



HIGHSHORE SCHOOL

English Policy

Highshore School is committed to raising the standards of Literacy of all its students, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum, and are equipped to meet the demands of further education, employment and adult life.

Aims and Objectives

- To promote students' spiritual, moral, social and cultural development through English by exploring questions of right and wrong, values and conflicts, and encouraging collaboration and co-operation by exploring cultural identities.
- To help students to develop higher standards of literacy, language and listening skills
- To improve the frequency of individual reading
- To enable students to work at levels below those which are defined in the National Curriculum Orders for each Key Stage
- To enable students to work at their level of ability
- To ensure that at each Key Stage there are elements of the programmes of study, schemes, themes and books, which can be taught at Levels P1-8 and 1-3, presenting material in contexts suitable to the student's age
- To enable students to become competent speakers and listeners, to be able to communicate their thoughts and feelings with confidence, and to have the skills necessary to be independent readers and writers
- To help students to meet the requirements of external accreditation bodies
- To prepare and encourage students to participate with confidence in personal, public and working life

Curriculum Content

English/Literacy is taught for a minimum of four 45 minute lessons per week in Key Stages 3 and 4. Courses are based on themes and novels allocated to each year group. In daily 15 minute Literacy sessions a variety of approaches are used, including novels, newspapers and individual programmes of study.

In Key Stage 4, students follow accredited courses in WJEC Certificate in English at Entry Level, WJEC Functional Skills in English at Entry Level and WJEC Entry Pathways Courses. In Key Stage 5, the students continue to complete components of the WJEC Entry Pathways Courses.

Course Units, and Medium and Long Term Plans have been designed to meet the requirements of the National Curriculum and those of external accreditation.

The subject co-ordinator provides the Long Term Plan, after consulting with teachers of English. Teachers provide termly Medium Term Plans and use them to plan lessons in English with appropriate differentiation, approaches, resources and activities to meet the needs of their students.

Teaching and Learning Styles

English is taught using a wide range of types and levels of books. Regular opportunities are provided for students to take part in shared and group reading, listening to audio stories, listening to the teacher reading or sharing with an expert.

A wide variety of learning tasks and resources should be used, for example, films, the internet, audio, phonics, posters, essays, presentations, storyboards, timelines, oral and video records, cloze, comprehension – oral and written, character profiles, card sorts, crosswords, mind maps, PowerPoint presentations, poetry, acting, retelling, spider diagrams, lists and use of ICT.

Students need to know that their writing will be judged firstly on what it says to the reader and not on the neatness of their handwriting or the accuracy of their spelling.

Monitoring and Assessment

- Annual Curriculum Overview
- Lesson observations and feedback
- Teachers observing lessons to see 'good practice'
- Internal moderation of pupils work, using the level descriptors for the National Curriculum and P Levels
- English Action Plan
- Regular marking and individual feedback
- Assessment in relation to learning objectives
- B Squared – P levels and NC levels – reviewed annually, assess progress made
- SaLT
- IEP Targets
- Reading assessments – diagnose progress made
- Entry Level grades and Functional Skills grades.
- Students self assess at the beginning and end of each term.

Equal Opportunities

- The teaching of English at Highshore School should support and promote the aim to provide equal opportunities for all students
- Should ensure that books and teaching materials are up to date and avoid racial, gender and class stereotypes
- Provide students with the means and motivation to engage with challenge
- Provide pupils with the degree of complexity commensurate with their ability
- Set realistic and clear targets for individual students
- Provide materials and topics that are adapted to meet a variety of needs and levels of attainment
- Provide tasks that enable differentiated learning
- Where particular pupils have additional needs which must be addressed in order to overcome barriers to learning – for example, as the result of disability, medical needs, and sensory impairment – teachers will take account of these requirements by:
 - Providing differentiated work
 - 1:1 support
 - Offering the opportunity to gain qualifications at different levels

Cross-curricular Links

Links will be made with other curricula areas to support and enhance the delivery of English. The teaching of English at Highshore School has many links with other curriculum areas. For example, 'Varjak Paw' by SF Said links in well with Drama and Art.

Subject: English

Subject Leader: Angela John
Date: June, 2015

Date ratified by Governors:

Julia G. Field

June 9th 2015