



BENGEWORTH CE ACADEMY

ENGLISH POLICY 2022 – 2023

September 2022



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



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STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider World ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/terms focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

Subject Intent

Our intent, at Bengeworth CE Academy, is to motivate and inspire children to achieve their potential in English through a broad, balanced and engaging cross-curricular approach. 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 endeavour 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 Mathematics programmes of study: Key Stages 1 and 2' 2013*

Linked Policies

- Phonics Policy
- Oracy Policy

IMPLEMENTATION

Early Years Foundation Stage (2021)

- Communication and language
- Personal, social and emotional development
- Literacy
- Understanding the world
- Expressive arts and design

Key Stage 1 – Writing

- Transcription including Spelling and handwriting
- Composition
- Vocabulary, grammar and punctuation

Key Stage 1 – Reading

- Word Reading
- Comprehension

Key Stage 2 – Writing

- Transcription including Spelling and handwriting
- Composition
- Vocabulary, grammar and punctuation

Key Stage 2 – Reading

- Word Reading
- Comprehension

For more information, please refer to the National Curriculum English Programmes of study: Key Stages 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

ROLES AND RESPONSIBILITIES

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.

- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of English, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an **annual** basis.
- Reporting any concerns regarding the teaching of the subjects to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Inclusion Lead is responsible for:

- Liaising with the **subject leader** in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

IMPACT

Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the English curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a **termly** basis by the **subject leader** to ensure no pupil is at a disadvantage.

- The school aims to maximise the use and benefits of English as one of many resources to enable all pupils to achieve their full potential.

Teaching and Learning

The school uses a variety of teaching and learning styles in English lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication.
- Application.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- Deeper level Thinking and Learning Skills.
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital.
- Recognition that personal development is essential to wellbeing and success.

The **classroom teacher**, in collaboration with the **subject leader**, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising Support Professionals to ensure that pupils are effectively supported.

Writing Purposes

Children write for a purpose. This takes the form of either entertainment, information, persuasion or discussion and can be achieved using a variety of genres.

Reading Purposes

One of the historical strengths of Bengeworth CE Academy is our commitment to developing, not only reading skills, but a sustained passion for reading within all of our children and staff. This is achieved through exposure to a variety of texts and through learning reading skills in a variety of ways.

Our purposes are fulfilled through:

Reading for pleasure:

- All classes have a class text that is read aloud to them for 15 minutes at the end of each school day.
- Reading areas are established in each classroom to facilitate calm reading opportunities and exploration of texts
- Book fairs are held each term in school, offering many affordable, exciting reading opportunities for a variety of ages and abilities.

Guided Reading:

- Supported by an adult who discusses the text/promotes questioning
- Sometimes incorporates independent completion of a follow up activity linked to the text
- This may be a small group of children of a similar reading ability following a text together
- This could be a whole class focus of a key text
- Linked to current class topic, where possible, to strengthen the links between learning.

Focused text teaching:

- Using key, high quality texts to teach skills related to spelling, punctuation and grammar
- Inference and prediction questions are linked to topic texts and are taught in engaging and inspirational ways.
- Using texts as a starting point for drama and performance
- Using visual literacy to engage children and facilitate discussion linked to reading curriculum

Planning

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.

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.

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.

Assessment and reporting

- Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.
- In Reception the EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the Early years foundation Stage'.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- Throughout the year, teachers will plan in accordance with the Epiphany Tracking System and use this in order to gauge whether pupils have achieved the key learning objectives.

In addition, Book Band expectations are as follows:

- In Reception, children should be reading within the Red Band to be considered ARE and within Yellow to be GD.
- In Year 1, children should be reading within Blue Band to be considered ARE and within Orange to be GD.
- In Year 2, children should be reading within White / Gold Band to be considered ARE and within Lime to be GD.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.
- Parents will be provided with a written report about their child's progress during the **Summer** term every year. This will include information on pupils' attitudes towards English, understanding of methods, investigatory skills and the knowledge levels they have achieved.
- Verbal reports will be provided at Parents' Evening during the **Autumn** and **Spring** terms.
- The progress of pupils with SEND will be monitored by the **Inclusion Lead and Class Teacher**.
- Year 2 SATs will be undertaken each year during the Summer term

Resources and equipment

- The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- The school library contains an array of resources and topic books to support pupils' research.
- 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 pupils. This will be shared with the Head of School and funds will be allocated where necessary.

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Head of school.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of English are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

Bengeworth

Multi Academy Trust

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Bengeworth Multi Academy Trust

King's Road, Evesham, WR11 3EU

office@bengeworth.worcs.sch.uk

www.bengeworthtrust.co.uk

Company Registration Number: 08943457

UID: 16942

UKPRN: 10060770

