

Maple Medical PRU

English Policy

Overall Aims:

- Support pupils' spiritual, moral, social and cultural development
- Promote a positive attitude towards learning
- Provide access to an appropriate English education for all pupils, ensuring equal access to learning for all pupils
- Enable pupils to achieve their full potential in English
- Take into account the individual needs of all pupils with regards to: SEN, mental health, physical health, Autism, pregnancy and becoming a young mother
- Maintain links with the pupils' mainstream schools to allow continuity of learning
- Have a high academic ambition for all pupils
- Offer the highest quality of teaching and learning
- Equip pupils for life beyond school in their community, modern Britain and the wider global society

Curriculum

Maple will aim to:

- Deliver the National Strategy for English at Key Stages 2 & 3 (and using the NS for KS1 for some lower-ability KS2 pupils)
- Deliver a range of courses for certification at Key Stage 4 including: GCSE English Language (AQA and EDUQAS), GCSE English Literature (AQA and EDUQAS), AQA Functional Skills English (Levels 1 and 2), Entry Level English awarded through: AQA Step up to English (Silver: Entry Levels 1 and 2 and Gold: Entry Level 3)
- In Mulberry, deliver the National Curriculum at levels appropriate for the students – Pre KS1, KS1 and KS2.

Reading

Intent

For pupils to be able to:

- read at age-appropriate levels and following age-related expectations. Some pupils in Mulberry are not yet able to work to age-related expectations, therefore tasks are linked closely to ability demonstrated.
- have the confidence and skills to tackle unfamiliar words when reading
- be exposed to a variety of texts including: fiction, non-fiction, literature, genres and authors
- read easily, fluently and with good understanding
- develop a love of reading for pleasure, for information, by reading widely and often
- be supported effectively if they have reading difficulties
- develop skimming and scanning skills

- retrieve explicit and implicit information from texts
- select appropriate evidence from texts to support their ideas
- show understanding of texts by offering explanations and alternative interpretations
- understand the difference between fact and opinion
- analyse presentational devices and their effect on the reader
- analyse the writer's use of language and its effect on the reader
- analyse the structure of a text and its effect on the reader
- make comparisons between two texts
- develop evaluative judgements about texts

Implementation

- In Mulberry at KS2 pupils read 1:1 with an adult using an ability appropriate text/book of their choosing. Pupils take part in conversation around the text as they read discussing the vocabulary used and being encouraged to infer meaning where appropriate. They are assessed against the national curriculum statements each time they read. Daily reading comprehension tasks are completed as part of their morning work, again requiring them to develop the skills of answering retrieval and inference questions. Books are used as a basis for planning and teaching English frequently, both fiction and non-fiction. All pupils have access to a selection of books in their classroom and in the communal reading area/book corner.
- At Key Stage 3 pupils engage in the Accelerated Reading Scheme, which is timetabled for an hour's lesson each week. It is also time-tabled as a cross-curricular subject and serves as a weekly twenty minute reading slot in humanities. In Mulberry the Accelerated Reading Scheme is available/accessed by KS2 students and is implemented daily.
- Reading Ages are assessed using the above scheme and pupils with below age reading levels at Key Stage 4 are also placed on the scheme
- All pupils are encouraged to 'read around the class' so that it becomes their expected way of practising
- Pupils read a variety of texts in their English lessons including: fiction (novels, drama, poetry, short stories) and non-fiction (travel writing, biography/autobiography, information texts, reports, letters, speeches and articles)
- Pupils are exposed to texts from different times (Shakespeare, Dickens, Browning, Barratt-Browning) as well as more contemporary texts (Russell, Duffy, Armitage)
- Pupils read a variety of texts with different purposes including: to entertain, to describe, to persuade, to inform, to instruct, to report, to advise, to argue, to narrate
- Pupils are exposed to texts from different cultures (Steinbeck)
- Pupils with reading difficulties are supported in a variety of ways: coloured overlays, font size appropriate texts, teaching assistant support, readers in exams, dyslexia screening, reading age appropriate books, easy versions of set texts
- Pupils practise skimming, scanning and retrieving information from a range of texts, underlining the information and then either: listing it, shading in the appropriate box or listing it in a PEEE/TEEE paragraph as the question requires
- Pupils use AREDFOREST to help them analyse the language in a text, writing up their findings in PEEE/TEEE paragraphs

- Pupils are taught structural features to comment on: cinematic, linear, non-linear, cyclic, flash back, flash forward, narrative voice, beginning, middle, end, cliff hanger, climax
- Pupils are taught the differences between fact, opinion and false fact, practising finding examples of them
- Pupils practise making comparisons, which include similarities and differences, between a wide range of texts; they are also taught terminology words to use when making comparisons
- Pupils are encouraged to express their own opinions about texts and preferences between texts, both verbally in discussion and in writing, thinking about positive judgements and critical opinions.
- In Mulberry the Accelerated Reading Scheme is available/accessed by KS2 students.

Impact

- Pupils enjoy reading for information and pleasure
- Pupils reading ages progress as a result of the Accelerated Reading Scheme and become more in line with their ages
- Pupils are happy and confident about reading out loud in class and are supportive and encouraging of each other, respecting those who are developing their skills
- Pupils have been exposed to the full variety of text types, authors and genres
- Pupils with reading difficulties have been able to access the English curriculum by making use of the appropriate support
- Pupils can confidently and successfully access the different questions on the reading sections of their examinations, making effective use of the skills taught; their work books show a progression of all of the skills
- Pupils are happy and confident about volunteering their ideas in discussions about texts

Writing

Intent

For pupils to be able to:

- write at age appropriate levels, following age related expectations. In Mulberry KS2 some pupils are not yet able to write at age related expectations but tasks are closely linked to ability demonstrated.
- write for a variety of purposes and audiences
- write with confidence, clearly, accurately and coherently, adapting their language and style as required
- write in a variety of genres including: descriptive, narrative, formal, informal, persuasive, informative, to argue, to explain, to instruct, to report, to advise

Implementation

- Pupils are taught the techniques and styles which they should use in a variety of writing genres including: descriptive, narrative, formal, informal, persuasive, informative, to argue, to explain, to instruct, to report, to advise
- Pupils are also taught how to construct different writing formats including: formal and informal letters, articles, reports, speeches, emails, blogs, essays, biographies, diaries, autobiographies, story openings, story endings, whole stories, descriptions, drama scripts, monologues, speech
- Pupils are taught the importance of planning and are given built in planning opportunities
- Teachers use exemplar models of different writing styles in their lessons (either from pupils, teachers, online or from books) so that pupils can see the qualities they are aiming for
- Pupils are taught how to structure different writing styles and also reminded of the importance of clear paragraph development and links between paragraphs
- In Mulberry pupils who require further support can make use of writing frames, word banks and sentence starters to assist their writing and are taught the importance of editing and improving their written work.

Impact

- Pupils have produced their own writing in a range of genres, in different formats, for different purposes and audiences
- Pupils have confidently understood and made use of the writing techniques which are appropriate to their writing task
- Pupils have confidently/independently organised their writing in a format that is appropriate e.g. set out a formal letter correctly
- Pupils have realised the value of planning and instinctively know that they should always plan when beginning a new writing task, then referring back to the plan when writing
- Pupils confidently/independently organise their writing into paragraphs, making appropriate links between them
- All of these skills are evidenced in the pupils' exercise books and assessment folders, where they show clear progression

Spelling, Punctuation and Grammar

Intent

For pupils to be able to:

- spell at age-appropriate levels, following age-related expectations
- understand and apply spelling rules and patterns
- develop an understanding of grammar and punctuation
- acquire a wide vocabulary and to use it appropriately
- to be able to write in standard English

Implementation

- Terminology words and their definitions are taught alongside appropriate units of work and are displayed in the classrooms e.g. poetry terminology

- In Mulberry KS2 spelling and grammar are taught discretely during morning tasks and English lessons linked to National Curriculum appendices at an ability appropriate level, including high frequency words. Phonic programs are used as appropriate to support spelling and application of these skills actively encouraged during lessons. Topic words are displayed and provided in word banks to support spelling.
- All non-Mulberry pupils are taught AREFOREST to help them learn, understand and remember terminology words for writing about language
- Pupils are taught a wide range of discursive markers which they are encouraged to use to: introduce new ideas, make comparisons and reach conclusions in their writing
- Dictionaries and Thesauruses are easily accessible for pupil use (these are also available on Word for pupils who type) to encourage development of vocabulary
- Pupils are re-taught the differences between simple, compound and complex sentences as part of their preparations for GCSE English Language Paper 1 Question 2
- Pupils revisit the different punctuation marks and are encouraged to expand the range they use from the punctuation triangle to enable progression at GCSE
- Pupils are encouraged to: self-check their writing for SPG errors, correct mistakes the teacher has underlined, correct their peers work when peer assessing and leave five minutes at the end of tests to check work
- Pupils are encouraged to use LOOK, COVER, WRITE, SAY and CHECK to learn spellings

Impact

- All classrooms have displays of appropriate terminology words
- All English-specific classrooms have AREFOREST on display
- Pupils are given terminology words and definitions to place in their books in accordance with the unit they are studying
- Pupils make use of the dictionaries and thesauruses in the classroom to extend their vocabulary when drafting their writing
- Pupils are able to both successfully write and identify simple, compound and complex sentences
- Pupils work shows a progression of the range of punctuation a student is successfully using
- Pupils successfully leave time at the end of a task to self-check their writing
- Pupils are used to peer assessment and are critical but respectful and encouraging when assessing each other's work
- Pupils have been given time to act on suggestions from the teacher for self-correction/improvement of work, there is evidence of this in pupils' books
- Pupils have evidence of using LOOK, COVER, WRITE, SAY and CHECK in their exercise books
- Pupils use and apply spelling strategies taught, both during discrete sessions and while writing independently.

Speaking and listening

Intent

For pupils to be able to:

- speak with confidence at age- appropriate levels and following age-related expectations. In Mulberry KS2 some pupils are not yet able to work to age related expectations but tasks are closely linked to ability demonstrated.
- develop confident presentation skills, being able to elaborate and explain themselves clearly
- take part in discussions and debates
- discuss and present making effective use of standard English
- take part in confidence building drama activities and role play
- take part in discussions/presentations while being videoed

Implementation

- Pupils take part in a range of discussions including: formal, informal, in pairs, in small groups, with their peers, with teachers and teaching assistants
- Opportunities to assess discussion are also extended to morning meetings
- Pupils discuss a range of topics including: literature, non-fiction texts, current affairs/issues, ethics, morals etc.
- Pupils are made aware of the assessment criteria for discussion so they understand the requirements of their qualification
- It is a requirement of their formal qualifications that their discussions are recorded as evidence (at Functional Skills Levels 1 and 2, Step up to English)
- Pupils practise presenting their ideas in both informal and formal settings
- Pupils are asked to summarise and present their views at the end of discussions
- Pupils use Power point to organise their ideas for more formal presentations and negotiate their subjects with the teacher, understanding the importance of having an element of challenge
- Pupils practise presenting their ideas to peers, teachers and teaching assistants before delivering them formally
- Pupils are made aware of the assessment criteria for presenting so that they understand what makes an effective presentation
- Pupils study speech writing so that they understand techniques to use in their own persuasive presentations
- It is a requirement of their formal qualifications that their presenting is recorded as evidence (at GCSE, Functional Skills Levels 1 and 2, Step up to English)
- Pupils are encouraged to take part in drama and role play activities to help develop understanding of literature texts: hot seating, improvising in role as a character, performing monologues, freeze frame and thought-tracking at key moments
- In Mulberry KS2 discrete sessions are taught to develop communication skills including, taking turns in conversation, how to frame questions appropriately, and how to use language appropriately and in context. Opportunities to contribute to lessons verbally are built into most sessions.

Impact

- Pupils have developed the confidence to take part in discussions with peers, teachers and teaching assistants, developing their ideas and moving discussions forward
- Pupil discussion has successfully been evidenced on video
In non-Mulberry classes:
- Pupils have developed the confidence to present their ideas in Standard English on a challenging subject; this presentation has been video evidenced for assessment
- Drama activities and role plays have been embedded where appropriate into the teaching of literature schemes

Wider Skills

Intent

For pupils to be able to:

- become independent learners in English
- develop research skills
- develop IT skills: word processing, internet, power point

Implementation

- pupils to use the internet to research: texts, authors, social and historical context of set texts
In non-Mulberry classes:
- pupils to use revision websites in lessons and at home: BBC Bitesize, Mr Bruff, You tube revision tutorials
- pupils to complete weekly English homework

Impact

- Pupils confidently use the computers for their work, which is evidenced in the research completed and work produced
In non-Mulberry classes:
- Pupils get into a positive habit of completing homework each week and returning it on time

Roles and Responsibilities

In LINK, JASP and YPC two teachers share the responsibility of delivering the English Curriculum. In Mulberry all teaching staff teach English.

These teachers jointly discuss and prepare the curriculum including: long, medium and short term planning. The leadership responsibility is designated in line with the timetable.

Record keeping and data tracking is produced by the teacher with overall responsibility for each group, as is assessment, liaison with schools/parents and carers where appropriate.

These two teachers also liaise with a teacher in Mulberry, who is responsible for delivering Step up to English in this section of the PRU; some Autistic pupils from Mulberry are also taught in our English groups, where appropriate to their needs.

KS2 & KS3 pupils in Mulberry are taught by their class teacher who have liaised with each other on long and medium term planning. Staff update OTRACK regularly and track progress against the Maple Wheel half termly.

Curriculum Organisation

At Key Stage 4 full-time pupils receive four, one hour lessons of English each week. This time is equally shared between English Language and Literature.

Some pupils only access the PRU on a part-time basis. They have individual timetables and may only be in English for one, two or three lessons each week. They have individual work programmes and may sometimes only be entered for GCSE English Language, as they have missed a lot of their education.

At Key Stage 3 full-time pupils receive 6 lessons a week in English, which includes Accelerated reading.

Additional study time is offered before and after school in the spring/summer terms to assist with revision/catch up work.

In Mulberry KS2 English lessons are taught three times a week with daily 1:1 reading and written reading comprehension. Cross curricular opportunities to develop English skills are regularly included each week.

Equal Opportunities

Both English classrooms have wheelchair access as well as wide fire escape doors, to allow pupils in wheelchairs to access the lessons. High rise tables are also available if needed.

The department takes pupils individual: SEN, medical, mental health, Autism, pregnancy/post pregnancy needs into account when planning work and teaching the pupils.

Health and Safety

The Department takes into account the health and safety needs of its pupils and staff. This might be with regards to: mental health, physical health, pregnancy, disability, use of technology, data protection, child protection.

Teaching

English is taught using a variety of strategies including: direct teaching, discussion, interactive learning, research, Power point, group and pair work, presenting, film/video/you tube/websites, taking into account the different teaching and learning needs of our pupils.

Resources

The department uses a wide range of resources including: set texts, study guides, Power point presentations, film/video, websites, text books, theatre visits.

Resources are reviewed and updated as necessary, to keep up to date with changes to the curriculum and exam requirements.

Assessment

Class-work is teacher-marked, peer-marked or self-marked. Verbal or written feedback is given.

Marking takes the form of: positive comments, targets for improving and opportunities to revisit/meet these targets.

Pupils' progress is more formally assessed towards the end of every half-term. This is by an exam type question related to the unit of work the pupils' have focused on during that half-term, in both Language and Literature, or by judgements about the work produced during that half-term.

Mulberry assess using the Rising Stars programme for SPAG and comprehension; for writing, pupils will have planned and written a piece of text, which is marked against OTrack objectives lined to the National Curriculum. Continuous assessment is also carried out using the OTrack tracking software.

Mock exams are also conducted in the hall to give pupils the experience of full exam conditions, rules and timescales.

Assessments are standardised by the English teachers using criteria set out by the awarding bodies.

The half-termly assessments are data tracked and mapped on an assessment wheel to highlight pupil progress through the different elements of the course; all formal assessments are stored in pupil assessment folders.

In KS2 reading is assessed daily against national curriculum expectations. Formative assessment for writing is completed continuously with independent pieces being produced at the end of taught units for assessment where appropriate. Judgements for half termly assessments are teacher assessed based on these pieces and performance in class.

Interventions are set for any pupils who are not making the expected progression or when need is identified, either through: work sent home, extra study sessions, liaison with parents/carers or attendance interventions.

Monitoring and Evaluation

The curriculum is constantly monitored and evaluated by the teachers involved. Exam results are analysed and results used to inform learning.

The SLT monitor the curriculum and teaching via discussions, lesson observations, learning walks, peer-on-peer observations, drop-ins, work scrutiny, appraisal and CPD discussions. Their observations are 'standardised' with a member of SLT from another school.

Monitoring and review of policy

The SLT/Management Committee are responsible for monitoring the implementation of this policy and for reviewing the policy. This is done via observation, discussions at appraisal/CPD meetings, review of record keeping and discussions with management committee members during monitoring visits. This policy is formally reviewed every two years by the management committee.

Management Committee approval and review dates:

This policy was last reviewed by the Management Committee on _____

Next review due _____