



## Survey of English (Teaching Staff)



2019 - 2020



English Leader





# Survey of English (Teachers)

Your name:

Year group:

Role:

## English subject: (Please indicate with a tick)

	Disagree	Agree somewhat	Agree
I understand the aims of the English curriculum and its purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at planning for English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at delivering the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a wealth of ideas that facilitate children's progress and engagement within lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel supported with delivering the English curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at assessing reading and can use this to inform planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at assessing writing and can use this to inform planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel training and general needs for delivering reading, writing and phonics are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify and make use of opportunities for writing and reading beyond English directed time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Resources: (Please indicate with a tick)

	Disagree	Agree somewhat	Agree
I know what resources there are including texts and guides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intangible teaching aids such as guides, slides and media material are fit for purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel there are enough teaching support materials/resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have access to a good amount of guided reading/whole class texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided reading/whole class texts are of good quality and fit for purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The English budget isn't prohibitive to stopping high quality learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumable resources such as flipchart paper, handwriting supplies and display material are plentiful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Survey of English (Teachers)

Your name:

Year group:

Role:

## Areas of the curriculum: (Please indicate with a tick)

How well do you know each component and where applicable are confident delivering it?

Not  
secure

Partially  
secure

Secure

### Aims for pupils

Pupils read easily, fluently and with good understanding.

☐☐☐

Pupils develop the habit of reading widely and often, for both pleasure and information.

☐☐☐

Pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

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Pupils appreciate our rich and varied literacy heritage.

☐☐☐

Pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

☐☐☐

Pupils use discussions in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

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Pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

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### Spoken Language Requirements- Years 1 to 6 (Pupils should be taught to...)

Listen and respond appropriately to adults and their peers.

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Ask relevant questions to extend their understanding and knowledge.

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Use relevant strategies to build their vocabulary.

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Articulate and justify answers, arguments and opinions.

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Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

☐☐☐

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

☐☐☐



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### Spoken Language Requirements- Years 1 to 6 (Pupils should be taught to...)

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

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Speak audibly and fluently with an increasing command of Standard English.

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Participate in discussions, presentations, performances, role play, improvisations and debates.

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Gain, maintain and monitor the interest of the listener(s).

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Consider and evaluate different viewpoints, attending to and building on the contributions of others.

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Select and use appropriate registers for effective communication.

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### Reading and writing requirements – Years 1 to 6

Year 1 – Word reading.

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Year 1 – Comprehension.

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Year 1 – Transcription.

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Year 1 – Composition.

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Year 1 – Vocabulary, grammar and punctuation.

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Year 2 – Word reading.

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Year 2 – Comprehension.

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Year 2 – Transcription.

☐☐☐

Year 2 – Composition.

☐☐☐

Year 2 – Vocabulary, grammar and punctuation.

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### Spoken Language Requirements- Years 1 to 6 (Pupils should be taught to...)

Year 3/4 – Word reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3/4 – Comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3/4 – Transcription.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3/4 – Composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3/4 – Vocabulary, grammar and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Word reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Transcription.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Composition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5/6 – Vocabulary, grammar and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Making effective use of learning support staff (Please indicate with a tick)

I plan effectively for learning support staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure learning support staff understand my plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor the effectiveness of the learning support and feedback as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I maximise the use of learning support staff in regards to pupils' progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning support staff in my year are knowledge regarding the English curriculum and pedagogical approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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### Policy Audit (Please indicate with a tick)

I have access to the latest English policy.

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I have read and interpreted the English policy.

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I understand how the English policy has a bearing on myself and others.

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I feel the policy is adequate and fit for purpose.

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I recognise how the policy feeds into whole school aims.

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