

Nayland Primary School

Policy for English, Language and Communication Learning

Aims...

At Nayland we aim to provide our pupils with a range of experiences and skills which will enable them to become confident and competent language users. Languages will be developed through the four main areas of speaking, listening, reading and writing.

We want every child, regardless of ability, gender or ethnic group to...

- enjoy all aspects of English and be confident when speaking, listening, reading and writing
- understand the importance of acquiring literacy skills and their use in other subject areas and in everyday life
- understand that it is possible to communicate in other languages
- have high expectations of themselves, strive to improve and recognise when they have done so

In order to achieve these aims children in our school will be taught to...

- develop clear, fluent and appropriate forms of speech and speak confidently in a range of situations
- develop fluency, understanding and flexibility in reading a range of materials
- write suitably for a range of purposes and audiences
- use spelling, syntax and punctuation appropriately and with confidence
- write in a legible, cursive handwriting style and use word processing skills
- use a range of simple verbal and written phrases from other modern foreign languages
- evaluate their learning and make improvements
- celebrate their successes and take pride in their achievements

Curriculum Time...

English is the key curriculum area, which can provide access to all other subjects, and as such a large proportion of teaching time will be dedicated to it. Children will spend approximately one third of their lesson time participating either in a daily literacy lesson or in other English activities that may be linked to another subject. This proportion of teaching time is based on a yearly allocation rather than a weekly or daily provision and does not include language development that will naturally occur in other lessons and daily experiences.

MFL will be taught from Reception by a specialist teacher and linked to other areas of learning when possible.

Continuity and Progression...

The National Curriculum for Y1 to Y6 and the foundation Stage curriculum will be used as the basis for long term, medium term, weekly and daily planning by all class teachers to

ensure that all children are working towards the same set of objectives at an appropriate pace for their abilities. Planning will be monitored, lessons observed and pupil's learning sampled by the subject leaders to ensure that there is continuity of objectives, expectation and achievement throughout the school

Progress will be ensured through regular assessment and target setting for the whole class, differentiated groups and individual children. Teachers will use their evaluations of the fulfilment of lesson objectives specified in the NC and expectations set out in APPs in order to plan the next steps on the learning continuum.

Expectations of MFL in FS and KS1 will be based on experience and skills that precede NC objectives and give children a broad knowledge base. From Y3 to Y6 national standards will be followed.

Planning...

Children arrive at school with a variety of personal experiences of and skills in the use of English. Such experiences will be built upon both in and out of school. Language experiences will be explicit in classroom and informal situations in order to provide breadth and balance in English and to meet the objectives of the National Curriculum/ Foundation Stage Curriculum. Long term planning is based on the expected outcomes for each year group and includes liaison with the pre-schools and the secondary schools. Medium and short term planning are also based on the objectives specified in the NC and build upon previous achievements and skills.

MFL learning will take into account and build on previous experience and achievement and will ensure progression in speaking and listening, reading and writing as appropriate to age and ability.

Methods and Organisation...

The Foundation Stage children will be taught skills such as letter formation and knowledge of phonemes and digraphs that will prepare them to readily access the national curriculum. This is incorporated into the overall Foundation Stage curriculum based on the Next Steps and ELG. Children will use ICT materials to reinforce these first steps towards literacy.

Children will be given the opportunity to improve their skills and widen their knowledge through text and word and sentence level work. The class will be taught as a whole or in differentiated groups depending on the best organisational method to attain the objective. ICT will be incorporated into English planning and used to enhance literacy lessons and to reinforce already taught objectives. Wherever possible, literacy learning will be linked to other areas through the thematic curriculum and teachers will use their professional judgement to organise lessons that are fit for the intended purpose.

All children will receive a proportion of direct teaching time and will also be gradually taught to learn independently. All children will experience lessons aimed at improving their reading, writing, speaking and listening.

In MFL children will have the opportunity to hear native speakers as well as being taught by experienced and suitably qualified staff. Lessons will be active and experiential.

Differentiation...

We are very aware of the need to differentiate learning and teaching to ensure that each child is making progress at their own rate suited to their abilities. In language lessons children will spend a portion of the time learning in differentiated groups and the objectives and activities for these groups will be clearly shown in planning. Teachers will also set appropriately high targets for groups and individuals so that the expectation of outcomes at differing levels is clearly shown.

Teachers will choose or make resources that are suited to the abilities of the children and allow them to make good progress and that are varied enough to suit all styles of learner.

When English is used in other curriculum areas teachers will focus on the objective of the lesson and suitable support will be given to ensure that differing levels of English ability do not hamper the performance in other subjects.

Equal Opportunities...

Equality of opportunity is a fundamental right that must be allowed to all children regardless of race, culture, religion, gender or special educational needs or disabilities.

We discourage the use of narrow gender/cultural/religious based materials and have a positive attitude to equality issues.

English is a curriculum area that can lead children to appreciate and recognise personal and cultural differences and similarities between people. Teachers are sensitive to potential issues and tensions relating to race, religion and culture that may arise as children access a widening variety of literature. Teachers may choose to focus on one of these potentially sensitive issues in order to raise awareness and teach positive attitudes.

We value all of our children at Nayland both individually and collectively and recognise that they are all unique and have different learning needs. We strive to cater for this wide range of needs by giving children appropriately challenging tasks and opportunities to succeed. We aim to teach all children successfully by careful differentiation of tasks, support and expectations, breaking down the process into manageable steps and encouraging independence. We use assessment to identify special needs as early as possible and then to plan the necessary support and we make children aware of their own successes so that they are able to increase their level of self-esteem.

Assessment and Record Keeping...

Children are continually assessed during their lessons both by observation and the evaluation of outcomes and the teacher notes these assessments and uses them to set individual or group targets and to plan further lessons. In addition...

- We determine literacy starting points in order to measure value added over the child's time in Nayland School
- Teachers complete ongoing diagnostic assessments and set targets
- Children are regularly tested in phonics and the spelling of tricky words
- Optional National Curriculum tests (SATs) and teacher assessments are part of a range of procedures and tools used to gain a full picture of the child's abilities and next steps in learning
- Parents/carers attend biennial meetings when targets are set for each child and advice given on home support
- Interim and end of year reports covering the whole academic year ensure a full picture of individual children's learning and attitudes is available to all parents/carers
- Parents/carers are given twice termly opportunities to see their child's learning and to share in their successes during 'Look and Share' sessions

We check children's outcomes as they are learning when appropriate and possible. We also encourage children to gradually evaluate their own learning and to know what constitutes success and what does not. Notes may be written on the page to explain the level of ease or difficulty with which the child completed the task, the amount of time taken, the level of support given or whether the learning was done individually or as part of a group. These notes provide valuable information for parents and other teachers and can be used to aid subsequent planning and pupil progression.

Monitoring and Evaluation...

English and MFL, along with all other curriculum areas, are on a two year cycle of monitoring and evaluation.

During a priority year the area of focus is agreed by the staff and the information entered onto the SIP. Actions are agreed and leaders monitor and evaluate the effectiveness through the positive impact on learning and review as appropriate.

A range of leadership tasks ensure a clear picture of English, Language and communication Learning is maintained and successes and areas for improvement identified in an ongoing cycle of curriculum development.

Resources...

The language leaders will regularly monitor the availability and use of resources including teachers' resource books. They will be stored so that they are easily accessible to all users. The leaders and SLT will be ultimately accountable for the effective purchase, use and management of resources but it will also be the responsibility of all class teachers.