



BENGEWORTH CE ACADEMY

ENGLISH POLICY 2024 - 2025

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad, balanced and knowledge rich curriculum which is underpinned by our values, core beliefs and an education for global citizenship taught through our Global Themes. Our intent and vision intends to:

'Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it.'

It is our intention that our children are provided with inspirational learning experiences that will ignite sparks within the children and enable them to develop and build upon their long term memory by making links and connections that enable them to know and remember more. As confident, articulate and happy individuals we intend for our children to achieve academic excellence and who consider themselves as leaders within their own right. Leaders who can and will have an impact on the world around them.

Our Global Themes are:



Power and Governance



Peace and Conflict



Human Rights



Sustainable Development



Identity and Diversity



Social Justice and Equity

Through a deep respect of the traditions of each unique subject, our curriculum recognises the identity of the disciplines that are studied. We have taken great care to design a well-sequenced, well-specified and ambitious curriculum for all children to access, ensuring our values and global themes underpin it. We consistently strive to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests, needs and celebrates the many successes of our children.

Links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn and globally themed questions are used as the driving forces for each half-term/term's focus. We strongly believe that the relationship between education and learning should not be shaped by narrow outcomes but that it should serve another purpose; *a whole education, not defined solely by what is measured, but what is experienced, felt and used.* Through our Global Themes' curriculum we are providing children with the skills needed to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.

Subject Intent

Our intent, at Bengeworth CE Academy, is to motivate and inspire all children to achieve their potential in English through an ambitious, knowledge rich and broad curriculum. We aim to develop children's oracy, reading and writing attainment through the provision of skills focused lessons that feed directly into more thematic, topic based opportunities to explore these skills.

We endeavor for all of our children to become engaged readers, efficient writers (for a variety of purposes) and confident speakers.

When Bengeworth children leave our school, they are equipped with a lifelong love of reading and writing and have an understanding of its significance within the wider world.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the Early Years Foundation Stage' 2021
- DfE 'English programmes of study: Key Stages 1 and 2' 2013

IMPLEMENTATION

Our curriculum is translated over time in the classroom following a structured approach. Detailed topic overviews, highlighting the substantive and disciplinary knowledge and vocabulary to be taught have been developed for each subject. These overviews reduce workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support the specific context of the classes.

Each lesson begins with a prior learning review, where children are supported in activating prior knowledge and to make connections between their learning. We have an emphasis on explicitly teaching vocabulary, and each lesson includes the introduction, oral rehearsal, and engagement with key vocabulary (e.g., I say, you say, we say, Star Word etc). Key vocabulary is contextualised throughout the lesson, including through the use of Topic Warmers and children are given opportunities to apply new words. Our teachers use the following principles of cognitive science when planning lessons to enable **all** pupils to access the knowledge, skills and vocabulary needed to succeed:



Core concepts, explicit vocabulary and substantive and disciplinary knowledge have been mapped progressively. Lesson content is planned accordingly to ensure full coverage of these core concepts:

[Writing Progression document](#)

[Reading Progression document](#)

Subject Delivery:

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| <p>Subject Delivery and Frequency</p> | <p><i>All children in EYFS and Year 1 will receive daily phonics sessions (see separate phonics policy). Children in EYFS will receive 'Drawing Club' sessions focusing on fine motor, reading, oracy and writing skills, three times per week. Children in Year 1 will receive weekly English focus lessons. All children in EYFS and Year 1 as well as daily opportunities to embed their learning in continuous provision.</i></p> <p><i>All pupils in Year 2 and KS2 will receive 4 English lessons over a one week period. These lessons should comprise of one SPAG focus lesson and one Reading focus lesson.</i></p> |
| <p>Planning Expectations</p> | <p>Curriculum Maps are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.</p> <p>Medium-term planning gives clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.</p> <p>Short term weekly planning journals are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.</p> <p>Super Six texts provide a literary basis for the topic and should be documented on long term planning.</p> |
| <p>Learning Environment</p> | <p>All classes are to have a welcoming, carefully curated classroom library where children have the opportunity to explore a range of texts chosen to match their interests and abilities.</p> <p>English working walls should be present in each KS1 and KS2 classroom and should display the following: writing purpose, model text, key features of purpose, sentence stems/writing exemplars.</p> <p>Each class should have a display poster 'Ask us about our class text' which should be displayed on classroom doors.</p> <p>All KS1 and KS2 pupils should have easy access to relevant Common Exception Words either displayed for the class or in word mat form.</p> |
| <p>Resources</p> | <p>The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.</p> <p>The school library contains an array of resources and topic books to support pupils' research including diverse texts.</p> <p>At the start of every school year, the subject leader will conduct an audit of the school's English resources to ensure there is sufficient equipment for</p> |

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| | pupils. This will be shared with the Head of School and funds will be allocated where necessary. |
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IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Pupils will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher across the curriculum.

Assessment and Reporting

To continually improve the impact of the curriculum and evaluate pupils' learning to ensure children 'Know more and Remember more', formative and summative assessments are carried out in line with the knowledge and skills progression documents across all subjects.

Formative assessments are conducted regularly using a wide range of [retrieval strategies](#) to check for understanding and monitor pupil's learning throughout lessons which provides teachers and children with information about progress and analysis of deliberate retrieval practice.

Summative assessments are conducted to ensure pupils' are making progress over time, to assess what pupils have learnt and the depth of that learning. Depth of knowledge is then assessed through end of unit assessments and subject portfolios (books & SeeSaw).

Subject Specific Assessment

| Formative Assessment | Summative Assessment |
|---|---|
| Hinge Questions Entry / Exit Tickets Socrative Quizzes Brain Dumps Show Me Boards Speak Like An Expert Explanation Tasks Retrieval Grids | 'Cold', 'Warm' and 'Hot' tasks throughout learning sequence Reading Age Tests Phonics Tracker Common Exception word tracker Optional Key Stage 1 SATs Half termly Epiphany Assessments |

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is **September 2024**

Bengeworth

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