

# English Policy

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APRIL 2013

## 1. Introduction

This policy explains the nature of English and its contribution to the education of pupils at Bettridge School.

This policy has been shared and approved by the leadership team, teaching staff and school governors.

## 2. Aims

English offers pupils the opportunity to:

- communicate with others effectively: refer to Total Communication Policy;
- develop skills in speaking, listening, reading and writing;
- express themselves creatively and imaginatively;
- express their feelings, emotions and concerns to enable them to keep safe;
- enjoy stories, poetry and drama as well as non –fiction and media texts; and
- use their knowledge of language to choose and adapt what they communicate, say and write in different situations.

English is a core subject.

## 3. Entitlement

We follow the requirements of 'The Early Years Foundation Stage Statutory Framework' (EYFS) and deliver English to pupils in Early Years under the Prime areas of Communication and Language and the Specific Area of Literacy.

We endorse the aims of The National Curriculum to provide a broad and balanced curriculum and deliver English to all pupils in KS1 – 5.

## 4. Content

The schemes of work for The Assessment Centre are based on guidance on the EYFS Statutory Framework. The scheme of work covers the area of Communication and Language and Literacy.

Schemes of work for KS1 –3 are based on the National Curriculum and are adapted to meet the needs of pupils with Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

The scheme of work for KS1 – 5 covers the three attainment targets of Speaking and Listening, Reading and Writing.

Pupils at KS4 and KS5 follow a combination of continuous units and accreditation through BTEC modules and these encompass Speaking and Listening, Reading and Writing. Continuous units will be applied in a cross-curricular context to support the module content and where elements are not covered within the modules.

Depending on the pupils' abilities they will work towards BTEC modules from Personal Progress or Functional Skills Awards. Learning Outcomes are expressed as gaining accreditation of the modules.

For our pupils with PMLD, Bettridge School PMLD Curriculum is designed to provide an appropriate and stimulating education. Communicative Development is one of the Core Areas of learning which are all highly interrelated and dependent on each other.

Bettridge is developing a bespoke curriculum based on the needs of a group of Secondary pupils who present with some extremely challenging behaviour, affecting their ability to make progress with the National Curriculum. Developing appropriate communication is an underlying and fundamental need to enable them to engage in learning.

## **5. Planning**

All planning is based on our written schemes of work as well as EYFS statutory framework and reference should be made to these for more details.

Different tasks are set and appropriate equipment is used to meet the needs of a range of abilities within the teaching group: refer to introduction and methods of delivery in the schemes of work.

Different levels of outcomes are written for each lesson based on either Development Matters statements, P. Levels, National Curriculum levels or Accredited schemes allowing for planned differentiation.

English underpins all other areas of the curriculum as the use of these key skills is an integral part of learning and as such, opportunities to incorporate English skills throughout are sought. For some pupils an English outcome may be written alongside, or instead of, one from another subject area

## **6. Equal Opportunities**

English is delivered to all pupils regardless of gender, culture or ability. Boys and girls have equal access to activities.

Multicultural texts are included in the recommended range to be studied and additional resources can be found in the school library and classrooms. SMSC opportunities are provided when exploring stories, poems, and non-fiction texts using a variety of strategies including drama.

## **7. Special Needs**

All teachers must make themselves aware of any relevant medical problem or particular learning difficulty, which may affect a pupil's ability to learn.

Some pupils may require specific equipment e.g. tactile books, communication aids, sloped boards, and other writing aids to enable their access to English. The SOWs for the subject give suggestions for possible methods of delivery. These can be adapted to suit particular pupils by making reference to the relevant Curriculum materials.

## **8. ICT.**

Pupils are given opportunities to apply and develop their ICT capability through the use of a variety of ICT tools including computer programmes, switches, keyboards, communication aids, television, and listening sets that support their learning. Please refer to schemes of work for further examples.

## **9. Resources**

Whole school English resources are housed in a central resource room, reading schemes are housed outside the community room and additional materials located in individual classrooms.

Pupils and staff have access to a variety of texts, some of which are located in the school library, including 'bag books'. Most 'big books' are on the upper floor landing, some texts are located outside the community room and some in classrooms. Many texts are available online.

Pupils and staff are encouraged to use a variety of external agencies and institutions including libraries to gain additional resources.

## **10. Assessment, Recording and Reporting of Pupil Progress**

KS1, 2 and 3 pupils are set an annual academic target within English during the autumn term and evaluated against evidence collected at the end of the year. Classroom monitor is used as the recording system.

For KS1, 2 and 3: three different levels of outcomes based on P levels are written and evaluated for lesson planning

Daily /weekly recordings of pupils' work including daily record sheets, and annotation of work are made.

IEPs are set and evaluated twice a year. These are based on pupils' Statement objectives and will usually include a Communication target. These IEPs are used to inform future planning.

At KS4 & 5 individual pupil files record achievements within modules. Depending on the pupils' abilities they will work towards BTEC modules from Personal Progress or Functional Skills Awards.

Parents are informed of progress through daily diaries, a copy of a termly IEP, an end of year report and Annual Review; the EYFS progress check at age 2 is addressed at this time.

### **11. Monitoring and Evaluation of English**

The Assistant Headteacher monitors progress against set targets at the end of the year in discussion with class teacher. Targets that have been met are revised at the beginning of the next academic year and those that have been partially met will be subject to an intervention strategy.

### **12. Health and Safety**

As with all areas of the curriculum the health and safety policy must be followed and the safety of the pupils must be paramount, with county guidelines vigorously adhered to. If teachers are in any doubt about safe practices, they should consult the school's Health and Safety Representative.

This policy will be reviewed in the light of any changes in the Early Years Foundation Stage, The National Curriculum, or BTEC.