Subject Policy (English)

Sept 2021

Version 3

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

2. Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2013, Revised Safeguarding Statutory Guidance 2, The guidance reflects, 'Keeping Children Safe in Education' 2019.

English prepares students with the uniquely powerful set of tools to understand and use throughout their lives to amazing effect. At School our vision for English is to:

- deliver high-quality education in the subject which will help students to speak and write fluently so that they can communicate their ideas and emotions to others.
- give our students a broad curriculum which develops them culturally, emotionally, intellectually, socially and spiritually.
- deliver an English course which is rooted in the belief that books play a key role in students' cultural, emotional, intellectual, spiritual and social development.
- develop their love of literature through widespread reading for enjoyment.
- develop all the skills of language will be essential if our students are to participate fully as active members of society.
- promote high standards of language and literacy

3. Aims

The English teaching at the School is aiming towards enabling each of our students with special educational needs and social emotional mental health needs to develop within their abilities; not only the English skills and understanding required for later life, but also about the English subject matter itself.
School aims to:

- increase student's confidence so that they can express themselves and articulate their ideas using language effectively;
- develop individualised sessions to support each student;
- teach students to work in an organised way whilst still encouraging imagination, initiative and flexibility of mind;
- raise standards of achievement for each student;
- encourage independent learning;
- encourage students to work cooperatively and as interactively as possible;
- create an inclusive culture of achievement, high standards and high expectations;
- promote the spiritual, moral, social and cultural development of all of our students;
- create a stimulating school environment where students feel valued and safe;
- help students develop lively, enquiring minds, the ability to question and discuss rationally and to acquire knowledge, skills and understanding relevant to a fast-changing world;
- create a culture of high standards and high expectations which sets ambitious and challenging targets for progression in English.

4. Organisation

- At Key Stage 3, students are taught English for 4 lessons per week, each lasting 60 minutes. Where possible, the students are taught in classes with students of a similar ability so that all the needs are met.
- At Key Stage 4, students are taught English 4 lessons per week, each lasting 60 minutes. All students in KS4 should access GCSE English. Functional Skills will be offered to students if it is felt that it is more appropriate.

5. The National Programme of Study Programme

Planning is undertaken by completing a detailed scheme of work for each subject for each year where is it showing a personalised and differentiation section to meet all the needs for all the students.

6. Teaching Methods and Approaches

The teaching of maths provides opportunities for:
- Teacher led sessions
- Paired work
- Group work
- Individual work

Students engage in:
- Classroom discussions
- Problem solving
- Investigational work
- Mental strategies
- Written methods
- Practical work
- Basic skills and routines

At the School, we recognise the importance of establishing secure foundations. We use technical vocabulary in our teaching and our students are expected to use it in their verbal and written explanations. We endeavour to set work that is challenging, motivating and inspires the students to talk about what they have been doing. The teachers will try to address the student's needs through differentiation tasks and make use of the support staff. We also make sure we give our students pride within their achievements and we want to make sure our students are always valued.

7. Assessment for Learning

At the School, we are continually assessing and measuring our students and recording their progress through BKSB, Active learn (where appropriate) and personal targets within the classroom session as visual feedback. We see assessment as a vital part of the teaching process and make sure they are purposeful. This will allow us to match the correct work to the needs of each student, therefore benefiting the students and ensuring progress. We are using trackers such as BKSB and self-assessments to track progress. Students will complete units test after completing each topic to show progress and improvement to how we can make our learning better.

8. Resources

Resources for the delivery of the English curriculum are stored both in the classroom and centrally so it can be linked within other lessons. All the basic equipment is stored in the classrooms. Materials are consistently updated throughout the year as new and relevant items become available.

9. ICT

The English department embraces the use of ICT by using individualised programmes such as BKSB and Active learn as part of the English sessions. Interactive whiteboard is also used throughout the sessions and students can access their homework on Active learn.

10. Reporting

All parents receive termly written report on which there is a summary of their child's effort and progress in English throughout the year.

11. Marking

All work is marked, and comments are written in books in line with the whole school Marking policy. We always encourage our students to read these comments and where possible add their own input.

12. Display

We recognise the important role display has in the teaching and learning of English by having work displayed in the classroom. Each class has a board, where possible in the main teaching area, which has several lines of what students are working on, numbers grids, vocabulary and other displays for visual support.

13. Exam Entries

By the end of year 11, we ensure that all students leave with a minimum of two qualifications and most leave with one or more of the following externally accredited English Qualifications.

- Entry level Certificate – Entry 1, 2 or 3
- Functional Skills – Level 1 or Level 2
- English GCSE- as appropriate

14. Spiritual, Moral and Cultural Development

Working firmly within the whole school policy for SMSC, we will also provide opportunities in English lessons for students to:

- Listen to each other
- Talk to each other
- Agree and disagree
- Taking turns and share equipment
- Work co-operatively and collaboratively
- Learn an awareness of treating all as equal and accepting people who are physically and mentally different

15. PSHE

The principles of PSHE is embraced within English teaching. Opportunities to explore, study and debate a variety of issues are frequent throughout KS3 and KS4.

16. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.

The implementation of the policy is the responsibility of subject specific staff, Headteacher and Director of Schools.

Impact of non-compliance

Staff:	Disciplinary action
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Headteacher/Director of Schools
Policy Reference:	ELWS-OPR-020
Version:	2
Agreed policy location:	Employee Portal: Documents/Policies 2018-19/School/Operational/ELWS-OPR-020(v1) – Subject Policy (English)
Does the policy require Governor approval?	No

Approval

Prepared by	*Approved by*	*Counter Signatory*
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01/09/2021	01/09/2021	01/09/2021
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Version Control

Version	*Date*	*Revision*	*Review Date*
1	01/09/2019	First Issue	31/08/2020
2	01/09/2020	Review	31/08/2021
3	01/09/2021	Reviewed	31/08/2022
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