



High Park School
Learning for Life

English Policy

Approved by Governing Body	Chair of Governor signature: Date:	Principal signature: Date:
Policy Review Date	July 2021	

Statement of Intent

At High Park, we believe that every pupil has the right to a high quality education that enables them to achieve their potential. It is the duty of every one of us to provide that opportunity to the children and young people in our care. We inspire our pupils to challenge themselves at all times. We provide a positive atmosphere where everyone is encouraged to achieve their personal best. We provide opportunities for our pupils to be capable of making personal choices and to be lifelong learners.

We work to build the self-esteem and confidence of our pupils through a broad and appropriately balanced curriculum, which is differentiated to meet individual needs so that they feel equipped to address new learning opportunities and challenges. At High Park all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning.

This policy has due regard to the curriculum areas of English, English as an Additional Language and policies and practices regarding Literacy and communication and interaction.

The curriculum areas of English promotes learning and supports pupil's achievements across the curriculum.

At High Park we are focused on developing consolidated and transferable skills for life. We encourage pupils to express themselves creatively, imaginatively and practically to help them to meet their needs and to make sense of and contribute, where possible, to the wider world.

Communication is the foundation upon which all other learning takes place. We believe that all pupils are entitled to an enriching and stimulating environment, which encourages them to communicate, participate as listeners and value the written word. Communication is a vehicle for all other cognitive activities and underpins participation in all aspects of life. The teaching of all aspects of English, including Literacy, Communication and Language, is so fundamental to the entire curriculum that, for it to be effective, input is required from parents, speech and language therapists and advisory services for pupils with sensory impairments. For pupils for whom English is a second language bilingual support and acknowledgement of the importance of their home language is paramount.

Communication and Language offers our pupils the opportunity to:

- Communicate effectively with others in a range of social situations and interact with their peers and adults in the world around them.
- Develop effective strategies for making choices, express likes and dislikes, feelings, emotions and make their needs known to different audiences.
- Develop their ability to respond in their preferred mode of communication

- Be valued as individuals, recognising equally their own worth and the contribution of others.
- Access an extensive, age-appropriate range of literary materials and experiences
- An ability to solve problems and think logically in order to work systematically and accurately.
- Develop an ability to work both independently and in cooperation with others.
- be articulate, confident communicators and good responsive listeners in a variety of situations
- understand that language they have acquired, may be relevant across all areas of their learning and to apply that language where possible

This policy reflects the beliefs of the governors and staff and the implementation of this policy is the responsibility of all members of the High Park School Community.

Mission Statement

At High Park School we:

1.1.1 **Respect, trust** and **value** ourselves and each other.

1.1.2 Aim for our **personal best** and share in our successes.

1.1.3 **Hear** every **voice**.

1.1.4 See **change** as a chance to **grow**.

1.1.5 Make learning **fun**.

The purpose of this policy is:

- To ensure the best quality learning and teaching for all our pupils.
- To ensure equality of opportunity for all our pupils who have an education, health and care plan or a statement.
- To promote the ethos of our school where we have the pupils' interests at the forefront of all our activities.

Signed by:

_____ Principal Date: _____

_____ Chair of Governors Date: _____

1. Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: English programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and Responsibilities

2.1. The Subject Leader is Responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum/ Equals and other identified schemes of work and advising on their implementation.
- Monitoring the learning and teaching of maths, providing support for staff where necessary.
- Ensuring the continuity and progression within and across Bases
- Developing staff skills and understanding of how to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all maths-related resources.
- Liaising with teachers across all Bases / age phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of maths to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of maths in subsequent years.

2.2. Teachers/Class Leads are Responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' Communication and Literacy skills, with due regard to the national curriculum/Equals and other identified schemes of work.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum/ Equals and other identified schemes of work
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on to parents via the assessment and reporting systems used throughout the year.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. Our Curriculum

Our curriculum is developmental and child centred, with our recognition that each pupil will have a different pathway. We use a 'creative curriculum' which recognises the professionalism of teachers in being able to plan and deliver the best lessons for the specific children in their care ensuring a rich and varied experience. Our curriculum aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences of adult life. As pupils move through the school, the skills they need for living become an integral part of learning.

The study of English develops pupil's abilities to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Pupils are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of a range of texts including fiction and non-fiction everyday texts e.g. signs for the fire exit and toilet and brand labels. Pupils will develop their knowledge, skills and understanding in speaking, listening, reading and writing (including the use of technology) across a range of different situations and through cross-curricular activities

4. Early Years Provision

- 4.1. Activities and experiences for pupils will be based on the seven areas of learning and development through a continuous provision, as outlined in the DfE's 'Statutory framework for the early year's foundation stage'.
- 4.2. Provision for early years pupils focusses on four specific areas:
 - Literacy
 - Maths
 - Understanding the world

- Expressive arts and design

5. Key Stage 1 – 4

5.1 The teaching of English needs to be explicit in planning, but it may be taught as a discrete subject, across the curriculum and throughout continuous provision.

5.2 Staff should teach knowledge, skills and understanding in age-appropriate ways that match and challenge their pupil's abilities. Continuous provision (Primary) and Extended Provision (Secondary) is provided in each class. Within this there will always be opportunities for developing skills and understanding in English through the range of activities and investigations available to the pupils. Within English teaching there will be appropriate opportunities for group work, focused individual teaching and independent work as appropriate to individual pupils' needs.

5.3 English is a developmental subject and needs to be taught according to the developmental level of understanding of individual pupils ensuring appropriate stretch and challenge. Breadth and variety of experience will be maintained through the identified schemes of work and the use of imaginative, motivating resources and activities.

5.4 The long-term curriculum overview which is based on a three-yearly cycle provide the basis for medium-term planning and schemes of work. Individual teachers to use these to inform their short-term weekly planning.

6. Post 16

Post 16 pupils follow a Life Skills curriculum, augmented by accreditation at an appropriate level through: ASDAN towards Independence and where appropriate ASDAN Personal Progress

7. Phonics

Pupils access phonics, where appropriate, at a level that is appropriate to them. For some pupils teaching in phonics is through discrete phonics lessons for others it is embedded within other literacy based activities. For many of our pupils working at a pre-subject specific level of learning phonics is about extending their knowledge of the world of sounds around them.

Within our medium term planning we incorporate the seven aspects of Pre Phonics learning as identified in The Letters and Sounds document (2007)

For pupils developing their pre-phonics knowledge we are supporting them to:

- Develop and extend attention and engagement
- Give and maintain eye contact
- Listen attentively
- Communicate (both verbally and non-verbally)

- Develop music skills which supports them understanding beat and rhythm which in turn helps them to segment sentences and syllables the precursors to learn phonics.
- Show curiosity in the world of sound around them
- Extend their vocabulary using their preferred method of communication
- Communicate confidently with adults and other peers
- Discriminate, reproduce, blend and segment phonemes
- In High Park we use the Jolly Phonics scheme where appropriate to support pupils to learn the letter sounds, and how to blend and segment.

8. Assessment and Recording

- 8.1 Assessment is built into the teaching and learning process for all pupils. It is a valuable tool for informing staff of the next steps in learning. Assessment at High Park is ongoing,
- 8.2 Formal assessment takes place using adapted 'P' levels 1 – 8 and the Pre-Key Stage Standards (reportable at end of year for years 2 and 6, as from 2019) each year in October, February and April when data is collected and progress measured.
- 8.3 Each pupil has a minimum of one annual target in English, which is based on targets set within the EHC Plan (Communication and Interaction but also identified through needs identified in Cognition and Learning). This target is broken down into achievable, measurable Personalised PIP targets. These are evaluated daily and weekly as appropriate and amended when necessary (a minimum of 2 times per half term).
- 8.4 Observation including written observations, photographs and videos are also used as an assessment tool to demonstrate pupil progress. This formative assessment process helps staff understand how each child is learning and informs further planning and progression.
- 8.5 All staff are encouraged to consider 'next steps' for pupils which helps to inform the next PIP target and are reflected in pupil's half termly Evidence of Progress recording.
- 8.6 Progress in mathematics is reported to pupils, parents, carers and other professionals through the Evidence of Progress books, EHCPs and End of Year reports
- 8.7 Achievement is also reflected in displays around school and on the school website.

Please refer to the Teaching & Learning Policy.

9. Equal Opportunities

- 9.1 All pupils will have equal access to the English curriculum.
- 9.2 Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all English lessons.
- 9.3 Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 9.4 All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- 9.5 High Park aims to provide our more able, independent learners with appropriate opportunities to extend their reading, writing, speaking and listening skills through extension activities encourage them to communicate, participate as listeners and value the written word.

10. Monitoring and Review

This policy will be reviewed on an annual basis by the Deputy Principal and the subject leader.

The subject leader will monitor teaching and learning in the subject at name of school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

The governing body will be briefed on the teaching of English through the sharing of assessment data and the subject leader will attend Governor Meetings at appropriate intervals, as directed by the Principal to share relevant updates on the development of English (Communication and Literacy) across the school.

Any changes made to this policy will be communicated to all teaching staff by the subject leader.