



Policy for Understanding English, Communication and Languages

Why is this area of learning important?

English, communication and languages lie at the heart of our capacity to imagine, think and create and make a crucial contribution to children's development as successful learners. Their developing use of language underpins children's achievement across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning.

English is a major world language and its secure and confident use opens up many possibilities. Learning and using languages enables children to engage with different cultures and societies and further develops their understanding of how languages work.

Literature in English is rich, varied and influential. It helps children to develop their imagination, see the world through the eyes of others and read and write for pleasure.

What traditional subjects does this policy cover?

Following the Rose Review of the curriculum, individual subjects now come under different areas of learning. The Understanding English, Communication and Languages Area of Learning incorporates the following subjects / strands of the National Curriculum:-

- Literacy (All aspects)
- Speaking and Listening
- Languages – Inter cultural understanding
- ICT – DTP/Word Processing / Internet Use
- EYFS – Communication, Languages and Literacy

This list is not exhaustive. Occasionally, understanding English, communication and language would appear at other times, such as in History, Numeracy, Geography, Science, ICT, PSHCE, Music and Design Technology.

For further information, please consult the National Curriculum Primary Handbook.

Teaching Methods and Planning

Teachers plan lessons that are cross-curricular wherever possible, although we acknowledge that on some occasions, skills need to be taught discreetly. Planning comes in different forms according to the situation. Aspects of English and Maths are planned weekly, with key objectives and outcomes made clear. Specific use of TAs within the lesson are also noted where applicable. Outside of these subjects, planning is usually completed for the half term, making clear the cross-curricular links and key skills.

Teachers use a range of teaching strategies and methods to provide the best possible learning experience for our children. We understand that children learn in different ways, so aim to provide a mix of visual, auditory and kinesthetic activities wherever possible. Children receive the opportunities to work independently, in pairs and within larger groups so that key skills such as independence, team-working and collaborative working are covered.

Opportunities to promote community cohesion and race equality will also be provided wherever possible, reflecting the multi-cultural world that we live in.

The Headteacher periodically monitors weekly and half-termly planning. Staff are also asked to produce a cross-curricular map to show which skills and knowledge are being covered, linked to the topic.

Assessment

Assessment forms a key part of the teaching and learning process. Within the Understanding English, communication and languages strand, both assessment for learning and summative assessment form are key to helping children progress. Higham St John's uses APP for reading and writing, which helps identify next steps and areas of weakness. Targets are shared with the children on a regular basis, through daily lesson objectives, through to half-termly or on-going personal targets. Teachers also use a range of methods within each lesson to assess learning and understanding. (e.g. Talk partners, whiteboard work, thumbs up/down, questioning) Marking of children's work follows the 'Marking and Feedback' Policy. Observations and photographic evidence are also used, especially in the Foundation Stage.

School also uses the following summative assessment:-

Reading – Termly tests. *These provide leveling information as well as QLA (question level analysis) data.* In the Summer term, the QCA tests are used.

Writing is assessed on an ongoing basis with the use of APP grids, which provide a level of attainment and next steps for progression, however, periodically, formal tests are used for moderation purposes.

Note: Some of these tests are completed verbally, or within groups, especially with the younger children.

At Year 2 and Year 6, children complete the National Curriculum tests for Reading and Writing. The results of these tests are shared with parents. Staff also share levels with parents at Parents' Evenings, or as required.

What we believe at Higham St John's

At Higham St John's we believe that it is vital that our curriculum is tailored to the needs of the children in our care. Examples include adapting the content of the curriculum due to consideration of the age, maturity, sex, race, religious beliefs or individual needs of the children. Therefore, annual discussions take place between staff about what we believe are non-negotiables within each subject area.

Within the English, Communication and Languages area, we aim to develop children who can cope with the many different skills needed in life.

To do this, we will adapt our teaching as required but will always provide:-

- a minimum of 4 hours of specific English teaching each week
- opportunities to work in a cross-curricular manner, making the area applicable to real-life situations and giving children confidence when applying their English and language understanding
- where necessary, support and intervention for children who are falling behind, or have SEN
- opportunities for AGT children to broaden their knowledge.
- opportunities to use ICT within English and communication
- provide opportunities to work with authors / drama workshops
- Theatre visits in both KS1 and KS2
- A regular lesson in French or Spanish. (Tasters in KS1, weekly in KS2)

Budgeting / Subject Priorities / Resources / Monitoring of subject

To ensure that mathematical understanding is promoted and developed within the school, a budget is allocated each year. This will be done through the School Development Plan. Area leaders are asked to consider how they wish the subject to develop and progress. A plan for the year is then produced and funding is bid for. Funding will then be allocated, based on need and the priorities of the school.

Area leaders will regularly be given time to develop/promote their area of learning. This may be done in a number of ways including:-

- Creating and carrying out the development plan
- Lesson observations
- Purchasing of resources
- Attending training (and feeding back to staff where appropriate)
- Data analysis (working with the Assessment Co-ordinator)

- INSET / Staff meeting time

The Area Co-ordinator will report back verbally to the Headteacher / Deputy Headteacher periodically as well through the development plan.

Health and Safety

This Area of Learning has few Health & Safety issues, however, teachers will always ensure that risks are minimized through careful planning and through educating / making the children aware of potential hazards.

Links to other policies.

Other policies that are linked to this policy include:-

- Health and Safety Policy (and guidance document)
- Marking and Feedback Policy
- Race Equality Policy
- Community Cohesion Policy
- Internet Safety Policy
- Foundation Stage Policy

Signed: _____ **(Headteacher)**

Signed: _____ **(Chair of Curriculum Committee)**

Next Review Date: Spring 2019