



English Policy Guidance



2019 - 2020



English Leader



Aim

The aim of this document is to provide you with support when creating or amending the English policy. We have broken this document down into suggested sections and content to include. If you already have an up to date policy in place, this is still a great place to magpie ideas. As with all guidance, your school's existing systems, protocol and agreed approaches to policy formulation should be consulted. If any changes to approaches, content of policy and delivery are made, the appropriate senior staff members and governing body must be consulted.

Suggested sections and content to include

Policy details

Surprisingly, some key information can often be omitted in error from policies such as the last and next review date. Ensure on the front page or soon after that the following information is easily located.

Policy Details	
Policy last updated by	
Last review date	
Date approved by Senior Management Team	
Date ratified by Governing Body	
Next review date	

Introduction

What?

An introduction should do just that, introduce the policy and provide background on its purpose. You should state that the policy intends to establish the aims and strategies for the successful delivery of English. Identify and list any policies that this policy should be read in conjunction with, for example: Assessment & Marking Policy, Teaching & Learning etc.

Who?

Be clear in the introduction which members of staff have been involved with the policy development. Furthermore, who the key stakeholders are that helped shape the policy.

Legislation?

State the legislative guidance that has helped formulate key parts of the policy. Be very clear that the policy conforms to the latest government initiatives and revisions to existing legislative guidance which are applicable to English.

Introduction

This policy sets out Purple Mash School's aims and strategies for the successful delivery of English. This policy should be read in conjunction with other relevant school policies such as: Curriculum; Teaching & Learning; Assessment & Marking; Equal Opportunities and SEND policies.

This policy has been developed by the English Leader (Mr Teacher) in consultation with the English Team, Leadership Team and general teaching staff. Guidance from consultants, pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government documentation for statutory and non-statutory programmes of study. Due to the pace at which new initiatives are introduced and guidance updated, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

Aims

Opening paragraph(s) provide a summary of the school's beliefs which will help the readers of the policy understand the rationale for the specific aims that you will list.

Aims

Purple Mash School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value that a high-quality English education can play in enriching pupils' lives.

English at Purple Mash School aims to provide our pupils with the understanding, knowledge and skills needed to have excellent, reading, verbal and written skills. We aim to nurture a love of reading and writing for all our pupils. Pupils will be given a rich learning diet and immersive environment, that will provide the foundations needed to be a highly literate member of society. They will recognise the importance English has on every subject and beyond the school.

Our aims

Be concise and succinct with each aim. Keep in mind that all stakeholders, including potential parents, could read this document. The aims should be clear and quick for any reader to digest. Adding flowery language, or convoluted sentences is just unnecessary. The amount of aims will vary depending on the overall school approach, obviously avoid too few and too many.

Our aims

- For our pupils to read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Curriculum

Opening paragraph(s) provide details of the curriculum that the school uses for the subject, including how it supports the beliefs and values of the school. Additional details about the curriculum and how it aligns with whole school improvement maybe needed too.

Curriculum

As a school, we have created our own bespoke English curriculum from Reception to Year 6 which aligns with the National Curriculum. The English curriculum supports our teachers in delivering fun, engaging and challenging lessons, and learning opportunities which help to raise standards and allow all pupils to achieve to their full potential. We are confident that our English curriculum provides everything a child would need. It provides immense flexibility, contextualised and cross curricula learning opportunities.

Early Years/KS1/KS2

Provide information about how the curriculum meets each phase's needs where appropriate. Include information on the beliefs of the school regarding learning environment and specific provision of opportunities conducive to learning. Expected outcomes for the children should be placed here too. Contingent on the curriculum the school has adopted, learning outcomes for each year might need to be broken down to.

Early years

We believe the following:

- From the very start of their time at our school, pupils should be given an environment that provides rich opportunities for building linguistic knowledge, skill and understanding.
- A strong emphasis should be placed on giving opportunity for emerging reading and writing. Clear intertwined links between, spoken and written form should be in place.

Assessment

Specific and precise details of assessment activities, protocol and any non-negotiables should be made obvious in this section. The following should be included:

- Details of any whole school assessment systems to be used.
- Approaches to gaining formative and summative assessment information.
- Approaches to moderating work samples.
- Any reporting arrangements.

It's important to stress the cross referencing with the Assessment Policy. It is advisable to duplicate the assessment policy details in this policy in order to ensure all staff have been adequately exposed to the requirements.

Assessment

- Formative assessment is undertaken each session in English and pupils are very much encouraged to be involved in the process. Observations of pupils are captured using Evidence Me throughout the school. Opportunities are provided for peer-talk, self-reflection and teacher-pupil feedback. Features within Purple Mash allow for immediate feedback on pupil's progress against objectives, it is expected that all teaching staff utilise its powerful features.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). The observations captured using Evidence Me generate automatic judgements for each pupil. Teachers can review these and make any alterations if needed.
- In line with our SIP 6 – "Work life balance". Class Teachers can snap a picture of writing/reading evidence and directly upload it to Evidence Me, therefore avoiding the need for any onerous duplication of paperwork.

Resources

Be clear about the school's protocol on resources e.g. what are the main factors which determine general procurement of resources; price? educational validity? impact on learning? State the current approaches for looking after existing resources, replenishing, accessing and reporting issues. Who audits the resources, bids for resources and shares best practice for their use?

Resources

- All resources are procured with the underling considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- A range of resources is available which successfully supports delivering the English curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the English Leader.

Inclusion

This section may have repeated elements from other areas such as the curriculum and resources. Carefully absorb the school's inclusion policy and reiterate the key points here.

The details in this section should answer these points: What are the school's aims for every child? What is their stance on the types of provision for children who need it to fully access the curriculum? How flexible is the curriculum in being inclusive to all? How are field trips selected to enable inclusion? What communication formats can be made available for parents/carers regarding updates and news on the subject?

Inclusion

At Purple Mash School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

Monitoring, Evaluation and Feedback

Use this section to clarify who has the primary responsibility for monitoring standards of teaching and learning within English. Additionally, where details of monitoring and evaluation schedules can be found.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within English is the primary responsibility of the English Team. All teachers are expected to capture pupil observations and assessment pieces of work using Evidence Me. Details of monitoring and evaluation schedules can be found in the English Action Plan and School Monitoring Schedule.

State clearly how monitoring, evaluation and feedback will be achieved.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.

Roles and Responsibilities

Opening paragraphs should mention the scope of English, answering these key points: How does English extend into other areas of the school e.g. Inclusion Leader input required? Assessment Leader ensuring whole school requirements are met? Are there specific roles members of staff have? List any individual members of staff or teams with an accompanying list of responsibilities, starting with the most senior level of management. Ensure you include overall responsibilities for every member of staff too e.g. Staff – Will ensure they demonstrate the values the school holds of English throughout the school day, seeking opportunity for it to permeate into all learning.

Head Teacher

- Monitoring the implementation and effectiveness of the English Policy, and associated policies.
- Ratifying (in conjunction with the governing body) the English Policy and the English Leader's Action Plans.

English Leader

- Ensuring the English Team as a whole set and meet key objectives and that these translate into the bigger picture.
- Monitors the effectiveness of strategies to raise standards and adjust these strategies accordingly.
- Provides timely reports & data analysis of key areas of interest to major stake holders and formulate outcomes from these.