

# ENGLISH

**There are four main purposes to this policy:**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

The policy for English is separated into policies for:

**Speaking and listening;**  
**Reading;**  
**Writing;**  
**Spelling;**  
**Grammar and punctuation;**  
**Handwriting.**

## **Expectations**

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to achieve level 2b.

By the end of Year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to achieve level 3.

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4.

## **Strategy for implementation**

### **Entitlement and curriculum provision**

The time allocated for English is in line with recommendations for Key Stages 1 and 2. This amounts to 7.5 hours per week at both key stages and is 36 per cent and 32 per cent respectively.

In addition, it is expected that all other subjects and areas of learning contribute to pupils' learning in speaking and listening and literacy.

## **Leadership and management**

### **Staff development and training opportunities**

To develop staff confidence and competence in teaching English (speaking, listening, drama, reading, writing, grammar, punctuation, spelling, handwriting, literacy (National Literacy Strategy) and English across the curriculum:

- the subject leader will attend, where appropriate, Devon Curriculum Services area conferences and other appropriate training courses;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training;

- staff development is identified through the annual literacy audit and the results will inform the annual literacy action plan;
- the school development plan, which includes the literacy action plan, outlines whole-school training needs, training relevant to key stages, training for new members of staff, the English subject leader, literacy co-ordinators and training identified for other individual members of staff;
- the school makes best use of in-school expertise as well as LEA, academic council and national training opportunities. Time is built into the staff development calendar for information gained from training to be disseminated appropriately.

### **Leadership and management roles**

The English subject leader is the school's literacy co-ordinator and reports to the headteacher. Literacy management meetings are held termly and this involves the headteacher, English subject leader, KS1 Co-ordinator and SEN co-ordinator.

The subject leader has the responsibility to take a lead in developing English and the teaching of literacy across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the subject leader, support arising from the school improvement plan and that which is identified through performance management and induction programmes.

### **How the subject is monitored and evaluated**

Monitoring takes place so that the school's progress towards its targets for improvement, as listed in the school's literacy action plan, can be evaluated.

All teachers take part in this but the subject leader, in partnership with the headteacher, takes a lead.

### **Speaking and listening**

The headteacher, subject leader, SEN co-ordinator and teachers are responsible for monitoring pupils' progress. This is undertaken by:

- monitoring long, medium and short-term planning to ensure that proper provision for speaking and listening is made;
- analysing outcomes from records of teachers' observations of speaking and listening;
- undertaking lesson observations where the provision for speaking and listening is a particular focus.

### **Reading**

The headteacher, subject leader, SEN co-ordinator and teachers are responsible for monitoring pupils' progress. This is undertaken by:

- sampling teachers' records each term, e.g. monitoring the progress made by pupils in the 'Progression in Phonics' programme;
- sampling pupils' reading diaries and book reviews as appropriate;
- undertaking discussions and reading conferences with sample groups of pupils;
- examining closely the progress made by pupils with IEPs;
- analysing reading records to ensure that pupils experience a suitable range of fiction and non-fiction over time;
- using statutory assessment tests at the end of each key stage to monitor pupils' progress and evaluate effectiveness. In addition, the non-statutory optional tests are used at the end of Years 3, 4 and 5.

### **Writing**

The headteacher, subject leader, SEN co-ordinator and teachers are responsible for monitoring pupils' progress. To achieve this:

- time is set aside in staff meetings and Key Stage meetings each year for writing to be monitored;
- the SEN co-ordinator will monitor the progress of pupils with IEPs in relation to the impact of provision;
- across the school year, lesson observations will focus on the teaching of writing.

- statutory assessment tests are used at the end of each key stage to monitor pupils' progress and evaluate effectiveness. In addition, the non-statutory optional tests are used at the end of Years 3, 4 and 5.

### **Spelling**

The headteacher, subject leader, SEN co-ordinator and teachers are responsible for monitoring pupils' progress in spelling. This is undertaken using the same strategies as writing above.

### **Grammar and punctuation**

The headteacher, subject leader, SEN co-ordinator and teachers are responsible for monitoring pupils' progress in grammar and punctuation. This is undertaken using the same strategies as writing above. In addition, there is an occasional focus when looking at progress books.

### **Handwriting**

The headteacher, subject leader, SEN co-ordinator and teachers monitor standards of handwriting in the school. This is undertaken using the same strategies as writing above.

### **Review**

This policy will be reviewed annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.