



ENGLISH POLICY

Reviewed March 2016

Aims and objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so 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 a wide range of genre. Learners 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.

The aims of English are

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to read with confidence, fluency and understanding;
- to show an interest in books, read with enjoyment, evaluate and justify their preferences;
- to understand phonics and use this knowledge to read and spell accurately;
- to have a sound knowledge of the grammar that underpins writing;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to develop a fluent and legible handwriting style.

Timetabling and Planning of English

English skills, including grammar, spelling and punctuation skills, are taught discretely in daily lessons and then applied through cross-curricular work in all other subjects.

English is a core subject in the National Curriculum, and we use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases: long-term, medium-term and short-term.

Expectations

- Teachers plan using medium-term planning which is made available by the subject leader (in Unify)
- Weekly provision for children should include:
 - Daily literacy lesson
 - Handwriting (Letter-Join)
 - Grammar, Punctuation and Spelling lesson (Active Learn)
 - Daily Guided Reading

Target Setting

The literacy subject leader will analyse pupil outcomes to determine curricular targets for writing. Each child will have a target bookmark against which (s)he is regularly assessed by the class teacher.

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The BAWB Collaboration
 Bainbridge, Askrigg, and West Burton Primary Schools
Mid-Dale Excellence in Education
 Executive Headteacher: Miss Charlotte L. Harper

Handwriting

It is expected that children will write in a cursive script from their reception year. Children and adults will use 'LetterJoin' at least three times weekly as a resource to support this learning.

Inclusion and Differentiation: (also see SEND policy)

All children must have regular access to English, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning.

Differentiation should be in place to meet the needs of gifted and talented children, who should have access to regular open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Any specific individual's needs must be identified in their IEPs.

Assessment and recording

Formative assessment (teacher assessments) forms the basis of our assessment in English writing and we use Target Tracker to record these assessments.

We use the statutory summative assessment (SATs tests) for reading, as well as for Spelling, Grammar and Punctuation at the end of Key Stage 1 and 2. Termly, we assess children using the PIRA (Progression in Reading Attainment) standardised test, and the Rising Stars EGPS tests. These tests are backed up by the formative assessments made by our teachers.

We record and measure pupil attainment in two distinct ways using our internal tracker: (1) breadth, and (2) depth. Outcomes from standardised testing and carefully compared to outcomes of formative teacher assessment and termly pupil progress meetings with both the EHT and the English subject leader address the needs of individual pupils.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have a wide range dictionaries, thesauruses and class reading books. The Library is well stocked with both fiction and non-fiction books. Guided reading books, banded to match the children's individual progress in reading, are also provided and children are encouraged to take these home to read with their parents. A range of software is available to support literacy work.

Leadership of English

Role of the Headteacher

- Lead, manage and monitor the implementation of the curriculum, including teaching and learning (which includes weekly / unit planning).
- With the governors, keep the governing body informed about the progress of the curriculum.
- Ensure that English remains a high profile in the school's development work.
- Deploy support staff to maximise support for the curriculum.

Role of the subject leader

The subject leader is responsible for leading the development of English across the collaboration by:

- Ensuring that teachers are familiar with the curriculum
- Lead by example in the way they teach in their own classrooms

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- Prepare, organise and lead training, with the support of the headteacher
- Support the headteacher in carrying out an annual audit and action plan with staff and governors
- Work co-operatively with the SENCO in providing advice and support for staff
- Observe colleagues teaching from time to time, with a view to identifying the support they need
- Attend training and network meetings provided by LA consultants and advisors.
- Work alongside the headteacher in planning, organising and leading events for parents about the curriculum and our policies
- Discuss regularly with the headteacher and governors the progress of implementing the curriculum
- Report on achievement and the quality of teaching and learning through careful data analysis and thorough monitoring

Role of the class teacher

- To ensure progression in English in line with the new curriculum
- To develop and update skills, knowledge and understanding of English
- To identify inset needs in English and take advantage of training opportunities
- To keep appropriate on-going records
- To plan effectively for English, liaising with the head teacher when necessary
- To inform parents of pupils' progress, achievements and attainment

Role of The Governing Board

- To monitor the effective leadership of English across all three schools through the rigorous monitoring schedule
- To report back to the curriculum committee on a regular basis.

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