions/use this understanding to act appropriately
- Analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem
- Make an oral presentation or report, contribute to discussions and use speech to work collaboratively to agree actions and conclusions.

English areas addressed during anchor sessions and through functional learning activities:

- Communication
- Speaking and listening
- Reading
- Writing

Learning2Learn:

The approaches and strategies in our Learning2Learn (L2L) strand are rarely subject-specific. Rather, they are a means of surmounting barriers to learning. The aim is that pupils learn the skills and concepts they need and simultaneously learn how to acquire, link and take ownership of new skills and concepts in the future. The specific activities and content used in this process will vary with pupils' sensory and other abilities, their ages, strengths and preferences.

The teaching of English is supported and assessed using the individual targets set from the EHC Plan, targets set and relevant therapy and teacher targets. Through this we will identify/ encourage/ respond to the pupils' emergent sensory preferences using teaching activities relevant to the individual's strengths, needs and interests. We will therefore assist our L2L learners to:

- Access a broad range of learning experiences that provide the right foundation for future progress through school and life
- Develop a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child

We will ensure:

- Robust assessment procedures will track progress and provide teaching staff with the information required to provide a broad, balanced, relevant and challenging classroom experience.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported to reach their full potential.

Monitoring and review

It will be the responsibility of the teachers, Subject Leader and Leadership Team to ensure the area of English is monitored and reviewed to make sure the delivery of this area maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives.

The Subject Leader will monitor the policy bi-annually as part of the School Self Evaluation Policy and Guidelines. Additionally the subject leader will monitor the impact of the provision by examining the data on pupil progress alongside the SLT of the school and Governors. The subject leader will detail any actions which may be required to address any issues/concerns to enable the teaching staff at Curnow to 'close the gap' within pupils' learning/achievement.

Guidelines

There are different responsibilities for staff members in the delivery of English.

1 Responsibility of Teachers

- 1.1 Plan for progression
- 1.2 Use the long term planning identified within each key stage to plan English into Medium and Short Term Plans
- 1.3 Plan for individual needs and differentiate work and materials
- 1.4 Record pupil's progress using the EYFS framework, EHCP targets, SPT assessment frameworks/Engagement steps, Adult B² assessment and individual recording systems as appropriate
- 1.5 Provide appropriate information to the Subject Leader
- 1.6 Work collaboratively with relevant professionals to implement advice and guidance
- 1.7 To maximise opportunities to help develop Computing skills in English
- 1.8 To carry out any appropriate risk assessment associated with English

2 Responsibility of Subject Leader

- 2.1 To provide professional leadership and management for the all areas of the English curriculum
- 2.2 To ensure the curriculum offer provides breadth, depth and relevance for the learners at Curnow; to complete the subject audit over view and detail an action plan every yea to report to Governors
- 2.3 To ensure that there is a clear intent, implementation and impact identified for the subject and that this has been communicated and understood by all teaching staff.
- 2.4 To ensure that there is a clear sequence of learning and progression of learning within the subject and that at each stage this sequence prepares pupils for their next step/stage

- 2.5 To secure the key vocabulary required in delivering this subject area which is linked to the breadth of study at each key stage
- 2.6 To identify Literacy and Communication links and opportunities across the curriculum offer
- 2.7 To ensure there is an up to date policy in place which is regularly reviewed, in line with the School Self Evaluation annual timetable
- 2.8 To identify assessment of learning opportunities across the school which ensure learners make progress over time
- 2.9 To ensure the curriculum offer and associated policy document are published on the whole school drive and school's web site
- 2.10 To undertake learning walks across the school to secure an overview of the teaching/learning of this subject area which includes the scrutiny of planning, assessment, differentiation and breadth of study in line with the curriculum offer reporting outcomes to the Governors of the school
- 2.11 To audit training needs of staff identifying where training is required
- 2.12 To attend effective training programmes for the above subject in order to maintain knowledge and expertise and to disseminate knowledge gained to all staff
- 2.13 To enable colleagues to secure high quality teaching, effective use of resources and improved standards in learning through the provision of appropriate advice and guidance including appropriate CPD as necessary
- 2.14 To undertake any risk assessments/additional control measures in relation to the subject area in conjunction with the site manager of the school
- 2.15 To provide information/outcomes of subject audit and action plan identified, including data sets, to the Governing Body which will enable them to increase their knowledge of the above subject in terms of its content, delivery and learning outcomes (progress over time), in line with the School Self Evaluation policy and annual timetable
- 2.16 To work in partnership with other curricular co-ordinators to ensure curriculum content and planning reflects the Lower and Upper ethos and educational initiatives
- 2.17 To continually update subject co-ordinator's file
- 2.18 To provide bids for finance to the Head of Upper/Lower school as necessary
- 2.19 To ensure pupil progress is accurately reported to parents/carers and Governors of the school in accordance to the school's PARRC (Planning, Assessing, Recording, Reporting and Celebrating) policy

3 Responsibility of the Senior Leadership Team

- 3.1 Ensure adequate resources
- 3.2 Ensure access to training to English Subject Leader
- 3.3 Ensure access to training for teachers and support staff
- 3.4 Have an overview of the subject area

4 Responsibility of Governors on the Teaching, Learning and Assessment Sub Committee

- 4.1 To monitor the delivery of English through reports/action plans from the Subject Leader
- 4.2 To approve the English policy and any subsequent updates.

5 Resources

- 5.1 Resources will be purchased to underpin the effective teaching delivery of English by the subject co-ordinator. The Assistant Head Teachers and Subject Leader will audit all expenditure and consequent value to the school via audit sheets.
- 5.2 Resources can be found in every classroom within the school, the library and teacher resource area. The Subject Leader, through formal and ongoing monitoring will identify if anything is running out or needs replacing due to general wear and tear.

6 Assessment and Recording

- 6.1** Pupils will be assessed using their EHCP adapted targets and the SPT frameworks Pupils will also be assessed using the Cherry Garden assessment framework within Reception/Year 1. All pupils formal assessment will be carried out termly against their individual personalised targets.
- 6.2** Evidence for English will be recorded against the personalised learning goals using evidence for learning. Some students may have workbooks, these will be scrutinised termly by the subject lead.
- 6.3** Within P16 student assessment will be completed using personalised learning goals or EHCP outcomes, evidence is collated using EFL.
- 6.4** Recording and reporting will follow the agreements outlined in the schools 'Assessment, Recording and Reporting Policy'.

7 Delivery

- 7.1** We will strive for excellence in the teaching delivery of English by:
- The quality of learning which pupils' experience
 - The quality of teaching that we provide
 - The richness of the environment in which they learn
- 7.2** The English Curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles.

8 Delivery of subject

- 8.1** English will be taught using a range of methods within the school. These include -
- Timetabled English lessons
 - Whole class, small group and individual teaching
 - Linked to every other subject
 - Anchor activities, activating prior knowledge and highlighting new learning within Post 16.

9 Planning

- 9.1** Teachers will follow the long term planning identified for English enabling our learners to access a wide range of genres over each key stage. It will be the responsibility of the English Subject Leader to ensure this scheme of work accurately reflects the learning needs of the pupils and follows the curriculum ethos for each Faculty. An adapted curriculum is followed by the Learning 2 Learn classes, based on the long term planning provided.

10 Accreditation

- 10.1** Pupils and students in our Upper school (Key Stage 4 and Post 16) will have the opportunity to undertake accredited units of work within the ASDAN Life Skills challenge modules, and the ASDAN Personal progress and Personal and Social development modules of work. Teachers in upper school will determine on an

individual basis the appropriateness of each unit based on pupil/student need ensuring these add value to individual learning.

10.2 The awards obtained by the pupils will be formally presented during the annual Celebration Day in the Summer Term.

11 Equal Opportunities

11.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

12 Health and Safety

12.1 All staff should ensure the health and safety of all pupils and staff at all times

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| Policy approved by the Local Governing Body | March 2024 |
| Policy to be reviewed | Every 2 years |
| Responsibility | Subject coordinator and Head Teacher |