



English Language Policy

To be read in conjunction with all other policies plus: -
Accessibility Plan

Introduction

Literacy is a fundamental life skill; it develops the children's ability to communicate effectively - to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different situations. Broadway Infant School works to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps taken to remove them.

Curriculum Aims

Broadway Infant School aims to deliver a curriculum which is broad, challenging and creative; a curriculum which encourages children to learn through seeking solutions to problems and finding answers to their own questions.

The Statutory Framework for the Early Years Foundation Stage aims to ensure that:

- **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

The National Curriculum for English has the overarching aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate..

The context of teaching:

In the Foundation Stage, children will be supported in developing their understanding of Communication and Language plus Literacy through teacher led lessons, child initiated activities and small group work that offer children the opportunity to experience a rich language

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environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Children will be seen engaged in activities that promote:

- *playing and exploring - children investigate and experience things, and 'have a go';*
- *active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and*
- *creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.*

In Key Stage 1, children will be supported in developing their understanding of English through daily lessons, including phonics sessions. Children will develop their knowledge, skills and understanding through lessons that offer:

- First hand experience
- Exploration
- Observation
- Problem-solving
- Predicting
- Critical thinking
- Decision making
- Discussion
- Interpreting
- Investigating
- Researching
- Analysing
- Evaluating
- Presenting information to others

Planning to deliver the curriculum

Planning in the Foundation Stage is based on the Early Years outcomes document and the National Curriculum when needed. Long and medium-term planning identifies the intended learning throughout the year. Weekly plans include daily communication and language teaching plus literacy lessons. They must always include sufficient differentiation to match the learning needs of all children, including when necessary, those working beyond the level of the Early learning Goals. Provision plans also allow these curriculum areas to be explored through focused child led learning.

Planning in Key Stage 1

The school delivers the English National Curriculum 2014. Teachers ensure objectives are covered and progression and continuity occurs throughout the year. A medium term plan is used each half term to identify the main teaching objectives. Weekly plans list specific learning objectives and provide details of activities that are to be taught.

Throughout the school, teachers are responsible for the content of their daily lesson planning needs. This level of autonomy allows us to maximise on teacher's professionalism and minimise on bureaucracy whenever possible.

When planning topics, teachers must ensure they build on prior learning, take into account the interests of their pupils, have high expectations and include an appropriate level of challenge.

Cross curriculum teaching

We integrate curriculum areas together so that children can build concrete links between their developing knowledge and understanding and applying skills. For example, teachers ensure that whenever possible, the application of information and communication technology, literacy and/or numeracy is embedded when teaching other foundation subjects.

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Equality of opportunity

In the implementation of this policy Broadway School is committed to equality of opportunity. Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It applies to all members of the school community, pupils, staff, governors, parents/carers and community members, and to all aspects of school life, including admissions. Disabled members of the school community are also legally entitled to expect reasonable adjustments to be made to help facilitate their participation.

Assessment for Learning

All children are assessed on a day to day basis through observation, questioning, discussion and written recording. This ensures teachers have a full understanding of learning and progress.

Assessment in the Foundation Stage

In the Foundation Stage, children are regularly assessed against the developmental ages as given in the early years outcomes followed by the Early Learning Goals. Final Early Learning Goals results for each child are included in each their annual report. This information is also passed to the next class teacher during annual transition meetings.

Assessment in Key Stage 1

Learning objectives and success criteria are shared in books and on the learning walls. Teachers give verbal and written feedback. The 'pink and green' method is used for marking (See the Marking Policy). Children are regularly given opportunities to act upon their next steps.

Teachers assess children's work by making informed judgements during lessons, through observations and through reviewing a piece of completed work. Teachers also encourage children to engage in self and peer assessment where appropriate.

As well as day to day assessment, at regular intervals, children will be assessed more formally in order to provide diagnostic information about the progress of individual children which is linked to national standards and to identify gaps in experience that then inform planning. Final attainment assessment for each child is included in each child's annual report. Attainment and progress information is also passed to the next class teacher during annual transition meetings.

Parent/Carer contribution to learning

Parent/carers involvement is highly valued. We aim to promote their participation through invitations to school events such as 'stay and read' or 'stay and write' sessions that inform them how they can support the English curriculum. Teachers also set English targets for children which they then formally share as part of parent/carers evenings. These targets also form part of the end of year school report.



Resources

Each class is a language rich environment and relevant vocabulary and concepts are displayed in each classroom. Resources are stored in the classrooms and are easily accessible to all children. Interactive whiteboards and computers are accessible in classrooms to support children in their English language understanding. Story sacks are other literacy resources are stored in the Amber Room. Published English/literacy schemes and guided reading books are stored in the staffroom. Co-ordinators review resource requirements on a regular basis and are encouraged to inform the Headteacher if new resources are required.

Special Educational Needs and Disabilities (SEND)

Within the English language planning teachers provide learning opportunities that are matched to the needs of children with learning difficulties and also provide appropriate challenges for children who are high achievers. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers and supporting adults in the Foundation Stage and Key Stage 1 must provide supplementary experiences and information for children with sensory impairment.

Monitoring

The monitoring of the standards of children's work is the combined responsibility of the English Language Co-ordinator, the Headteacher and the assigned Governor.

The work of the co-ordinator also involves supporting colleagues in their teaching and being informed about current developments in the curriculum area. The Headteacher draws on information and advice supplied by the co-ordinator to provide a strategic lead and direction for our school. The quality of teaching in these areas is the responsibility of the Headteacher although he/she may call on the co-ordinator for advice.

This responsibility for this policy has been delegated to the Headteacher and will be reviewed at least every three years.

Signed: JE Lambert

Date: 19-6-2017

Headteacher

Review: June 2020