

# KNOWSLEY CENTRAL SCHOOL

## English Policy

Date: September 2022

Review: October 2023



Everyone is a **Star** and can **Shine** in  
our Learning Community

**Knowsley Central**  
**English Policy Statement**

**Introduction**

This document is a statement of aims, principles and strategies for teaching and learning of English.

**School Motto**

Everyone is a star and can shine in our learning community.

**The pupil cohort**

As a special school we have pupils with a wide range of abilities. An increasing majority of our pupils are coming to us with no written or verbal forms of communication and are assessed at the low end of the Psteps. At the other end of the spectrum we have a small minority of pupils working at age appropriate levels who are expected to take national assessments such as the Phonics checks in Year 1 and 2 and SATs tests at the end of Year 6.

**Aims**

- To maintain a whole school approach to English across the curriculum.
- To enable all pupils to reach their potential in the key English skills of language and communication, reading and writing.
- To support the development of English through the deployment of a range of strategies and resources in the school, e.g. multi sensory approach library, ICT within the classroom.
- To establish procedures for monitoring English across the curriculum.

**Strategies**

The following are broad principles to be adopted for all pupils.

**Reading**

Across the whole school teachers will:

- Practice and develop knowledge of letter sounds
- Identify and practice key words as printed in the High Frequency word reading lists.
- Provide reading material of a high quality.
- Develop comprehension skills to enhance pupils understanding of enjoyment of reading.

## Writing

Across the whole school, where appropriate teachers will:

- Develop pupils ability to write for a range of purposes and audiences.
- Set writing tasks that have a clear purpose, are objective driven and are appropriate for the age and ability of the pupils.
- Teach pupils to structure their writing.
- Develop knowledge of grammar and punctuation.

## Communication

Across the school teachers will provide activities for pupils to:

- Listen to and carry out instructions
- Explore and develop ideas through talk.
- Display key words in the classroom.
- Respect the views and opinions of others.
- Make their needs and wants known using a preferred method of communication.

## Pupils' with Non – verbal communication

Children with non-verbal communication are assessed by class teachers and our schools speech and language therapist. This is supported via observation of the pupil and wider discussions with parents, teachers and support staff. Post these observations and discussions a communication package is established. At present the following communication methods are utilised:

- Objects of reference.
- PECS (Picture Exchange Communication System)
- Pupils on the ASC Spectrum also utilise the TEACCH programme.
- Makaton

The school Speech and Language Therapist works on a 1:1, small group and class basis to assess pupils' needs and deliver appropriate language programmes. All pupils are assessed and the level of SALT support they receive is graded according to Universal, Targeted and Specialist.

## **Planning**

### Medium Term Plans

Class teachers provide a detailed forecast of teaching objectives for the class group for each half term.

### Short Term Plans

Class teachers prepare a weekly plan for their English lessons based on the objectives from the medium term plan. Plans are shared and discussed with support

staff to ensure that clear delivery of learning objectives, particularly in terms of differentiation and teaching strategies.

### I.E.P Planning

IEP targets for English are written by class teachers and reflect upon the individual needs of the pupils. IEP targets are closely linked to the recommendations from the pupil's EHCP, most recent review and the teacher's assessment. Pupils are given IEP targets for Reading and Writing. Pupils also receive communication targets which are reviewed on an ongoing basis.

### Assessment and Record Keeping

Formative assessment is used as an essential tool to measure progress and inform future planning and target setting.

Summative assessments contribute to the general picture about each pupil's overall performance in English.

Assessment opportunities include:

- Discussion during any part of the English lesson.
- Teacher marking.
- More able pupils participate in self and peer assessment.
- Teachers lesson evaluations highlight pupil progress on a daily basis.

In addition to this, teachers record Pstep and National Curriculum progress on a termly basis using Bsquared. Pupil progress is evaluated against yearly targets and intervention programmes are put into place where necessary.

Formal summative assessments are carried out at the end of Key Stage One and Two by the administration of SATs and teacher assessment.

### Target Setting

- School targets are set in line with pupil cohorts.
- Individual targets are set linked to Psteps, annual reviews and statements. IEP targets are reviewed regularly and pupil progress is annotated in teacher's planning files.

### Reporting

Reporting to parents takes place through:

- Informal meetings with the Class Teacher and support staff. Children's work is also available for parents to see and discuss via Earwig.
- Annual Review – a detailed and formal report is sent to parents, outlining progress and future learning objectives.
- Parent's evening – held during the Spring Term, this meeting offers parents the opportunity to look at and discuss their child's work and progress.

### Homework

Homework is given in line with the school's homework policy and at the discretion of the class teacher to support English teaching.

### Cross Curricular Links

In addition to specific teaching and learning in English lessons, English is taught in all National Curriculum subjects. The development of English skills across all subjects is monitored through specific themed weeks, e.g. History week and by foundation subject book and planning monitoring.