

## English Policy

### 1. Introduction

This policy describes our approach to the teaching and learning of English at Derrymount School. The policy provides a framework for staff to ensure the delivery of high quality teaching and maximum opportunity for our young people to develop their skills in reading, writing, speaking and listening to enable them to participate as full members of society. Our pupils are encouraged to read as it gives them the chance to develop culturally, emotionally, intellectually, socially and spiritually. It enables them to acquire knowledge and build on what they already know. It also supports our aim of “Finding pathways to learning and living” in an ever expanding multicultural world, underpinned by a belief that Determination and Motivation are the keys to Success.

The policy is not designed to be prescriptive but to reflect our ethos and long term aims. It lays down minimum expectations for teaching and learning, guidelines for teachers in delivering the curriculum and how the outcomes will be measured and evaluated as part of the whole school curriculum.

This policy will be revised in line with the whole school policy review programme after no longer than three years.

### 2. Aims

The English Curriculum contributes and underpins the whole school teaching and learning aims and objectives specifically through developing each pupil’s ability to;

- Learn in an atmosphere in which they can feel happy and secure and are enabled to enjoy and achieve.
- Value cultural diversity and difference
- Experience learning that is clear, continuous and shows logical progression
- Develop self-confidence and personal interaction skills, creativity and self-expression
- Make good or better progress from their individual starting points

### 3. Objectives

Our objectives include enabling our young people to:

1. Display a strong command of the spoken and written word
2. Develop a love of literature through widespread reading for enjoyment
3. Acquire a wide vocabulary and understanding of grammar and linguistics
4. Develop enthusiasm and enjoyment for learning and communicating in the English language.
5. Develop an appreciation for our literary heritage
6. Develop an interest and knowledge in the world around through reading a variety of non-fiction texts
7. Use discussion to explain their thoughts, emotions and ideas clearly.
8. Write clearly, adapting their language and style for a range of purposes to suit differing audiences
9. Learn at their own level and experience a positive sense of achievement.

## 4. Provision at different Key Stages

In Key Stage 1 our young people are introduced to strategies for the accurate and speedy reading of words. They are given the opportunity to listen to and discuss a wide range of stories, poems, plays and information books. In writing pupils are encouraged to write sentences to communicate their ideas. Young people will be taught phonics using the *Letters and Sounds* programme and will be encouraged to segment and blend to read. As some young pupils may arrive at our setting with the ability to read some phonics teaching will be focused on writing. In conjunction with phonics the *No Nonsense Spelling* scheme will be used to support young people with sound families and spelling.

In key stage 2 pupils are encouraged to write and read with more accuracy and fluency. Their experience of literature is extended and they are encouraged to contribute to discussions and debates. Throughout this time young people will use the *Switch On* programme to support their writing and reading. At the end of key stage 2 SATs are taken to assess progress (depending upon child's wishes this is not compulsory, children are entered but not made to complete)

In Key Stage 3 (years 7-9) our provision focusses on providing wide ranging and challenging language studies. Our young people work towards developing their ability to demonstrate achievements in speaking and listening, reading and writing.

In Key Stages 4 and 5 our young people continue to study English Language and Literature towards an accreditation at Entry level or GCSE. Courses build upon previous knowledge and are designed to take one or more years depending on level and previous achievement. Teachers will recommend the appropriate pathway for learning for each student and classes are designed to enable students to be taught in groups of comparable ability.

## 5. Teaching

To enable all of our young people to make at least good progress teachers must:

1. Prepare schemes of work and lessons that take account of individual pupil's previous experience and achievements
2. Use a range of strategies and resources to engage and sustain learning
3. Plan lessons that sustain learning and engagement throughout the lesson
4. Evaluate learning and plan for progression lesson to lesson and over longer periods i.e. half termly
5. Provide opportunities for parents to engage and support their child's learning
6. Set, share and evaluate targets with students giving clear direction on how to improve their performance
7. Use a range of teaching methods and take into account different learning styles
8. Mark work clearly and in ways which enable the young person to see clearly how well they have achieved and which identifies any support that they may have had.
9. Support both independent and group work
10. Provide clear and accurate assessment data on a termly basis and make appropriate adjustments to teaching programmes to ensure all students make at least good progress.
11. Provide an end of year report to parents identifying strengths and areas for development, attainment levels and where appropriate predicted examination grades.
12. Ensure that allocated school funds are used effectively to support the delivery of English

13. Ensure resources are well maintained and fit for purpose.
14. Take responsibility for their own professional development and keep abreast of national developments and requirements

## **6. Learning**

Our young people are expected to:

1. Work to the best of their ability
2. Engage in activities and allow others to participate fully in lessons
3. Complete activities that the teacher provides, with support where required
4. Work independently and in groups
5. Respect others and enable them to learn without interference or distraction
6. Respect resources, take care over presentation and take pride in their work
7. Engage throughout the lesson
8. Provide feedback on their enjoyment and achievement in lessons.

## **7. Monitoring of provision**

The Head Teacher is responsible for monitoring the provision of teaching and learning at Derrymount School and will use the following methods to evaluate the quality of the provision we provide:

1. Lesson observations
2. Learning Walks
3. Pupil Engagement and behaviour management (Enjoyment and achievement)
4. Work scrutiny and work analysis
5. Target setting and pupil achievements
6. Quality of teacher's planning and evaluations
7. Assessment data – Accuracy and progression
8. Examination results

**This policy is to be reviewed no later than 30th<sup>th</sup> Sept 2023**