

# **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.

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 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

## **Strategies for putting policy into practice**

Good practice and advice is provided by the subject coordinator, phase leaders and the senior team. The school also use the wealth of knowledge provided by new and experienced teachers and classroom assistants to ensure that our practice remains current and remains on the cutting edge of teaching and learning.

Regular CPD, workshops and teaching 'clinics' ensure that staff are confident and able to reflect upon their English teaching.

The English Handbook is used by all staff and provides guidance on communication aids and technology, the use of pointing and its associated policy, the complexities and best practice of using phonics and symbols and possible learning outcomes to ensure all of our students are challenged, learning and making progress with their learning.

## **Roles and Responsibilities**

All teachers are English/Literacy teachers, fostering receptive and expressive skills and an interest in words and literature.

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, Classroom Monitor and e portfolios.
- Student summative levels are recorded annually against the Oak Field curriculum and these can be accessed electronically through Classroom Monitor on the school intranet.
- KS4 and 6<sup>th</sup> Form assess skills using externally accredited course modules. For a small minority of students, a standardised reading test such as Neales Analysis or Read Write Inc. assessments, can be used.
- Achievement and progress is reported to parents and carers in home school books, in good work assemblies, through certification and at the Annual Review and EHCP 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.

Reviewed September 2016.

Next Review due September 2018

