

# HALESBURY SCHOOL



## ENGLISH AND LITERACY POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	
This version agreed	March 2021
Next review date	March 2022

## **Halesbury School**

### **English and Literacy Policy**

#### **Vision for English**

At Halesbury we believe that the delivery of English is vital in the development of our pupils. The skills that they gain while they are with us will be with them throughout their lives and will help them adjust well to the needs of today's changing society.

The English curriculum is designed to give pupils a broad and balanced experience of language and literature, ensuring that their learning experience is relevant and engaging. Teaching takes account of the differing learning needs and experiences of our pupils and provides an education appropriate to individual pupils' circumstances.

#### **Overall Aims**

- To deliver a broad and balanced curriculum, at a level appropriate to the needs of the individual pupil
- To give pupils the opportunity to experience, access and respond to a range of texts, genres and styles at a level appropriate to their ability
- To support pupils' learning in English through lively and stimulating activities and tasks
- To ensure that pupils make good progress in developing effective skills in writing, reading and speaking and listening
- To set challenging, achievable targets for individual pupils based on prior attainment and challenging expectations
- To ensure that pupils are given the opportunity to reflect on and develop their work in English through the use of effective and accessible feedback and marking
- To ensure that pupils' individual needs for English are met, making use of targeted intervention programmes using specialist members of staff where appropriate
- To provide pupils with regular opportunities to extend their learning in English beyond the classroom.

**The aims and objectives for the three main strands of English are as follows:**

**In Speaking and Listening, pupils should:**

- Be given opportunities each day to develop and consolidate a more formalised means of communication, e.g. signs, symbols, and words.
- Be encouraged to listen, understand and respond to others appropriately.
- Be encouraged to transfer skills and communicate with others in a one to one situation, in a small group and as a member of whole class sessions.
- Formulate, clarify and express their ideas.

**In Reading, pupils should:**

- Improve their abilities and strategies to understand some written text (both fiction/nonfiction/environmental text).
- Master some initial reading skills, e.g. phonics, word building, high frequency words so that they can become as independent and enthusiastic readers
- Understand and respond to a wide range of books, media and texts.
- Find out information they need from books, media etc. in order to answer questions.

**In Writing, pupils should:**

- Express themselves through writing for enjoyment.
- Demonstrate an understanding of how writing can help them communicate their ideas and information.
- Write for an increasing range of purposes

### **KS3**

The curriculum for English at KS3 is developed in line with the National Curriculum Programmes of Study.

Pupils are supported with their progress in reading through regular reading practice, and given targeted intervention where needed.

In Year 9, pupils begin to develop the transferable skills required for their examination courses in preparation for the work required at KS4.

## **KS 4**

Pupils in KS4 follow an accredited qualification appropriate to their ability. At every level, pupils develop their skills in reading, writing and spoken language in response to a wide variety of carefully selected material. They build on the skills developed in KS3 to explore and respond to a variety of text types and genres, selected from a broad range of fiction and non-fiction. They apply and develop their skills in writing for a range of different purposes, with an increasing focus on life skills and the world of work as they prepare for life either in the Halesbury post 16 provision or another educational establishment.

At the end of each Key Stage 4, pupils will be entered for one of the following qualifications, as appropriate to their ability level:

### **WJEC English (Entry Level Certificate)**

### **Eduqas GCSE English Language**

### **Cross Curricular Links**

Teachers will seek to take advantage of opportunities to make cross-curricular links, in order to inspire, challenge and enthuse pupils. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

### **Planning**

Teachers should plan activities to meet the learning needs of all pupils in their class. Planning needs to be responsive and adapted throughout the year in order to address gaps in pupils' learning. Planning needs to be reviewed regularly in order to respond to the ongoing assessment of pupil progress.

## **Feedback**

Assessment comments should identify and celebrate areas of success and also give meaningful steps for pupils to further develop their work.

Where appropriate, pupils receive regular, accessible written feedback, which acknowledges and celebrates successes whilst giving them clear guidance for further development. Marking comments use language appropriate to pupils' individual levels of learning. Teachers provide pupils with regular opportunities to review their own work and that of their peers.

## **Use of Technology**

Pupils will be given opportunities, where appropriate, to use ICT resources to extend their understanding within all areas of Literacy.

## **Equality and Equal Opportunities Statement**

Halesbury School supports the rights of all pupils and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality. The achievement of all pupils is highly valued. All pupils have an entitlement of access to the curriculum.

## **MONITORING AND REVIEW**

This policy will be monitored on a yearly basis by the school to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.