

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

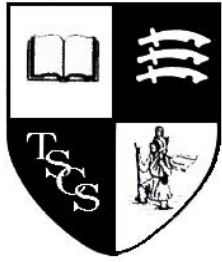
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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST WHOLE SCHOOL ENGLISH POLICY

First Written: April 1996

Revisions: April 1998, April 2000, April 2008, September 2010, July 2013, September 2015

1. AIMS AND OBJECTIVES

1.1

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes; using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

We aim for young people to become:

- clear and audible communicators who take account of their listeners;
- able to listen with concentration in order to be able to identify the main points of what they have heard;
- able to adapt their speech to a wide range of circumstances and demands;
- able to develop children's abilities to reflect on their own and others' contributions and the language used;
- able to evaluate their own and others' contributions through a range of drama activities;
- able to develop as confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- enthusiastic and reflective readers through contact with challenging and lengthy texts;
- enthusiastic about writing and to recognize its value;
- accurate with writing and expressing meaning in narrative and non-fiction;
- able to use planning, drafting and editing to improve their work.

In order to fulfil the above aims it is necessary for us to ensure:

- that there is systematic progression through Early Years Foundation Stage and key stages, 1, 2, 3 and 4.
- that the new National Curriculum programmes of study for English are given appropriate coverage.



Healthy School



INVESTOR IN PEOPLE

- coverage of Phonics is taught throughout the school (for the children that need it) following the government's Letter's and Sounds programme.
- that all children have access to a range of English resources
- that we provide creative and cross curricular opportunities for all learners

2. CURRICULUM CONTENT AND TIME

English is taught in its own right and as an integral part of the curriculum. All planning is informed by schemes of work that follow the recommendations of the new National Curriculum, coordinated by the subject leader. Content is adapted and tailored to the needs of the individual pupils and to the needs of the class group.

In the KS1 English is planned and delivered by class teachers. In KS2 pupils are streamed by ability. English in the secondary school is taught by specific subject teachers and pupils are streamed. Nurture groups across the school are taught English using a multisensory approach that is specifically tailored to the needs of the learners and their learning potential.

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication, such as signs and symbols; PECs and Colourful Semantics
- using scribes and readers

Extension and Extra Curricular Activities

There are opportunities for pupils to perform poetry and plays in assemblies. Pupils are also encouraged to display their written and creative work around the school. Pupils also have the opportunity to go on school trips to learn about the social and historical context of the books they study, and also to see plays, shows and pantomimes at theatres. They are encouraged to take inspiration for their creative writing and speaking and listening from the world around them. The English department also hold Book Days and Book Weeks where children can celebrate reading across the curriculum and take part in a variety of activities and experiences.

Qualifications

All pupils in Key Stage 4 will have the opportunity to work towards gaining an Entry Level Certificate in English. Some pupils in Key Stage 4 will have the opportunity to work towards a GCSE in English or the ASDAN qualification in Personal Progress.

Attitudes

We recognise that English is a seminal subject for our pupils as it affects their ability to access the rest of the curriculum. It is a key skill that they need to be able to develop. We encourage children to be positive in their communication with their peers and adults. Children are also encouraged to use communication to problem solve and express themselves creatively. We are multisensory in our approach to teaching this subject. Pupils are encouraged and incentivised to read and enjoy books. We take a holistic approach to the subject and try to transfer this to pupils.

3. ENGLISH CO-ORDINATORS

There are three designated English Co-ordinators to oversee the planning and delivery of English within both the primary and secondary parts of the school. Michelle Harrison is responsible for EYFS/ KS1, Natalie Robinson for KS2 and Asha Cartwright for KS3 and KS4.

The English Co-ordinators will be responsible for:

- monitoring standards in English as a national curriculum subject
- facilitating the use of English across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring and moderating the delivery of the English curriculum and reporting to the Head Teacher on the current status of the subject
- being prepared for meetings with the Governor linked to English development in the school
- discussing with SMT all/ any aspects of English teaching, learning, progress and targets in English.

Monitoring

Monitoring English will enable the English Coordinators to gain an overview of English teaching and learning throughout their respective departments within the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development.

In the monitoring of the quality of teaching and learning the English Co-ordinator will:

- Scrutinise plans to ensure full coverage of the English curriculum requirements
- Analyse children's work
- Observe English teaching and learning in every primary classroom and across the secondary department
- Hold half-termly planning meetings with teachers
- Analyse assessment data (ie. Bsquared and CASPA)
- Regularly review the English policy and schemes of work alongside teachers
- Whole school writing assessment moderation
- Moderation of aspects of English achievement between four special schools within Southend Borough Council to ensure consistency
- Annual whole school reading assessments

4. USE OF ICT

The school subscribes to a number of web-based resource sites that offer interactive activities for pupils within Literacy, predominantly aimed at primary aged pupils. In the secondary School pupils use the Microsoft office suite, 2animate and various other programmes. Most sites enable teachers to monitor progress online.

iPADs and cameras are used across the school to capture pupils at work and the pictures and videos can also evidence progress and achievements.

5. RESOURCES AND BUDGET

The English budget is allocated each financial year. Time and funding is made available for maintaining and updating resources to ensure relevant curriculum coverage dictated by the needs of the school population. An audit of resources has been completed for KS2. Staff should approach the coordinator responsible for their Key Stage to discuss requests for resources.

6. REVIEW

Revision and updating of this policy will be completed by the three subject co-ordinators following discussion with the Head teacher. Revisions will be presented to the governing body for discussion and approval.

Name: **Asha Cartwright (KS3 and KS4 Co-ordinator)**
 Natalie Robinson (KS2 Co-ordinator)
 Michelle Harrison (EYFS/ KS1 Co-ordinator)

Date **September 2015**