

<b>Review Date</b>	<b>Autumn 2016</b>
<b>Next Review Due</b>	<b>Autumn 2018</b>
<b>Person in Charge</b>	<b>English Leader</b>
<b>Link Member of LAC</b>	<b>Curriculum Working group</b>

**Other policies that link and should be read in conjunction with this policy:**

- Teaching and Learning Policy
- Modern Foreign Languages Policy
- Marking Policy
- Assessment Policy
- Display Policy
- Presentation Policy
- Educational Visits Policy

**Introduction**

The curriculum at Benedict Biscop CE Academy is based on Christian values, taught both explicitly and implicitly throughout the day and made real in our everyday lives.

The curriculum at Benedict Biscop CE Academy is organised throughout the school around the 7 areas of learning identified in the Foundation Stage plus religious education.

Expressive art and design [Art, Dance, Design and Technology, Music,]  
Communication and Language [Drama, English, Modern Foreign Languages]  
English [Literacy]  
Understanding the World [Geography, History, Science]  
Mathematical Development  
Personal Social and Emotional Development  
Physical Development [PE]

In the academic year 2013-2014, this curriculum was reviewed in line with the new National Curriculum changes; which were effective September 2014. Amendments have been made accordingly annually to ensure fit for purpose in our context.

**Computing**

Information Technology is not seen as a separate area of the curriculum, but as a tool for accessing learning across every area of the curriculum and the specific skills of IT will be taught through all other curriculum areas. Key skills IT deals with the application of IT to specific purposes. It is not just about using software packages or using operating systems, neither is it concerned only with keyboarding skills and student's ability to copy-type or follow instructions. Rather, key skills IT is about how students use their knowledge about IT to find, develop and present information, whether it is text, image or numbers, or all of these in an integrated task.

Computing includes the ability to use a range of information sources and IT tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.

IT teaching offers opportunities for children to:

- develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it;
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work;
- develop their ability to apply their IT capability and IT to support their use of language and communication, and their learning in other areas;
- explore their attitudes towards IT, its value for themselves, others and society, and their awareness of its advantages and limitations.
- Specific to Knowledge and Understanding, children should understand how IT can be used to communicate and handle information, control and monitor events, and model real and imaginary situations.

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- New technologies are purchased by school and used to develop the skills of children with Special Education Needs and Disabilities. School acts on advice of outside Agencies and other Professionals when purchasing new programs for this group of individuals

### **English**

English is the basic language of communication in this country and much of the Western world and its mastering is prerequisite for educational progress.

English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in “ English in the National Curriculum in England” where they are categorized into three attainment targets:

- Spoken Language
- Reading
- Writing (including spelling, grammar & punctuation)
- Vocabulary Development

The aims of English are :

- To read easily, fluently and with good understanding.
- To develop the habit of reading widely and often, for both pleasure and information.
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To appreciate our rich and varied literary heritage.
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
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- The essential characteristics of writers at Benedict Biscop CE Academy are:
  - The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
  - A vivid imagination which makes readers engage with and enjoy their writing.
  - A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
  - Well-organised and structured writing, which includes a variety of sentence structures.
  - Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
  - A love of writing and an appreciation of its educational, cultural and entertainment values.
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- The essential characteristics of reader at Benedict Biscop CE Academy are:

Excellent phonic knowledge and skills.

- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

### **Time Allocation**

The English Curriculum is organised into:

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- A period of designated time – equivalent to at least one hour daily, during which Transcription, Composition and Writing – vocabulary, grammar and punctuation objectives are taught, through shared and guided writing and reading activities.
- Phonic, Spelling and Reading (word reading and comprehension) are applied during this time, however they also have discrete sessions teaching sessions additional to this time on a daily basis.
- Up to three sessions of extended writing a week (age appropriate).
- Opportunities for handwriting practice
- Opportunities for silent reading
- Opportunities to develop interactive speaking and listening skills through cross-curricular links on a daily basis
- Informal learning which goes on through out the school day and all curriculum areas
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- It is difficult to estimate the total amount of time allocated to the teaching and learning of English, because it pervades all curriculum areas.
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Throughout the school year we aim to seek a balance between all subject areas. Communication, Language and Literacy will be taught using a thematic approach providing flexibility for short and long projects at a relevant time for the children to build onto all their learning.

### **Strategies for the Teaching Of Communication, Language and Literacy**

Teaching and Learning Style:

In planning to meet the needs of each individual we will:

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss their learning take an active part
- Ensure children are given opportunities to develop the knowledge and key skills identified in the National Curriculum
- Ensure that pupils are working at the minimum age appropriate standard (with the exception of SEN) to be ready for further education.
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked.
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use the full range of differentiation strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Address the English and numeracy needs of each individual and make full use of IT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.
- Monitor progress against targets and share the information with the learner.
- Seek to overcome potential barriers to effective inclusion.
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning.

### **Curriculum Planning For English**

Specific skills and knowledge developed in English are part of the core subjects in the National Curriculum. Our school uses the National Curriculum age related programmes of study as the basis for its curriculum planning in English. We have adapted the national curriculum to the local circumstances of our school.

We carry out the curriculum planning in English in three phases: long-term, medium-term and short-term.

**Long-term plans** map out the themes covered.

The curriculum leader for **Communication , Language and Literacy/ENGLISH** will liaise with all curriculum leaders to ensure that learning builds upon learning.

**Medium -term plans**, provide:

A mapping overview of content [which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.

Key skill development to ensure children progress at a level according to their ability- linked to age related programmes of study in the National Curriculum. They identify learning objectives and outcomes for each theme.

**Short term /Weekly plans** are completed by staff for each lesson. These include:

Overarching success criteria that is linked to the main outcome of learning (e.g. text genre). This is pitched to the most able pupil in the class, to raise aspirations for all pupils.

- the specific learning objectives for each lesson and detail how the lessons are to be taught.
- success criteria which are shared with the children to ensure children understand their next steps to learning.
- activities to engage the children and to lead their development through active participation.
- appropriate differentiation (including specific adaptations for vulnerable children/groups).

We plan the activities in English so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded on the intranet and is accessible by all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Scrutinies of planning and work are carried out frequently by all staff with feedback given to ensure children access the full curriculum.

We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners with disabilities
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs
- Girls and Boys
- Learners from different faiths
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are “Looked After” in public care
- Learners who are ‘disadvantaged and other.’
- Learners who benefit from pupil premium

**Foundation Stage**

We teach Communication, Language and Literacy to children in Foundation Stage as an integral part of the topic work covered during the year.

As the reception class is part of the Foundation Stage of the National Curriculum, we relate the creative development aspects of the children’s work to the objectives set out in Early Years Foundation Stage Curriculum

CLLD makes a significant contribution to the Expected objectives of developing a child. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

**Values and Attitudes**

English is important because it is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In studying English, pupils develop skills in speaking listening reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become

enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations. Its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life. Since Standard English, both spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognize and use Standard English.

### **Spiritual, moral, social and cultural development**

Learning in this way contributes to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today, based on British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Resources**

We have numerous resources in our school to assist with the teaching and learning of Communication, Language and Literacy. These can be sub-divided into three main categories:

#### **Classroom Resources**

- A class reading library containing a range of reading material
- Class dictionaries and thesauruses
- Textbooks to support grammar, comprehension, phonics and spelling activities in Key Stage 1 and 2
- Reference material linked to themes being taught.
- Big books and Nicolas Roberts writing packs prioritised regarding genres expected to be covered for each year group, including interactive big books.
- Fiction and non-fiction guided reading texts to complement any shared reading that takes place.
- File of resource material for each year group according to Literacy Strategy genre specified
- Individual white boards and pens
- Appropriate games to support grammar, punctuation, vocabulary, phonics and spelling
- Interactive whiteboards found in a variety of classrooms which support Language, Communication and Literacy teaching and learning

#### **Central Resources**

- The school reading schemes [New Way, Oxford Reading Tree, Accelerated Reader, Read Write Inc and extension material consisting in the main of real books levelled for different reading ages]
- Fiction/ non-fiction reference libraries for all Key Stages
- Teacher resource/reference material in all Key Stages
- Listening material, including books and stories, tapes and recorders
- Variety of software to complement the teaching objectives
- Access to internet

#### **External Resources**

- Real authors who visit the school to read and discuss their work with children
- Public libraries, which children are encouraged to visit
- Internet
- Visiting Theatre companies
- Drama consultants
- Scholastic Book Fair

### **Assessment**

A variety of assessment takes place to monitor the progress of our children with regards to Communication, Language and Literacy. We carry out both formative and summative assessment:

### **Formative assessment**

We follow the principles of Assessment for Learning in all of our Communication, Language and Literacy teaching and learning. This involves identifying a child's progress, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Formative assessment is an integral part of all Communication, Language and Literacy based sessions. Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria
- Quality questioning
- Self assessment and peer assessment against learning intentions and success criteria
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved
- Monitoring of personalised targets for children to work on linked to APP assessments
- Weekly and half-termly spelling tests
- Termly handwriting assessments
- Monitoring of phonemes and high frequency words that the children know

### **Summative Assessment**

This is carried out to establish the progress that children have made and an analysis is carried out on all the data collected to identify the next steps in a child's learning. The summative assessments we carry out include:

- On Entry and Exit assessments within the foundation stage against Development Matters objectives and the Early Years Profile
- Year 1 phonics screen
- Standard Assessment Tasks/Tests [SATs] and /or teacher assessment at the end of each National Curriculum Key Stage [ie in Years 2 and 6].
- QCA optional SATs in years 3, 4 and 5
- APP assessment in Key Stage 1 and Key Stage 2.
- STAR READER ASSESSMENTS each half term

Foundation Stage Profile results and National Curriculum milestones achieved SATs and end of term assessments are tracked via our tracking system to monitor the progress of each child from year to year, using in house Tracking System.

### **Inclusion**

The governors and staff of our school are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in Modern English and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations set out in the SENd Code of Practice(2014) to ensure that we take the experiences and needs of all our children into account when planning for learning.

### **Teaching Communication , Language and Literacy To Children With Special Needs**

At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs through differentiated activities. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN support will lead to the creation of personalised targets (PIVATS) with special educational needs.

We enable pupils to have access to the full range of activities involved in learning creative development. Where children are to participate in activities outside the classroom, for example, an educational visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Role Of The Subject Leader**

The role of all subject leaders will consist of:

- Lead curriculum development in the area throughout the school
- Plan progressive curriculum throughout the school linked to identified themes ensuring that key skills are developed
- Monitor progress through curriculum area and ensure this is tracked on a termly basis
- Develop annual Curriculum action plan which feeds directly into the School Improvement Plan
- Review the policy and scheme of work which will inform action plan
- Carry out an audit of resources annually which will inform action plan
- Organise, maintain, order resources using the allocated annual budget available.
- Ensure children's work is recorded and moderated across the school in the curriculum area.
- Lead professional development across school in response to need
- Provide support and advice to colleagues
- Keep up to date with developments in curriculum area and feed information into Senior Leadership Team
- Link with relevant School Link member of the LAC and ensure they are informed of curriculum developments on termly basis.

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing Communication, Language and Literacy so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

### **Monitoring and Review**

The curriculum leader is responsible for monitoring planning, the standard of children's work and the quality of teaching. Curriculum leader carries out planning and work scrutinies. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. The curriculum leader supports colleagues in the teaching of English, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. The curriculum leader is also responsible for devising an annual action plan devised by the curricular team [Summer term] and evaluating this on a termly basis, evaluating strengths and weaknesses in the curriculum area and indicating areas for further improvement. The curriculum leader is responsible for providing an annual overview to the Governing Body. Curriculum leaders meet with governors on a termly basis to discuss current developments in their subject. Key questions are discussed during these meetings.

Through monitoring and evaluating our practice, constantly reviewing what we do, we will address the following key questions, as identified in our inclusion Policy:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential?
- Are our actions effective?
- Is the curriculum promoting outstanding learning?

### **Leadership**

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The senior leadership team and the subject leader should have a clear view of the purpose of curriculum development in this area and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in leadership and management considerations can ensure that all staff understand the requirements and that individual talents are put to full use. All staff have a responsibility in maintaining a positive approach to teaching, maintaining high moral stance, clear vision. Effective interaction and collaboration calls for active participation from all.

**Health and Safety**

The teacher will be responsible for the health and safety of themselves, classroom assistants, visitors and pupils within their class.

**Signed**

**Signed**

**Chair of Local Academy Council**

**Principal**