



Sherborne C of E Primary School – English Policy

Created by: Tracy Wood
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Date of next review:
September 2017

Version	Date	Page	Description of Change	Origin of Change
1	25/09/2016	All	New policy written	Tracy Wood
2	26/09/2016	All	Edited and Updated	SMT

Monitoring and Evaluation

The subject leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the subject leader will be responsible for ensuring the effectiveness of practice across the school, reporting to the Performance and Standards Committee.

Discussed by the staff: September 2016

Signed: _____

Discussed by the Governing Body: September 2016

Signed: _____

Intention of the Policy

The purpose of the English Policy is to set and maintain standards of teaching and learning at Sherborne C of E Primary School, and in doing so, ensure that all employees are aware of the school's expectations. It is designed to help and encourage all teaching staff to achieve and maintain high levels of performance.

How the policy will enhance pupils' learning

Aims

This policy aims to ensure that all children at Sherborne Church of England Primary School receive a full range of opportunities to develop the key skills of English within a broad and balanced curriculum which includes application of English across all subjects.

School practice

The English curriculum at Sherborne Church of England Primary School is delivered using the National Curriculum (2014). The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum.

In the Early Years Foundation stage (Reception) children are given opportunities to:

- speak, listen and represent ideas in their activities;
- use communication, language and Literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They have opportunities to use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3 – 6) children learn to change the way they speak and write to suit different purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

Assessment

Teachers will be set annual targets for their children's progression and attainment as part of their performance management. Pupil progress will be monitored through staff moderation exercises, cross-school moderation exercises, pupil interviews, informal discussions with staff, data tracking, planning scrutinies and assessment portfolios.

The statutory tests will be taken at the end of Key Stage 1 and 2 and in EYFS assessments are carried out in September and July to monitor progress made.

At the end of Year 1 the children sit the Phonics Screening Test and those who do not pass re-sit the paper at the end of Year 2.

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy.

Intervention programmes are implemented to support children where appropriate and for children identified by the class teacher and the SLT during Pupil Progress Meetings

This policy works in conjunction with the following policies:

- SEN Policy
- Assessment Policy
- Marking and Feedback Policy
- Presentation and Handwriting Policy
- Teaching and Learning Policy
- Homework Policy
- Planning Policy