

English Policy

In English we aim to:

Develop functional skills for communication, reading and writing

- Experience reading for pleasure and engagement
- Explore ways in which we can write our own texts
- Develop speaking, listening and communication skills

The Role of the English Subject Leader

The Subject Leader will:

- Lead staff development, increasing confidence and expertise with INSET, staff meetings, support and advice.
- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in English throughout the school.
- Support colleagues in the development and implementation of scheme of works.
- Support colleagues in assessment and record keeping activities.
- Monitor progress in English, and work with the Educational Leadership Team to decide and implement action to be taken
- Monitor teaching and learning and disseminate good practice.
- Take responsibility for the purchase and organisation of English resources. Keep up to date with developments in English education and disseminate information to colleagues as appropriate. (See Subject Leadership Policy)
- **Manage and advise the Literacy Support Assistant in their role.**

Teaching and Learning

At Victoria Education Centre, our principal aim is to develop students' knowledge, skills, and understanding in English. We use a variety of teaching and learning styles in order to meet the needs of all our students. These include:

- Whole class teaching
- Individualised teaching
- Demonstration & Modelling
- Scaffolding
- Questioning
- Guided work
- Listening and responding
- Discussing and arguing

- Drama including aspects such as role play and performance
- ICT
- New technologies

Each lesson is planned to facilitate student progress.

There is 3 year plan for topic and genres for use across the school with the exception of GCSE English.

Curriculum Organisation

There is an identified route for the teaching of English at Victoria school, identifying levels and resources for teaching and learning progression. Many of our students receive additional speech and language therapy and identified students also have English intervention sessions.

Extra-Curricular Provision

To enhance the English curriculum at Victoria Education Centre, there are opportunities for students to participate in the following extra-curricular activities: Vibe Radio (all year groups, daily), Musical Stories Club (lower school; weekly) Drama Club (all year groups; weekly), Film Club (upper school; weekly); Pupil Voice magazine (all year groups).

Throughout the year, we have visits from authors, storytellers, performance poets, acknowledgement of literary events and visiting theatre companies.

Assessment, Recording and Reporting

Assessment of English is undertaken at various times during the year. Teachers keep records on the children's progress and the key information is also recorded on central data tracking sheets. Subject Leaders then analyse data and take appropriate action, including informing intervention programmes.

Reading and Spelling tests are conducted twice yearly to ascertain reading and spelling ages, understanding of comprehension and prediction of GCSE levels.

The Nesy learning programme is used to track the acquisition of phonic knowledge reading and spelling across the school for those working above P5 unless they are unlikely to develop beyond P5. **AAC users can access phonics through the 'Phonics for All programme'. Clicker 7 is used throughout the school to support writing and phonics.**

Vec levels are assessed against and the pre key stage standards and P scales are reported against annually.

Monitoring

Monitoring is a vital way to identify strengths and areas for development within the English departments. Monitoring outcomes form the basis for discussion and further action planning.

Throughout the course of an academic year, the following monitoring activities will take place:

- Lesson Observations
- Learning walks and 'Drop ins'
- Work scrutiny
- Planning scrutiny
- Student discussions
- Moderating
- Cross curricular work scrutiny

Staff Professional Development

Professional development is met through the delivery of INSET and attendance at courses (including local Subject Leader forums where established). Department meetings allow the Subject Leaders to disseminate relevant information about new initiatives to teaching staff.

Liaison with parents, the community and other schools

There are three formal opportunities for parents/carers to discuss their child's progress and targets in English during the academic year. All students will also have an Annual Review meeting. Parents are encouraged to contact the class/subject teacher if they have any concerns in the interim.

Written reports are sent home biannually (see Assessment, Recording and Reporting section).

Beth Kay	
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