



Camelot Primary School



How we teach English at our school

Our Mission Statement:

At Camelot we all work together to nurture and challenge each individual child through our tailored provision. We have high expectations of learning and behaviour and regularly celebrate achievement, collaboration and effort.

Our enriching curriculum provides a broad range of inspirational learning experiences both inside and outside the classroom. We engage children in their learning through interesting and relevant topics, reinforcing the skills necessary to develop their personal character, sense of community and spirituality. We encourage children to take responsibility for their learning and behaviour, promoting independence through exploration, questioning and decision-making.

As members of the school community, children work collaboratively and are encouraged to take on roles and responsibilities in the classroom and across the school. They participate in a wide range of school events and activities which supports their all-round development and provides them with opportunity to model our school values.

The English Curriculum:

Our vision and aims are aligned with the National Curriculum and can be found in the English Objectives document. This also describes the standards expected for each year group and/or keys stage and provides detailed guidance for their implementation. These objectives ensure continuity and progression in the teaching of English.

Approaches to English:

English at Camelot will produce individuals who are literate, creative, independent, inquisitive, enquiring and confident by:

- Setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing.
- Providing opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
- Children will develop a love of literature as well as extending their writing skills through group, paired and independent work, based around these high quality texts.
- Ensuring that children have opportunities to apply their writing skills for a range of purposes and in a variety of contexts.

Teaching and Learning:

Our children are provided with a variety of opportunities to develop, extend and deepen their literacy skills in and across each phase of education. English will be taught for one hour and forty five minutes each day in both key stages.

- **Curriculum:** The National Curriculum describes what must be taught in each key stage. The school has a set of key objectives in English that provide detailed guidance for the implementation of the National Curriculum for English. This ensures continuity and progression. In Nursery and Reception, literacy learning follows the Early Years Foundation Stages Framework. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning.

- **Lessons (one hour):** Lessons engage children in the development of grammatical understanding, punctuation, phonics and spelling strategies through our text based learning. Lessons will also provide opportunities in reading and writing through group work, paired work, whole class teaching and individual work.
- **Teaching of Reading (25 minutes):** taught every day in addition to English lessons with work being recorded in Teaching of Reading books. This will be moderated across the school at regular intervals throughout the academic year.
- **Handwriting (20 minutes):** Following the approved scheme of work, children will be taught handwriting skills daily and have the opportunity to practise within the handwriting lessons. These handwriting expectations will be mirrored in all writing work (English, Curriculum and Homework books).
- **Cross Curricular Links:** Teachers exploit cross curricular links wherever possible and further develop literacy skills within a variety of contexts.

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

- **Assessment for Learning:** We are continually assessing our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to the children, observing their work, dialogic marking. Teachers use this assessment information to adapt current provision, plan further work and set new targets.
- **Assessment of Learning:** The attainment and progress of children is assessed and recorded three times during the school year. This information is gathered from assessment tasks, tests and teacher assessments. This data is used to set pupil targets and identify priorities for intervention. This is conducted in line with the school's agreed assessment procedures.
- **Feedback:** Children are provided with constructive and timely dialogic feedback at least twice a week following the Feedback Policy. Verbal feedback is given during lessons in addition to regular self and peer-assessment opportunities. Teachers provide parents with feedback on their child's progress and achievement at parent's evenings and through the end of year report.

Organisation:

The English Subject Lead is responsible for English through the school. This includes:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of maths is to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget.
- Advising and supporting colleagues in the implementation and assessment of writing, reading and phonics throughout the school.
- Weekly book moderations and a termly whole school audit of provision.
- Assisting with requisition and maintenance of resources required for the teaching of English, within the confines of the school budget.
- Liaising with an English consultant to audit the school's provision and identify priorities for the department's development.
- Engaging with parents through tutorials and access to online resources to guide and support home learning.

The class teacher is responsible for:

- Ensuring progressing in the acquisition of literacy skills with due regard to the National Curriculum for English.
- Developing and updating skills, knowledge and understanding of reading, writing and spelling rules.
- Identifying needs in reading, writing and spelling, and take advantage of training opportunities.
- Keeping appropriate on-going records.
- Planning effectively for English, liaising with English Subject Lead when necessary.
- Informing pupils and parents of their progress, achievements and attainment.

Inclusion:

- All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that English is accessible to all pupils by:
 - setting suitable learning objectives
 - responding to the variety of learning styles
 - overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Monitoring and Review:

Name of English Subject Lead: Danielle Graves

Date: Autumn 2017

Review Date: Autumn 2018