



## **Gedney Church End and Lutton St Nicholas Federated Primary Schools**

### **English Policy**

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## **Introduction**

English is a core subject in the national curriculum. All learning takes place through the use of language which gives English a special place within the national curriculum. It is during a child's primary education that the foundations of all aspects of English are laid. This makes English the most important aspect of the curriculum of any primary school.

English is the medium through which all learning takes place, inside and outside the classroom. The teaching of English embraces all aspects of language, both spoken and written. In the literate society in which we live an ability to communicate effectively, both orally and in the written word, and to read a wide range of different types of text, is essential if children are to achieve their potential throughout their school days and on into adult life. The Federation views the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English will be given a high priority.

This policy outlines the purpose, nature and management of Literacy within our Federation.

The implementation of this policy is the responsibility of all senior managers, teachers and teaching assistants.

## **Aims**

It is our firm aim that all children will realise their full potential in English and rapidly become independent, expressive, creative and ambitious readers and writers. For this to be achieved, all core stakeholders will have to show a strong commitment to this policy and the provision it outlines.

### *Children:*

- To develop an enjoyment of learning through practical activity, exploration and discussion
- To develop confidence and competence in the skills of Spoken Language, reading and writing
- To develop the ability to communicate effectively in a variety of forms
- To develop the skills of communication through Spoken Language in a range of contexts
- To develop a range of skills so that quality literature can be tackled with confidence and enjoyment
- To read for meaning within a variety of different contexts and know how to rapidly retrieve relevant information from increasingly challenging non-fiction and reference books
- To use writing across the curriculum with purpose, accuracy, imagination and flair

### *Staff:*

- To promote confident, positive attitudes towards learning and the use of English, making it an enjoyable experience
- To promote confidence and competence in the skills of Spoken Language, reading, writing and handwriting

- To promote the ability to communicate effectively in a variety of forms
- To promote the skills of communication through Spoken Language in a range of different contexts
- To promote the range of skills required in reading for children to be able to elicit meaning, understanding and enjoyment
- To provide opportunities for development of writing skills in a meaningful and progressive manner

*Parents:*

- To be understanding and supportive of our aims in learning and teaching English
- To attend and contribute to parent teacher meetings on a termly basis
- To support their children with English homework that is sent home weekly
- To praise their children for the many good and positive things they do in English
- To communicate and work with the staff at both schools whenever further support is needed to develop their children's English skills and understanding

*Governors:*

*The governor with a responsibility for monitoring English will*

- Meet with the English Subject Leader at least twice per year and in-line with the Governor Visits Protocol
- Consider how the English curriculum is planned both in terms of classroom provision and also the additional support that is provided to vulnerable pupils
- The allocation of resources
- How standards have changed over time including a consideration of internal and external performance indicators
- The progress made against the annual Action Plan for English
- Complete a visit report and submit to the Chair of the Governing Body

*Additionally, governors will be expected to:*

- Visit both schools to talk to pupils on a termly basis
- Promote and support the positive involvement of parents
- Attend training that has been organised by the school and externally
- To be understanding and supportive of our aims in the learning and teaching of English and contribute to the policy review annually
- Complete a visit report and submit to the Chair of the Governing Body

### **Early Years Foundation Stage**

In the Early Years Foundation Stage, all children will follow the Early Years Foundation Stage Curriculum. They will have many opportunities to talk and communicate in different situations and to practise and extend their range of vocabulary and skills. English will be planned on a detailed weekly basis using the criteria from the relevant Early Learning Goals and also the Broad Stages of Development document. English is taught as a discrete subject but the primary means of delivery is through child-initiated learning within a rich and stimulating learning environment. Adult intervention is used to extend the children's learning in-line with their age and stage of development. All children will receive a daily phonics lesson that is differentiated to ensure their learning needs are met.

## **Spoken Language**

### **1. Overview**

Children need to be able to express themselves orally in an appropriate way, matching style and response to audience and purpose. They need to be able to listen and respond to literature and to give and receive instructions. They need to develop the skill of participating in group discussion.

The Federation values and seeks to develop the children's speaking and listening skills. The ability to express oneself orally in an appropriate manner is an essential skill throughout life.

Speaking and listening skills are fundamental to progress in other areas of the curriculum and to the general emotional and intellectual development of the child. Relationships are established inside and outside the Federation through the ability to communicate thoughts, ideas and feelings.

### **2. Entitlement**

- All of the Statutory Requirements for the teaching of Spoken Language will be addressed on a progressive basis in all classes

### **3. Implementation**

- All spoken language activities will encourage children to match style and response to audience and purpose
- Staff will take every opportunity to engage in conversation with individual children. Our aim is to listen attentively to children so that they feel valued and that their communication skills are extended as a result. Children will be encouraged to value each other's local accents and dialects and will be organised so that they speak and listen in groups of varying sizes. Children will sometimes record conversations, discussions, interviews and favourite stories on tape or via the Sound Recorder on the iPads.
- Some of the Statutory Requirements will be taught in a subject specific manner. For example, stories and poems, introduced to develop children's response to literature, will be chosen for their own value as well as for their links with a particular topic.
- No specific commercial scheme will be used
- Children will be taught in their normal class group
- All teachers will be responsible for the planning and teaching of Spoken Language in their classes
- Great emphasis will be placed on developing listening skills in the Early Years Foundation Stage (EYFS)
- Activities within the classroom will be planned in such a way as to encourage full and active participation by all children, irrespective of ability

- Children with specific speech and auditory challenges will be identified and specialist help sought when appropriate
- The tape recorder and CD player can be used to listen to stories and it is also recognised that online resources accessed via the iPads will fulfil a similar role
- We will ensure that children have the opportunity to respond to stories from other cultures. Activities will be planned so that both girls and boys are able to participate fully and equally.
- All of the Statutory Requirements for Spoken Language will be used to enhance teaching and learning in all areas of the New Primary Curriculum
- The annual meeting for parents of pre-school children will suggest ways in which parents can encourage the oral skills of their children

#### 4. Assessment

The federation has developed a detailed and comprehensive approach to the assessment of Spoken Language within English. This is based upon age-related expectations during the autumn, spring and summer terms. For pupils to meet age-related expectations, the following model is used:

- 000%-075% of statements evidenced: **Working at an Emerging level**
- 076%-090% of statements evidenced: **Working at an Expected level**
- 091%-100% of statements evidenced: **Working at an Exceeding level**

Pupil Progress Meetings are held three times per year and the English Subject Leader will ensure that the right level of support is in place for teachers and pupils to meet challenging targets. All pupils are assessed on an ongoing basis and records of coverage, progress and attainment are maintained and subject to regular review by the English Subject Leader and Head Teacher.

By the end of each National Curriculum year, it is expected that the majority of pupils will be working at or above age-related expectations in Spoken Language with this proportion increasing over time.

### Reading

#### 1. Overview

In the Foundation Stage Literacy development involves the encouragement of children to link sounds and letters to begin to read. Our teaching ensures that children are given access to a wide range of reading materials in order to ignite their interest. We teach the children using a structured phonics approach which at least develops their knowledge of initial and final sounds together with short vowels sounds in words. We develop their recognition of familiar words. We use stories, poems and a range of other texts in our teaching.

In Key Stage 1 we build on the children's reading experiences from Foundation Stage. We develop the children's interest and pleasure in reading within a context where children are taught to read confidently and independently. We teach the children through a phonics

approach, focusing on words and sentences and how they fit into whole texts. Children are enabled to work out the meaning of straightforward texts and say why they like them or do not like them.

In Key Stage 2 we build on the children's experiences of reading in Key Stage 1, continuing to encourage them to read enthusiastically a range of materials and to use their knowledge of words, sentences and texts to understand and respond to meaning. Through a whole text approach we increase children's abilities to read challenging and lengthy texts independently. We support their abilities to reflect on the meanings of texts, analysing and discussing them within group contexts.

## **2. Entitlement**

The objectives for Reading, as expressed in the New Primary Curriculum Programmes of Study in Key Stages 1 and 2, will be addressed throughout the Federation

- All children will have the opportunity to take books home
- All children will have the opportunity to complete homework on a weekly basis
- Advice and assistance will be given to parents in the development of their child's reading skills

## **3. Implementation**

- The Primary Framework for Literacy will provide the foundation for planning.
- Children will be encouraged to enjoy reading and will be given opportunities to share a wide range of books and other reading materials.
- They will take part in regular reading opportunities when they will share books with the teacher and/or assistants.
- Phonics will be taught systematically.
- Children will be taught to make use of all appropriate reading strategies to help them read independently and with understanding, and will also be helped to develop different reading styles to enable them to read a wide range of texts. All children will be encouraged to develop an awareness of audience when they are reading aloud. They will be given the opportunity to read to a variety of audiences, including younger children, their own class, adults and the whole school in assembly.
- At all stages children will be given advice and guidance about books that they could choose to read.
- All children will make use of their reading skills in cross-curricular work.
- Teaching of reading will be done through Guided Reading in groups, using a wide range of scheme materials and books by well-known authors. Children will also receive individual guidance with reading, as appropriate.

- Children will be taught in their normal class group, differentiated according to their needs and ability.
- Teachers will be responsible for the planning and teaching of reading in their classes.
- Foundation Stage children will learn nursery rhymes, poems and songs to build up vocabulary and to increase their phonological awareness. They will be taught the 40+ phonemes of the English language through a range of multi-sensory activities, and will listen to a wide range of stories and traditional tales. They will share books with teachers, assistants and one another, and will be made aware of the significance of print in the environment.
- Encouragement and positive attitudes to reading for enjoyment will be promoted and all children will be encouraged to see themselves as readers, to avoid loss of confidence and self-esteem. Children with learning difficulties in reading will be given appropriate help and support within the classroom.
  - The computer will be used, when appropriate, for the development of specific reading skills.
- Each class will have access to a tape recorder which may be used for story tapes.
- The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively. The interests of both girls and boys will be taken into consideration when reading activities and materials are selected. We will ensure that the books and literature available to children represent as wide a range of cultures as possible.
- Particular emphasis will be placed on building up a strong sense of home/school partnership. The support and encouragement of parents will be sought and valued. At parents' evenings parents will be helped to see that they have a vital role to play in their children's reading development and they will be shown ways in which they can foster a love of reading in their children. Children will take home books to share and enjoy with their parents.
- The school library will be used by all classes under teacher or assistant supervision. At Key Stage 2 children will also use the library independently to support their work.
  - Book stock in the school library will be annually up-dated within available budgetary limits.

### 3. Assessment

The federation has developed a detailed and comprehensive approach to the assessment of Reading within English. This is based upon age-related expectations during the autumn, spring and summer terms. For pupils to meet age-related expectations, the following model is used:

- 000%-075% of statements evidenced:      **Working at an Emerging level**
- 076%-090% of statements evidenced:      **Working at an Expected level**
- 091%-100% of statements evidenced:      **Working at an Exceeding level**

Pupil Progress Meetings are held three times per year and the English Subject Leader will ensure that the right level of support is in place for teachers and pupils to meet challenging targets. All pupils are assessed on an ongoing basis and records of coverage, progress and attainment are maintained and subject to regular review by the English Subject Leader and Head Teacher.

By the end of each National Curriculum year, it is expected that the majority of pupils will be working at or above age-related expectations in Reading with this proportion increasing over time.

## **Writing**

### **1. Overview**

Our Federation views writing as a developmental process and therefore what the child is able to do at each stage is valued, praised and built upon. However, we will have high expectations of what each child can achieve in writing, with appropriate support from the teacher.

Children learn to write in order to be able to communicate meaning to a wide range of audiences. They need to develop as wide a vocabulary as possible so that they are able to express their ideas in writing and can engage the interest of the reader.

A child's ability to communicate in writing affects performance in most other areas of the curriculum and can also have an effect on self-esteem.

### **2. Entitlement**

- The objectives for Writing, as expressed in the Primary Framework for Literacy, will be addressed frequently.
- All children will be helped to develop their writing skills by working collaboratively with a writing partner whenever appropriate.

### **3. Implementation**

- Medium and short-term planning for Writing will be based on the objectives in the Primary Framework for Literacy.
- Children will be encouraged to write independently from Year R and they will be shown how to find the spelling of unknown words in dictionaries and word banks. They will write for a range of audiences and will be given the opportunity to read their written work to the class and to the whole school in assembly. Throughout the Federation children will be given opportunities to draft and re-draft their written work. Key Stage 1 children will do this in the context of discussion with their teacher. Key Stage 2 children will be given frequent opportunities to be involved in the whole writing process of planning, drafting, re-drafting and presentation, in both Shared and Guided Writing sessions.
- Children will be taught how to structure stories and how to interest the reader by using a rich vocabulary.

- The key characteristics of different types of writing will be taught and developed in cross-curricular contexts.
- The content of writing will be valued. The correct use of punctuation will be taught and encouraged but will not dominate marking and assessment.
- Cross-curricular opportunities will be used wherever possible for providing real purposes and audiences for writing.
- Children will be taught in their normal class group, differentiated according to their needs and ability.
- All teachers will be responsible for the planning and teaching of writing in their classes.
- In Foundation Stage, writing will be encouraged in the context of structured play. These children will be given the opportunity to write shopping lists, telephone messages, appointments and instructions in the home corner. Teachers and teaching assistants will act as scribes when appropriate so that children are enabled to express their thoughts and ideas in writing before they have developed spelling and handwriting skills.
- All children will be given opportunities to write to the best of their ability and their work will be valued and built upon. Children will be helped by an adult to compose at greater length than they could manage alone. Collaborative writing will be encouraged.
- Wherever possible the computer will be used for drafting and editing writing and storing work.
- Topics about which children are asked to write will be of interest to both girls and boys. Similarly, the interests of children from other cultures will be taken into consideration when writing tasks are planned.
- The annual meeting for the parents of pre-school children will suggest ways in which parents can encourage the writing development of their children.
- Children will be given advice about appropriate writing implements.

#### 4. Assessment

The federation has developed a detailed and comprehensive approach to the assessment of Writing within English. This is based upon age-related expectations during the autumn, spring and summer terms. For pupils to meet age-related expectations, the following model is used:

- 000%-075% of statements evidenced:      **Working at an Emerging level**
- 076%-090% of statements evidenced:      **Working at an Expected level**
- 091%-100% of statements evidenced:      **Working at an Exceeding level**

Pupil Progress Meetings are held three times per year and the English Subject Leader will ensure that the right level of support is in place for teachers and pupils to meet challenging targets. All pupils are assessed on an ongoing basis and records of coverage, progress and attainment are maintained and subject to regular review by the English Subject Leader and Head Teacher.

By the end of each National Curriculum year, it is expected that the majority of pupils will be working at or above age-related expectations in Writing with this proportion increasing over time.

## **Spelling**

### **1. Overview**

Children will be taught strategies, rules and conventions of Spelling, as outlined in the National Literacy Strategy's Framework for Teaching. They will be shown how to use phonetic, visual, morphemic and etymological knowledge to spell words, i.e. sounds, the look of words, meaning of parts of words, and the derivation of words. Children need to be helped to understand how the English spelling system works and how our history has influenced our spelling.

We see spelling as an important aspect of writing but one which should not be allowed to dominate our marking and assessment. The content of children's writing will be valued as much as the secretarial skills of spelling and handwriting.

Children need all the help and encouragement they can get to develop as confident spellers, because the ability to spell most words correctly is often closely associated with good self-esteem and affects performance in many areas of the curriculum.

### **2. Entitlement**

- The objectives for Spelling, as expressed in the Primary Framework for Literacy, will be addressed throughout the Federation.

### **3. Implementation**

- When planning, the Primary Framework for Literacy will be used, and the objectives for spelling will be addressed regularly. Work related specifically to spelling will be undertaken by the children each week.
- We want children to develop as confident spellers and so they will be encouraged to write independently from Year R, attempting as much of a word as they can manage. Children will be discouraged from becoming dependent upon the teacher for the spelling of words. They will be taught to use dictionaries, word banks and spell-checkers on the computer to gain access to correct spellings of words.
- Phonics will be taught systematically.
- The teaching of spelling and handwriting will be closely linked so that the spelling of common letter strings will become automatic. Children will be taught to look for common letter strings and patterns in words and an interest in words will be fostered.

Spelling games will encourage children to look closely at words.

- Where possible, children will be encouraged to identify their own spelling errors. They will be given opportunities for presenting written work for display so that they will understand the need for correct spelling.
- The Federation's approach to spelling will be applied in all cross-curricular activities but spelling strategies will be taught in a subject specific way.
- No particular commercial scheme will be used for the teaching of Spelling.
- Children will be taught in their normal class group, differentiated according to their needs and ability.
- Teachers will be responsible for the planning and teaching of spelling in their classes.
- Children's early attempts to communicate in writing will be valued and built upon. From the earliest stages they will be encouraged to look closely at words and will be helped to develop strategies for writing when they are unable to spell whole words or parts of words. They will be given lots of experience of rhymes and rhyming words and their attention will be constantly drawn to print in the environment, highlighting familiar letters and words, and words within words.
- Teaching will take into account each child's developmental stage in spelling and all children's best attempts at spelling will be valued and built upon.
- Children will be encouraged to check spellings on a computer spelling checker whenever appropriate. Computer spelling games can be used to reinforce the learning of spellings and to make the task enjoyable.
- All children will have access to suitable, attractive dictionaries. When appropriate they will have word-books in which they will build up a bank of words which they want to spell regularly in their own writing.

### 3. Assessment

The federation has developed a detailed and comprehensive approach to the assessment of Spelling within English. This is based upon age-related expectations during the autumn, spring and summer terms. For pupils to meet age-related expectations, the following model is used:

- 000%-075% of statements evidenced:      **Working at an Emerging level**
- 076%-090% of statements evidenced:      **Working at an Expected level**
- 091%-100% of statements evidenced:      **Working at an Exceeding level**

Pupil Progress Meetings are held three times per year and the English Subject Leader will ensure that the right level of support is in place for teachers and pupils to meet challenging targets. All pupils are assessed on an ongoing basis and records of coverage, progress and attainment are maintained and subject to regular review by the English Subject Leader and Head Teacher.

By the end of each National Curriculum year, it is expected that the majority of pupils will be working at or above age-related expectations in Spelling within English with this proportion increasing over time.

## **Handwriting**

### **1. Overview**

Handwriting is a fine motor skill which is not dependent on intelligence. It is a secretarial skill and although important, it is not as important a skill as the skill of composition. However, the assessment of the content of a child's writing is often influenced by the standard of handwriting and presentation, and therefore the Federation will place great emphasis on the teaching of an appropriate handwriting style so that children will not be at a disadvantage when their writing is assessed.

A child's ability to write comfortably and legibly affects performance in many other areas of the curriculum, and can have an effect on an individual's self-esteem. Children should, therefore, be helped to develop an appropriate handwriting style with which they are comfortable.

### **2. Entitlement**

- The objectives for Handwriting as expressed in the Primary Framework for Literacy, will be addressed throughout the Federation.

### **3. Implementation**

- The teaching and practising of Handwriting skills will take place frequently and at Key Stage 2 particular attention will be paid to Handwriting in the final draft of a piece of written work.
- Children will be shown how to hold a pencil comfortably and will be encouraged to adopt a correct posture when writing. They will be taught correct letter formation in stroke related families. From Year R onwards, they will be taught to write letters with exit strokes so that they will have little difficulty in learning to join up their letters when they are ready to do so. Handwriting will be closely linked with Spelling so that the teaching of common letter strings will be taught in the context of Handwriting lessons. Children will be helped to understand that there is a balance between speed and legibility which is dependent on the purpose of the writing.
- Correct letter formation will be taught in a subject specific way. Cross-curricular opportunities will be used whenever possible for providing real purposes for Handwriting skills. The motor skills necessary for Handwriting will also be developed in Art and PE.
- The Federation uses the Nelson Handwriting Scheme from Year R to Year 6. This commercial scheme is appropriate to the Primary Framework for Literacy.
- Children will be taught in their normal class group, differentiated according to their needs and ability.

- All teachers will be responsible for the planning and teaching of Handwriting in their classes.
- The development of gross and fine motor skills in the Foundation Stage will be encouraged in Art and PE. Children will develop pre-writing skills through emphasis on pattern work, using a range of tools and working with different media. From the earliest stages emphasis will be placed on helping children to hold their pencils correctly and developing good posture. Independent writing opportunities will be encouraged in the context of structured play throughout Foundation Stage and Key Stage 1. The Foundation Stage and Key Stage 1 classrooms will have areas, including outside, for children to write independently with a range of writing equipment.
- All children's Handwriting skills will be valued and built upon. Children with Special Needs in Handwriting will be helped by appropriate teacher intervention. The particular needs of left-handed children will always be taken into consideration. Where possible they will sit at the end of tables. They will be shown how to position their paper so that they can ensure movement across the page.
- Parents will be informed of the Federation's Handwriting policy in the Federation's brochures. At the annual meeting for the parents of pre-school children we will suggest ways in which parents can help in the development of Handwriting skills. Information about correct letter formation will be shared with all parents of children about to enter our Federation.
- Children at all Key Stages will have access to a range of writing tools and will be given guidance about the tool which best suits their individual needs.

#### 4. Assessment

The federation has developed a detailed and comprehensive approach to the assessment of Handwriting within English. This is based upon age-related expectations during the autumn, spring and summer terms. For pupils to meet age-related expectations, the following model is used:

- 000%-075% of statements evidenced: **Working at an Emerging level**
- 076%-090% of statements evidenced: **Working at an Expected level**
- 091%-100% of statements evidenced: **Working at an Exceeding level**

Pupil Progress Meetings are held three times per year and the English Subject Leader will ensure that the right level of support is in place for teachers and pupils to meet challenging targets. All pupils are assessed on an ongoing basis and records of coverage, progress and attainment are maintained and subject to regular review by the English Subject Leader and Head Teacher.

By the end of each National Curriculum year, it is expected that the majority of pupils will be working at or above age-related expectations in Handwriting with this proportion increasing over time.

#### The Teaching of Phonics

Within our federation, we recognise the importance of effective phonics teaching as this is one of the core strategies that children will need to become effective readers, writers and spellers. In every class, there will be a dedicated phonics lesson and since September 2015, all children will have Grammar, Punctuation and Spelling Books that will document the work they have completed.

A number of different resources are used to effectively teach phonics but the primary means of delivery are via Letters and Sounds and Support for Spelling. Phonic Support Programmes are also used at Tier 1A, 1B, 2 and 3. In Reception and Key Stage 1, children are regularly assessed and this helps to ensure that they are being taught at the right level. All children in Year 1 will sit the National Phonics Check, the outcome of which will be used to support teachers in the delivery of phonics teaching.

## **Planning**

All class teachers are responsible for the planning and delivery of the English curriculum. Weekly planning is submitted to the Head Teacher every Thursday morning and the English Subject Leader will also sample this on a periodic basis. All planning will be centrally stored on the S Drive, which can also be accessed by Governors.

Planning should be progressive, annotated, evaluated on a daily basis with differentiated provision that meets the needs of all pupils including those that require additional support to achieve and also those with recognised ‘gifts’ and ‘talents.’ Key Objectives should be drawn down from the relevant termly units with opportunities for pupils to be assessed on a planned and targeted basis.

## **Intervention Programmes**

The regular monitoring of data allows the Head Teacher, English Subject Leader and class teachers to rapidly identify pupils who may be underperforming in English. If this judgement is validated, the federation has the capacity to provide additional support in the classroom or through the use of dedicated intervention programmes. These will be contained within provision maps that are attached to ongoing class trackers in every year group. Pupil Progress Meetings will be held three times a year where the progress of vulnerable pupils can be tracked and senior staff can provide advice and guidance as to how needs can best be met going forward. All interventions are subject to review every 6 weeks with clearly articulated exit criteria.

## **Home Learning**

Home Learning is provided in all classes and focuses on daily reading, weekly spellings and activities that support learning that has already taken place in the classroom. Children are given a Home Learning Book at the beginning of the year and this is used to provide feedback to children and parents alike. Use of the Merit System is encouraged as this will provide an additional incentive for the children to complete the Home Learning tasks that have been set. Home Learning will be reviewed each term as part of the Parent/Teacher meetings that take place in November, March and July. The most important aspect of Home Learning is for parents and teachers to understand that any task sent home must support learning that has already taken place in the classroom. Home Learning must never be used to introduce new learning as this will result in conflict between the teaching methods used at home and those deployed by the teachers in the classroom.

## **The Contribution of English to the Development Unique British Values**

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21<sup>st</sup> Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

The subject of English can contribute to the development of these values in the following ways:

- Focusing on the lives of significant British writers from history across a range of genre
- Understanding how language has developed and its capacity to create a cohesive community with a shared sense of belonging
- Promoting tolerance and understanding of different cultures by learning about the past through stories, fictional accounts, factual accounts, reports, letters, journal, diaries, newspapers and the internet
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Visits to places of significance and visitors into school who can promote a love of books, the spoken work, narrative and prose
- Helping pupils to understand the history of British culture and how significant people have documented this over time
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for each other
- Exploring controversial issues including censorship, propaganda, libel, access to education in the developing world, protest, accuracy, copyright and how words can be used to hurt as well as uplift others
- How a variety of literary events and movements over time have promoted a sense of belonging and shared identity within the local, regional, national, continental and international community

## **Leadership and Management**

English is a core subject within the New Primary National Curriculum. As a result, we have a named Subject Leader, which is currently Mr. Ian Bland. The English Subject Leader will be a part of the Core Subject Leadership Team and this will help to provide the necessary

support to ensure that all aspects of effective management are addressed on an annual basis. The English Subject Leader will also be expected to produce an annual Action Plan in consultation with staff and governors and attend at least one meeting of the Standards Committee where governors can ask questions about provision, progress, action-planning and standards overall.

**Signed by Head Teacher:**

**Ratified by Governors:**      October 2012

**Updated:**                              December 2015