

# WELBURN HALL SCHOOL

## ENGLISH POLICY STATEMENT

For Key Stages 2, 3 and 4 in 2013

*'Certamines Vincet'*

*'The curriculum should be treasured. There should be real pride in our curriculum: the learning that the nation has decided to set before its young. Teachers, parents, employers, the media and the public should all see the curriculum as something to embrace, support and celebrate. Most of all, young people should relish the opportunity for discovery and achievement that the curriculum offers.'*

*Mick Waters, Director of Curriculum, QCA*

Dated :

Reviewed/Amended January 2006

Reviewed/Amended January 2009

Reviewed/Amended January 2013

Reviewed/Amended January 2015

(This document does not contain schemes of work)

## **1.0 REASONS FOR TEACHING ENGLISH AND LITERACY**

- 1.1 We aim to develop the individual's ability to communicate via conversation, writing and reading. This may involve the use of signing, speaking, listening, handwriting, recording using electronic aids and supported reading. We hope to enable our pupils to reach their potential in this subject.

## **2.0 THE INFLUENCE OF THE NATIONAL CURRICULUM AND THE NATIONAL LITERACY STRATEGY**

- 2.1 Our teaching is planned in conjunction with the National Curriculum Programmes of Study and invokes the spirit of the National Literacy Strategy Framework for teaching English where the basic aim is to enable pupils to master the technicalities of literacy.
- 2.2 It also needs emphasising that the National Literacy Strategy is not concerned with imposing highly prescriptive lesson structures upon staff and pupils alike, but rather :

*'Literacy should liberate (pupils) in other subjects, and not deny them access. Each child is a different case, and provision should reflect their profile of needs'. National Literacy Strategy ... English, page 61, March 2001*

- 2.3 There are three literacy based lessons a week where individual teachers create a balance between whole class and individual activities. The humanities afternoon is also viewed as an important part of our literacy work

## **3.0 APPROACHES TO TEACHING AND LEARNING**

### **3.1 Differentiation**

- 3.1.1 *For pupils whose attainments fall significantly below the expected levels at a particular key stager, a much greater degree of differentiation will be necessary.*

Inclusion Statement, National Curriculum, 2000

- 3.1.2 Our school pupils exhibit a wide range of special educational needs, including young people with emotional and behavioural difficulties, communication difficulties and significant learning difficulties. They all require work that is appropriate to them as individuals.

### **3.2 Assessment**

#### **3.2.1 Assessment from mainstream school on entry**

- i. Information received is used as guidance in determining where to begin literacy assessment and each child is baselined on entry and this is data is entered into the B squared data base

#### **3.2.2 Assessment on entry**

- i. P scales are used for teacher assessment for pupils working below NC Level 1
- ii. pupils working within the NC areas Level 1 to Level 2 are assessed to determine their understanding of Phoneme and

grapheme correspondence, using a teacher led listening and writing activity

- iii. pupils working within the NC areas Level 1 to Level 2 are assessed using the KS1 NC word list 1
- iv. pupils working within the areas Level 1 to Level 2 are also assessed through an initial piece of free writing and/or drawing
- v. pupils at Level 1 or Level 2 with specific communication difficulties, which prohibit the activities listed above, will be assessed using the British Picture Vocabulary Scale

### **3.3 DRAMA**

- 3.3.1 Drama is taught using a cross curricular approach and it is not taught as a discreet subject. This is delivered through the use role play, hot seating, puppet shows and whole school productions. etc
- 3.3.2 Many of our pupils exhibit poor social skills and this work is part of a long term strategy for improving both self confidence and interpersonal skills as well as a wider understanding of stories.

### **4.0 THE ROLE OF ICT**

- 4.1 Pupils are encouraged to develop their keyboard, word processing and research skills within literacy and other lessons.
- 4.2 Pupils who have limited fine motor skills are encouraged to use ICT as their main means of written communication
- 4.3 The purchase of a new digital video camera and three I pads in each classroom has also allowed the recording of oral work, enabling pupils to reflect on their performances and for staff to include such work in their portfolios.

### **5.0 HANDWRITING**

- 5.1 Handwriting skills are taught on a differentiated basis, encouraging pupils to achieve their potential through the different stages from mark making through to the use of cursive handwriting.

### **6.0 DISPLAY**

- 6.1 Literacy is promoted within the school through a variety of display techniques, including stimulus displays, learning walls and celebration of children's work.

### **7.0 ASSESSMENT, RECORDING AND REPORTING**

- 7.1 We encourage self-assessment and peer assessment, children are given opportunities to evaluate and reflect upon their efforts in order to make improvements. Teachers give clear feedback to children so they know where they have succeeded and what they need to do to improve further. We keep brief records of each pupil's progress in all aspects of English.
- 7.2 Summative reports of progress are presented in the annual summer term report and in the educational provision part of the Annual Review document.

7.3 In the spring term of 2013 have introduced a new system of record keeping called B squared which is linked to the NC and Assessment Focus (AF) approach recommended for the curriculum.

## **8.0 PARENTAL SUPPORT**

8.1 Parents are encouraged to assist in their children's learning and a termly information sheet describing the learning objectives pertaining to the current topic being taught is shared with parents and residential staff for children who board on a regular basis. Our principal aim is that children should be enabled to learn. Therefore, this additional help can range from helping with reading, helping to learn spellings, offering an explanation or in the form of research for a current topic.

## **9.0 RESOURCES**

9.1 A computer-based library book issuing system is to be put in place, enabling us to encourage reading and monitor individual trends in book borrowing. This will be operated by the college unit.

9.2 In 2014 the library was relocated to the hall foyer to accommodate increased pupil intake.

## **10.0 CROSS CURRICULAR LINKS**

10.1 Each September medium term plans, covering either a term or half term of work for the year, are discussed amongst the staff. Initial links between subject areas are negotiated. Further links are made when opportunities arise during the teaching year. For example, non-fiction reading and writing has been developed through the Basic Health and Hygiene Certificate course. The course materials are provided by the Food Technology teacher but taught during some English lessons and tutor time on a Friday morning.

## **11.0 PROVISION FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

11.1 Five teachers make up the Key Stage 2, 3 and 4 team responsible for teaching English. They have also have other curriculum responsibilities which they tie in to their literacy work such as history, geography and RE.

11.2 Pupils also take part in national events such as World Book Day, UNICEF non-uniform day, READATHON and local events such as harvest assembly, the annual theatre visit, work experience and visits to sites of artistic, historic, scientific and cultural interest.

## **12.0 ACCREDITATION AT THE END OF KEY STAGE 4**

12.1 Entry level English has been introduced for more able students and ASDAN qualification for all others

### **13.0 ROLE OF THE CO-ORDINATOR**

13.1 The Co-ordinator's role is to liaise with the Key Stage teachers to ensure that there is a smooth transfer of records and a planned progression of work for those pupils who move up through the school.

13.2 The Co-ordinator is also responsible for:

- monitoring the work of all English and literacy teaching groups within key stages
- introducing new teaching strategies to the other members of the team
- ensuring that whole school literacy issues are addressed by all staff
- Ensuring that drama work and school productions are fitted into the termly planning of all staff