



The  
Westminster  
School



# English Policy 2018/2019

*Safe Happy and Learning Together*  
*Building foundations and providing  
opportunities to create confident,  
aspirational and independent members  
of our community.*

Approved by Governing body on: 07/06/19

Signed by Chair of Governors:

*Ken Ols*

Head Teacher:

C A Hill BEd NPQH

Lead Personnel:

W Conolly

Date of Review:

07/06/21

## **Vision for English**

At the Westminster School, the curriculum for English is central to pupils' development, attainment and progress. Pupils' development in terms of their ability to communicate- whether through speech, writing or non-verbal gesture- is crucial to their engagement with and understanding of the world around them. The English curriculum is designed to give pupils a broad and balanced experience of language and literature, ensuring that their learning experience is relevant and engaging. It takes account of the differing learning needs and experiences of our pupils and provides an education appropriate to individual pupils' circumstances, aiming to foster positive attitudes to learning that lead to success and achievement.

## **Aims**

- To deliver a broad and balanced curriculum, taking account of National Curriculum programmes of study and accreditation specifications where relevant, at a level appropriate to pupils' level of attainment
- To give pupils the opportunity to experience, access and respond to a range of texts, genres and styles at a level appropriate to their ability
- To support pupils' learning in English through lively and stimulating activities and tasks
- To ensure that pupils make good progress in developing effective skills in writing, reading and communication
- To set challenging, achievable targets for individual pupils
- To ensure that pupils are given the opportunity to reflect on and develop their work in English through the use of effective and accessible feedback
- To actively promote British Values and the school's SHALT policy where appropriate
- To ensure that pupils' individual needs for English are met, making use of targeted intervention programmes where appropriate
- To provide pupils with regular opportunities to extend their learning in English beyond the classroom.

## **Supporting policies and documents**

Please see the **Policy for Literacy Across the Curriculum** which outlines how pupils' development in literacy is supported in other curriculum areas and at a whole-school level.

## **Curriculum**

The curriculum for English is differentiated to reflect the three curriculum pathways pupils follow. The curriculum for each pathway is summarised below.

### **Westminstars Curriculum Pathway**

#### **KS2 and 3**

The curriculum for English at KS2 and 3 is developed in line with the National Curriculum Programmes of Study. Pupils' learning in English is integrated into a wider curricular theme- with a different theme each term- which runs across all subjects. In class-based groups English is paired with Humanities to strengthen cross-curricular links. The curriculum is planned so that pupils encounter a variety of texts across a broad range of genres, and develop their ability for different purposes and audiences. Pupils are supported with their progress in reading through regular reading practice, and given targeted intervention where needed. Pupils also visit the school library for a weekly session, encouraging them to choose and engage with reading material independently. In Year 9, pupils begin to develop the transferable skills

required for their projected accreditation outcomes in preparation for the work required at KS4.

## **KS 4 and 5**

Pupils in KS4 and 5 follow an accredited qualification appropriate to their ability. At every level, pupils develop their skills in reading, writing and spoken language in response to a wide variety of stimuli. They build on the skills developed in KS3 to explore and respond to a variety of text types and genres, selected from a broad range of fiction and non-fiction. They apply and develop their skills in writing for a range of different purposes, with an increasing focus on life skills and the world of work as they enter Post 16.

At the end of each Key Stage, pupils will be entered for one of the following qualifications, as appropriate to their ability level:

AQA Step-Up to English (Entry Level Certificate)

AQA GCSE English Language

OCN Functional Skills in English (Entry Level 1-3/ Level 1 and 2)

## **Bridging Curriculum Pathway**

For pupils on the Bridging pathway, English skills develop as part of the My Communication curriculum strand. Each pupil's communications needs and learning priorities are identified by their class teacher, and activities focused on developing the pupils' communication skills are planned and differentiated as part of the wider curriculum, ensuring that each pupil has ample opportunity to develop their skills in English in a way which is personalised and relevant for them as individuals. Selected reading texts will reflect pupils personal interests and priorities, and enable them to make links to other aspects of their learning. In KS4 and 5, where appropriate, pupils may access discrete English lessons which can enable them to achieve specific English qualifications, including Entry Level Functional Skills and OCN units in English.

## **PD (Personal Development) Curriculum Pathway**

For pupils on the PD pathway, English skills develop as part of the My Communication curriculum strand. Each pupil's communications needs and learning priorities are identified by their class teacher, and learning in English will be functional and mapped to pupils' interests. Activities focused on developing the pupils' communication skills are planned and differentiated as part of the wider curriculum, ensuring that each pupil has ample opportunity to develop their skills in English in a way which is personalised and relevant for them as individuals. Selected reading texts will reflect pupils personal interests and priorities, and enable them to make links to other aspects of their learning.

## **Cross Curricular Links**

Teachers will seek to take advantage of opportunities to make cross-curricular links, in order to inspire, challenge and enthuse pupils. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## **Supporting children with Complex SEND**

Pupils with complex SEND are supported through the development of a curriculum which is flexible and responsive to their needs. Pupils with complex SEND develop their communication

and language skills in ways appropriate to their individual needs, and through activities which link their learning in English to their engagement with and experience of the world around them. Where appropriate they are supported to communicate through the use of additional systems of communication, such as Makaton and COSST symbols.

### **Gifted & Talented**

Pupils identified as Gifted and Talented in English are provided with opportunities to enhance and extend their learning through tailored intervention programmes. Teachers will work with individual pupils or small groups, either within lessons or as part of a series of intervention sessions, to provide activities which provide a higher level of challenge and allow them to develop higher-level skills. At Key Stage 4 and 5, identified pupils are given the opportunity to study for a higher-level accreditation (either GCSE or Level 1/2 Functional Skills). Teaching groupings reflect pupils' ability level at KS4 to enable staff delivering GCSE content to target specific skills for more able pupils.

### **Planning**

From the subject Curriculum Map, English TLRs provide teaching staff with schemes of work for each term, which then need to be adapted so as to take account of the specific needs of each group. Teachers should plan activities to meet the learning needs of all pupils in their class, and planning needs to be responsive and adapted throughout the year in order to address gaps in pupils' learning. Planning needs to be reviewed regularly in order to respond to the ongoing assessment of pupil progress.

### **Feedback and Assessment**

Across each curriculum pathway, pupil progress is tracked and recorded using the Evidence for Learning Assessment Books. Teachers will regularly document examples of pupils' work- for example, writing samples, photo evidence of group work and video recordings of discussion activities- and upload them to the Evidence for Learning application to support assessment decisions. Assessment comments should identify and celebrate areas of success and also give meaningful steps for pupils to further develop their work.

Where appropriate, pupils receive regular, accessible written feedback, which acknowledges and celebrates successes whilst giving them clear guidance for further development. Marking comments use language appropriate to pupils' individual levels of learning. Teachers provide pupils with regular opportunities to review their own work and that of their peers.

### **Monitoring**

Focusing on priorities identified in the Subject Action Plan for English, English TLRs will complete a termly cycle of monitoring, to include:

- A review of the quality of teaching, taking account of learning walks and lesson observations
- A review of the quality of the learning environment
- Book scrutiny
- Planning scrutiny
- Moderation of pupil work
- Analysis of pupil progress data

Issues arising from monitoring activities will be shared with teaching staff and used to inform future priorities.

## **Homework**

The purpose of English homework is to provide opportunities for parents to be involved in their child's learning in reading, writing and communication. It enables children to practise and consolidate skills and aims to broaden the context of learning and provide enrichment and extension, and encourages them to take responsibility for their own learning.

Pupils are encouraged to read regularly at home with parents, taking home their guided reading and library books. Home reading diaries are provided for pupils in KS2 and KS3.

## **Equality and Equal Opportunities Statement**

The Westminster School supports the rights of all pupils and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality. The achievement of all pupils is highly valued. All pupils have an entitlement of access to the curriculum.