

THE NEW SCHOOL.

English Policy.

1. Aim and Objectives.

1.1 At The New School we believe that the study of English develops:

The young person's abilities to listen, speak, read and write for a wide range of purposes, so learning to use language to understand and communicate ideas, views and feelings. As literacy and communication are key life skills it is through the English curriculum that the children will develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language.

1.2 As an alternative school we aim:

- To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- To foster an enthusiasm for and love of reading for life.
- To encourage pupils to have fluent and legible handwriting
- To provide opportunities for pupils to communicate ideas through the use of ICT
- To provide opportunities for role play and drama

We aim to support pupils to:

- Be able to speak clearly and audibly in ways which take account of their listeners by responding appropriately and taking turns to speak
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot.
- Know, understand and be able to write in a range of non fiction genres and structure text in a style suited to its purpose. Ensuring the transfer of skills taught in English to other subjects in the curriculum.
- Use grammar and punctuation accurately
- Having a growing vocabulary that also takes into account technical vocabulary necessary to discuss their reading and writing.
- Plan, draft, revise and edit their own writing.

- Be able to work confidently and increasingly independently in all areas

1.3 Time allocation

The time allocated for English is in line with the recommendations for Key stage three and four. All students receive Guided reading and handwriting sessions are taught discretely outside the literacy hour. In addition, it is recognised that all other subject areas will contribute to learning in speaking and listening, reading and writing. This is referenced on medium term planning.

1.4 Literacy Teaching In the Secondary Stage

The New School endeavours to teach our young people the skills required to work towards GCSE English Literature and GCSE English legacy. Since September 2010 WJEC has introduced the new specification in both English subjects and all students from September 2011 will be enrolled on the new course which consists of controlled assessments in addition to the external examinations. The skills of reading, writing, speaking, and listening are of vital importance in many areas, both in the daily world and the world of the imagination. Not only are they essential in many careers, they also underpin successful study at all levels, and a proficiency in them can also add immeasurably to an individual's general quality of life. This specification is designed to aid and assess such development, and to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. It will prepare learners to make informed decisions about further learning opportunities and career choices; to use language to participate effectively in society and employment; and to develop their enthusiasm for reading. Different forms of assessment are appropriate to these different skills and this is recognised in this specification. Reading and Writing are assessed through controlled assessment and in two externally marked units. Speaking and Listening are assessed in a variety of different situations during the course. GCSE Subject Criteria for English require that learners become critical readers of a range of texts, including multimodal texts. They should read a rich range of poetry, prose, and drama, including a text from the English, Welsh or Irish literary heritage, a text from different culture or tradition, and play by Shakespeare. These requirements are met by this specification. GCSE Subject Criteria for English require learners to write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes, and adapting form to a wide range of styles and genres. These requirements are met by this specification.

1.5 Speaking and Listening

Pupils are given opportunities to speak in pairs, small groups, to the large group at assemblies and are encouraged to speak in front of their peers. They share their news, feed back information from reading and research, and give opinions across the curriculum.

Through the same range of activities, our young people are encouraged to listen to others, respect turn taking within conversations and ask appropriate questions.

Role-play and drama activities may be used in literacy to encourage imagination and plot development. Pupils will be encouraged to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Pupils will be encouraged to appreciate drama, both as participants and observers.

At The New School, we recognise the provision of speaking and listening activities the young people access make an essential contribution to forming the foundations of effective writing.

Pupils will be involved in larger presentations and performances at Christmas and throughout the year and during any celebration days where other professional agencies and parents/carers can attend.

1.6 Reading

- In **guided reading**, pupils of similar ability are encouraged to interpret and discuss text in more depth.
- Reading skills are further developed across the curriculum.
- Pupils are expected to do regular home reading, encouraged by the teachers.

1.7 Writing

- Effective writing skills in all genres are demonstrated by the class teacher through **modelled and shared writing** activities.
- Writing skills are further targeted in group **guided writing** sessions.
- Pupils practise writing through **independent writing tasks**.
- Pupils are given opportunities to plan, draft, revise and edit their own writing
- Pupils use their writing skills to communicate across the curriculum

1.8 Spelling

All pupils are encouraged to:

- Develop dictionary skills to support their spelling.
- Attempt words for themselves using a range of strategies.
- Write an increasingly wide range of words from memory and use a variety of resources to help with spelling e.g. dictionaries, classroom environment, computer spell-check etc.

The spelling of necessary technical vocabulary is introduced throughout the curriculum.

Marking supports self-correction and learning of correct spelling.

1.9 Grammar and punctuation

Knowledge of the use of correct grammar and punctuation is taught directly in line with medium term plans and through reading and writing activities. Skills are consolidated through formative marking in line with the school's marking policy. The transfer of these skills is encouraged across the curriculum.

Pupils are taught and encouraged to form lower and upper case letters correctly from their first days in school and as they develop, to write in a joined style. The school adopts the Nelson Handwriting Scheme.

1.11 Teaching and learning

The National Literacy Strategy forms the basis of teaching and learning. Teachers plan for different groups, whole class, and small group, paired and individual. The teacher works towards the child's independent learning employing a range of teaching strategies, including instructing/directing, modelling/demonstrating/scribing, explaining, questioning, discussing, role play and the use of props, consolidating and evaluating. The delivery of each unit is divided into Phases and each phase has its own outcome. Every unit generates a piece of outcome writing the students have composed.

1.12 Planning

English is a core subject in the National Curriculum. We use the Secondary Framework as the basis for implementing the statutory requirements of the programme of study for English. The New School applies WJEC English Language and English Literature procedures. Medium term planning constitutes a unit overview where teachers unpick the learning and phase outcomes are set. Short-term planning sets clear objectives and success criteria for the lesson which are shared with the pupils. Teachers differentiate according to the needs of the young people and set targets for pupils to work to. ICT is used where it enhances, extends and complements literacy teaching and learning.

1.13 Assessment, recording and reporting

- Marking is in line with the school's policy.
- Assessments are made in line with school assessment policy.
- Assessing Pupil Progress (APP) guidelines are used to track the achievement of benchmark pupils. This is for both reading and writing.
- Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next step
- Parents receive English targets three times in the academic year.

TCHA

- The teacher will keep individual records. These include any information that enables the teacher to deliver an effective, relevant curriculum that builds on prior attainment and meets the needs of pupils.
- Pupils are to develop the skills of assessing their own learning.

1.14 Expectations

It is expected that pupils will achieve between GCSE levels D and above at the end of Year 11 in all strands of the English curriculum.

1.15 Inclusion

At The New School, we recognise that each young person has individual educational needs and has a right to be educated in an alternative school if they are not reaching their potential in main stream education. Nearly every young person at some time has difficulties that are particular to them and distinguish them from others, whether it is an emotional or behavioural problem or some learning difficulty. Every teacher is a teacher of children with special needs and every adult has a role to play in supporting these children.

Consequently, it is our aim to provide a broad and balanced curriculum so that every student has the opportunity to demonstrate his/her individual strengths. Throughout our planning of the curriculum (incorporating all subjects), we try to ensure that different levels of ability and learning styles are catered for. The style, pace and nature of learning experiences are related to special educational needs (SEN) in the classroom. We aim to ensure that methods of recording are adaptable and recognise that effective teaching methods and good classroom management can all benefit pupils with SEN.

1.16 Equal Opportunities

It will be ensured that equal opportunities in English are addressed as follows:

- Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximise access to the curriculum for pupils learning EAL.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- An awareness of other dialects and standard English encouraged through a range of texts.

TCHA

- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum.
- Opportunities to address issues of gender, race, etc. are provided through discussion, texts and resources.

1.17 Parental / community involvement

We value parent involvement in our student's development of literacy and promote a home school partnership by:

- Sharing information – newsletters, parents' leaflets
- We ask parents to encourage and monitor home reading and discuss books and preferences with their children.
- Parents and CRB checked community volunteers are welcomed into the school to support children in literacy.

1.18 Professional Development

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. Where necessary the literacy coordinator organises or leads school based training. Additional adults who are involved with intervention programmes will receive appropriate training, which may be part of LEA central or school based training.

1.19 Resources

We have a wide range of texts that cover drama, poetry and classical texts in addition to our modern text books. We also have a close working relationship with one of our partner schools that enable us to use their library facilities. We also arrange yearly theatre trips to accelerate the students understanding and interpretation of popular classics. The New School also uses the format of film and television as a learning aid.

1.20 Monitoring and evaluation

The monitoring of the standards of the student's work and the quality of teaching in English is the responsibility of the English subject leader, subject to consultation with senior management.

The work of the subject leader is to:

- View medium term plans and ensure that English is timetabled so that yearly objectives for the students that can be achieved
- Ensure that sufficient support and resources are provided to achieve high standards in the teaching of English
- Attend LEA managers support groups to keep up-to-date with current thinking in English, and to disseminate this information to staff.
- Monitor the data shown on tracking sheets for reading and writing and form a strategic plan to address any issues highlighted

The New School

TCHA

This English Policy was agreed and approved of by the TCHA Board of Directors on behalf of Cornerstone Housing Association and will be reviewed by The New School's Board every three years.

Signed.....
Chair of The New School Board

Date.....