

English Policy

Co-ordinator: Christina Dennett

Our Values

We will develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves and confident to have a go and take risks in their learning in all aspects of English.

We will make learning exciting, challenging and fun through our rich and creative curriculum, making every day different and memorable.

We will strive to meet the strengths and interests of every child by identifying their needs and matching provision.

Rationale

This Policy outlines the purpose, nature and management of assessment, planning and feedback at St James' CE Aided Infant School. **Assessment** complements and assists teaching and learning, it plays an integral part in each teacher's **planning** and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at St James'.

Feedback should be verbal and constructive for every child, focusing on success and improvement needs against learning intentions enabling children to become reflective learners.

We are committed to effective assessment for learning that enables each child to know where they are with their learning and what the next step is to make progress. These assessment and feedback processes encourage a personalised learning approach to planning and delivering an appropriate curriculum.

Our ultimate aim is for children to be able to take responsibility for their own learning through developing 'learning to learn' skills.

Entitlement

It is the entitlement of every child at St James' to be given an education that builds on their strengths, addresses their individual needs and ensures progression.

Effective planning, assessment and feedback are essential tools in the delivery of this entitlement.

Planning

At St James' Infant school our planning is informed by the National Curriculum and the Early Years Development Matters. Our curriculum planning ensures breadth, balance and coverage from Foundation Stage to Year 2 providing an exciting and rich curriculum.

Teachers and Teaching Assistants meet each term to plan for the following term's topic. Teachers plan together in their year groups to form weekly plans. On these plans the learning intentions are displayed and differentiation is clear. Planning for use of extra adults and links to other curriculum areas is also shown. Writing is taught 45-60minutes a day in KS1 and teachers plan opportunities for drama and speaking and listening as part of this.

Weekly plans are stored in a shared folder. The literacy leader and the Senior Leadership Team monitor the planning on a termly basis.

Phonics

Phonics is taught daily from Reception to Year 2 as a whole class session. In the Spring term Year 1 set for Phonics to ensure individual needs are being met. Planning follows the Letters and Sounds scheme of work and teachers use Phonics Play to support the in class delivery of Phonics. Follow up activities to support the learning are carried out in a daily "Literacy Carousel".

Reading

Children are read with 1-1 in Reception and Group Reading is introduced later in the year. In Year 1 and 2 children take part in group reading sessions at least once a week. They are read with an adult 1-1 as much as possible. Children read according to a graded reading scheme and move up the scheme when they are ready. Teachers regularly assess the children's reading using the Benchmarking scheme to decide when they are ready to move up to the next level. Children take books home every day and they are free to take a book from any colour band. Once a week they take a non-reading scheme book which is graded "easy", "medium" or "difficult". They are provided with a Reading Record in which parents, teachers and teaching assistants can note when they have read with a child and make comments regarding their performance.

Speaking and Listening

Regular speaking and listening learning is planned for according to the National Curriculum and the EYFS Development Matters.

Assessment

Assessment at St James' is carried out:

- day to day through observation, discussion and feedback.
- periodically in KS1 through Assessing Pupil Progress at the start, middle and end of year tracking
- periodically in Reception at the start, middle and end of year
- at transition from EYFS to KS1 using the EYFS Development Matters and Early Learning Goals
- at transition from KS1 to KS2 using Kent descriptors and SATS results.
- by observing the involvement and wellbeing of the children using the Leuven Scales

Assessment information is kept by teachers, the Inclusion Manager and Assessment Coordinators.

Assessment evidence folders are kept by class teachers for:

- Writing Assessment (KS1) using Kent Descriptors
- Maths Assessment (KS1) using Kent Descriptors
- Tracking folders (EYFS/KS1)

All tracking is entered by class teachers onto SIMS for analysis.

Feedback

Children need information and support in order to carry out the next steps in their learning. Teachers are clear and constructive about any weaknesses and provide opportunities for learners to improve upon their work through focused and constructive oral feedback. We use constructive, qualified praise to celebrate success and focus on the **process** followed by the child to achieve the outcome. This is promoted through our Learning Powers.

It is also important that children understand the need to evaluate, and ultimately develop responsibility for, their own learning. Children are given individual targets for writing in Year 1 and 2 to help them identify the next steps for their progress.

Work should be dated and a note should be made to identify the level of support given to the child.

St James' CE Aided Infant School

Reporting to Parents

Consultations with parents take place in November and July.

Annual reports are issued in March. These include a section for literacy which covers reading, writing and speaking and listening.

Targets are set for Literacy, Maths and general Learning within these annual reports.

Year 2 assessments are issued to parents in July.

Quality Assurance

This policy will be working if;

1. Staff, parents and governors are clear about the purpose and value of the principles of planning, assessment and feedback.
2. Giving children oral feedback is consistent throughout the school
3. Children are motivated through involvement in celebrating their success.
4. Children are encouraged to consider their own learning needs by 'building their learning power' and have clear strategies for improvement.
5. Children's attainment forms the basis for future planning.
6. Planning is creative, broad and cross curricular.

This Policy will be reviewed: Autumn 2021