

Thomlinson Junior School



'LEARNING THROUGH EXPERIENCE AND ADVENTURE'

English Policy 2024/2025

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1. Statement of Intent

Curriculum Intent

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

Curriculum Implementation

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

Curriculum Impact

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

2. English at Thomlinson Junior School

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of English. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the English Leader (Miss Manuel) in consultation with the SENDCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study. Due to the pace at which new

initiatives are introduced and guidance updated, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

3. Teaching and Learning

We believe that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value that a high-quality English education can play in enriching pupils' lives. English at Thomlinson Junior School aims to provide our pupils with the understanding, knowledge and skills needed to have excellent, reading, verbal and written skills. We aim to nurture a love of reading and writing for all our pupils as well as develop the confidence needed to communicate effectively in society. Pupils will be given a rich learning diet and immersive environment, that will provide the foundations needed, recognising the importance English has on every subject and beyond the school. We aim for our pupils to:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Begin secondary school as confident and competent readers so that they can access an increasingly wider curriculum.
- 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.
- Be confident and competent in the use of spoken language so that they can speak in a range of contents for example, making formal presentations, participating in debates, expressing opinions.

4. Inclusion

At Thomlinson Junior School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We aim to do this through:

- Termly review of the curriculum.
- Monitoring and assessing in reading, writing and spelling (including phonics if necessary).
- Regular tracking of pupil attainment
- Discussion with teachers and Senior Leaders to identify next steps and any necessary interventions.

5. Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: English programme of study'.

6. Roles and Responsibilities

Due to English extending beyond the National Curriculum for English, there are key roles and responsibilities specific members of staff have.

Head Teacher

- Creating in conjunction with the English Leader, a long-term vision for English which includes expenditure and resources to allow monitoring and evaluating.
- Ensuring any government legislation is being met.
- Monitoring the performance of the English Leader in respect to their specific job role description for English.
- Ensuring the English Leader has the time and resources required to effectively monitor the subject.
- Along with the English Leader, monitoring and evaluating the effectiveness of strategies implemented to raise standards.

- Monitoring the implementation and effectiveness of the English Policy, and associated policies.
- Ratifying (in conjunction with the governing body) the English Policy and the English Leader's.
- Approving CPD and training which is in line with the whole school's strategic plan.

English Leader

- Ensuring the Teaching Staff as a whole set and meet key objectives and that these translate across the school curriculum.
- Monitoring the effectiveness of strategies to raise standards and adjust these strategies accordingly.
- Monitoring and evaluating English and feeding back to staff so that they can act on areas of development.
- Monitoring the provision of English, including Intervention and Support programmes and the quality of the Learning Environment.
- Raising the profile of English for all stakeholders.
- Ensuring assessment systems are in place for English and monitoring, along with the Head Teaching, pupil progress.
- Maintaining overall consistency in standards of English across the school.
- Reporting on English at specific times of the year to the Governing Body/Head/Staff.
- Identify the training needs of staff through whole school monitoring and evaluation, performance management and through induction programmes and actively support staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping up to date with recent English developments.
- Using nationally recognised standards to benchmark English.
- Creating Action Plans for English and supporting a long-term vision which feeds into the whole school development plan.
- Procuring physical and online resources that demonstrate best value including local resources such as The Library Service.
- Reviewing the English curriculum and developing it as needed.

- Working as needed with the SENDCO/Head Teacher to ensure provision is above adequate.

7. Curriculum

As a school, we have carefully created our own bespoke English curriculum which aligns with the National Curriculum and shows progression across the school from Year 3 to Year 6. This includes using established and respected resources from English specialists such as The Centre for Literacy in Primary Education. The English curriculum supports our teachers in delivering engaging, inspiring and challenging lessons, and learning opportunities which help to raise standards and allow all pupils to achieve to their full potential. We are confident that our English curriculum provides everything a child would need. It provides immense flexibility, contextualised and cross curricula learning opportunities.

Key Stage 2 Outcomes

- Please see the following document on our website under Curriculum; Our Curriculum; English: DfE (updated 2021) 'National curriculum in England: English programmes of study – Key stages 1 and 2, for all KS2 learning outcomes.

8. Feedback and assessment

Effective assessment involves careful observation, analysis and review of each child in order to track their progress and make informed decisions about planning for their next steps of learning. Assessments are made in line with the School Assessment Policy.

Formative assessment is undertaken each session in English where both teachers and pupils can evaluate the process:

- Teachers observe pupils and opportunities are provided for peer talk, self-reflection and teacher-pupil feedback. Feedback can be verbal during the lesson (most valuable) and, in some cases where it is appropriate, written.
- Children are encouraged to where appropriate, self, peer and group assess work in a positive way using collaborative tools where appropriate.

Summative assessment is undertaken in line with the assessment cycle (see Assessment Policy). All results are put into a tracking system (Scholar Pack) at various points throughout the year. This data is then analysed and interventions are put in place to support children where needed. Children's writing is also moderated across the school.

Summative assessments include:

- Half termly Star Reader Tests (Accelerated Reader) including baseline testing at the beginning of the academic year.
- Termly NFER tests in Reading.
- Tracking of spelling progress through The Single Word Spelling Test and Spelling Shed.
- Writing assessments using statutory guidelines and objectives for each year group.
- Phonics testing and tracking for those children that require it.

9. Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this.
- A range of resources is available which successfully supports delivering the English curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the English Leader (Miss Manuel).
- The English Leader (Miss Manuel) keeps up to date with the latest English resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the English Leader (Miss Manuel).

10. Monitoring and Evaluation

Monitoring standards of teaching and learning within English is the primary responsibility of the English Leader.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher discussions.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated English Leader time.
- Regular reviewing of strategies.
- Whole school moderation meetings.

Evaluation and Feedback will be achieved through:

- Dedicated English Leader time.

- Using recognised national standards documentation for end-of-year expectations.
- Termly pupil progress meetings.
- Feedback on evaluation of monitoring activities to teaching staff and Stakeholders. to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to English, to be fed back through insets/staff meetings.

Updated: September 2024

Next review: September 2025