

Oak Field School Policy for English

Philosophy

English encompasses communication, language and literature and is concerned with understanding, sharing and communicating realities and ideas. Enjoyment of literature is a universal right and pupils of all ages and abilities access a wide range of experiences such as storytellers, visiting theatre groups, visits to the theatre, book days, theme weeks, sensory stories and book bags, songs, poetry and rhymes in addition to a framework of quality texts underpinning teaching and learning of communication, language, reading and writing skills at appropriate levels. These skills are embedded in the whole learning experience and are to be developed across the curriculum.

As literacy permeates all areas of the curriculum cross-curricular opportunities will be used to the best advantage to develop all aspects of talking, listening, reading, writing and thinking. Teachers will employ a range of teaching approaches which will meet the needs of individual pupils, groups and whole classes.

It is vital that learning in English is accessible to all pupils regardless of their cognitive levels, cultural, social and linguistic backgrounds and personal interests and experiences. This requires a wide range of approaches, methods and resources including conventional reading and writing programmes and object, symbol or sign based systems. ICT has a large role to play through the use of assistive technology and as a vehicle for motivation and learning.

Aims

- To help every student to achieve their potential in literacy skills and accredited learning
- To support and develop the communication, language and literacy of the pupils as appropriate to the individual child.
- To provide a rich and stimulating environment in which students can enjoy literature
- To encourage the enjoyment of stories, books, poetry and drama throughout students' time in school
- To provide students with the necessary functional communication and literacy skills necessary for their lives whilst at school and beyond into adult life
- To develop pupil's key skills and confidence in all areas of literacy including body movement, facial expression, eye pointing, signing, oracy, reading and writing
- To develop pupil's key skills and confidence in all areas of language
- To develop communication through multi-sensory experiences for those pupils working within a sensory curriculum

Strategies for putting policy into practice

- Provide opportunities for students to track, use visual, aural, oral and tactile clues, objects, pictures, symbols and written words to derive meaning.

- Throughout school from Foundation Stage to Sixth Form, provide opportunities to learn and progress, developing literacy skills in whichever ways are appropriate and meaningful to the students.
- Develop understanding that words, symbols, pictures, objects and sounds, carry meaning, throughout all areas of the curriculum.
- Where appropriate, to teach and develop sound, letter and word recognition in order to guide students towards reading for information and pleasure.
- To use a broad range of resources and materials when teaching reading and writing skills, including commercial schemes, adapted and symbolised books, flash cards, communication aids, personalised text and ICT.

Roles and Responsibilities

- All teachers are English/Literacy teachers, fostering receptive and expressive skills and an interest in words and literature. All teachers should be flexible in approaches; and to be sensitive to differences in pupil's learning styles and rates of learning, be aware of own language use and position as a role model and avoid negative responses to pupil's contributions;
- The English curriculum is led by a Subject Leader who advises and supports staff on the content and delivery of English and who oversee planning and recording. They ensure that appropriate targets are set, that good quality resources are available and that standards of teaching and learning are maintained to the highest level.
- Class teachers are responsible for monitoring individual progress and devising and sharing appropriate learning strategy. Support staff encourage communication and other basic skills through daily routines and in lessons.

Assessment, Recording and Reporting

- Assessment is continuous and informs planning. Individual students are set individual progress targets and learning objectives are integrated into differentiated planning. Progress is monitored at least twice a year with appropriate numerical and learning targets set as a result. Achievement is recorded on pupil work, pupil observations, weekly recording sheets, annual reviews and electronically using Classroom monitor and e portfolios.
- Student summative levels are recorded annually against the P Level descriptors and these can be accessed electronically through Classroom monitor on the internet. MAPP targets are used where appropriate to track and monitor progress.
- KS4 and 6th Form assess skills using externally accredited course modules. They use ASDAN, offering a range of nationally approved qualifications based around the development of personal, social and employability skills. They also accredit students using OCR- entry level 1 and 2.
- Achievement and progress is reported to parents and carers in home school books, in good work assemblies, through certification and at the Annual Review meeting. At this meeting and at another consultation during the school year, parents and carers and the student share their views on teaching, learning and progress.

Monitoring, Review and Evaluation

- Ongoing assessment and monitoring is carried out by class teachers and their teams, who are listening to students, observing their communication and analysing their de-coding and reading skills. Examples of written work are kept to show progress over time and reading progress records are kept for those for whom it is appropriate.
- Attainment and progress are monitored by senior leaders in dialogue with other staff. Whole school and cohort targets are set in conjunction with the School Improvement Partner.
- Strategy arising from data and targets form part of the School Improvement Plan which is reviewed annually in the light of evaluation of planning, classroom observations and performance data.

L. Osprey and A. Fowler

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Next Review due January 2021