



St Nicholas^{CE}
First School

English

Subject Policy and Expectations

(For Staff, Local Academy Board and Families)

Mrs J Sollom

Policy Reviewed by Subject Leader:	✓
Policy Reviewed and Approved by LAB:	✓
Next Policy Review Date:	✓

Care

Respect

Trust

Thankfulness

Challenge

Our School, Our St Nicholas Curriculum

Our school's curriculum is its backbone; it communicates, develops, and enhances community-wide culture, morals, values and aims, that contributes to children leaving our school as well-rounded members of society. It permeates every aspect of school life and demonstrates to the wider community our school's commitment to shaping future generations and the world's future leaders, whilst providing a clear structure and purpose for learning about and understanding the diverse world around them.

Our School Vision

Walking in the footsteps of Jesus with Care, Respect, Trust, Thankfulness and Challenge

Our Values

Care: Clothe yourself with compassion, kindness, humility, gentleness and patience. *Colossians 3:12*

Respect: Do to others as you would have them do to you. *Matthew 7:12*

Trust: My God is my strength in whom I trust. *Psalms 18:2*

Thankfulness: Always be thankful. *1 Thessalonians 5:16*

Challenge: I can do all things through Him who strengthens me. *Phillipians 4:13*

Our Curriculum Vision

Rooted in our Church ethos, we aim to deliver on our children's future through a curriculum that offers vibrant, diverse and creative experiences and opportunities. In turn, children leave St Nicholas prepared and equipped with the lifelong knowledge, skills and concepts to play an active role as a safe, happy and productive member of our global community.

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Our Curriculum Aims and Culture

A Head, Heart, Hands, Health approach to learning and personal development

Head



Preparing our children with knowledge and skills for lifelong learning, that contributes to their understanding of the wider diverse world, so they become well-rounded members of society.

Hands



Developing hands-on skills and knowledge, to enable our children to be resilient and creative learners, who take risks and explore ideas in different ways.

Heart



Promoting our children's love for learning, exploring how it links to everyday life, whilst having the pride and desire to undertake challenges, in order to be the best they can be, through following Jesus as a role model.

Health



Equipping our children to recognise how they can help to keep themselves spiritually, mentally and physically happy, healthy and safe by making the right, positive choices.

Curriculum Principles

Our curriculum is **Balanced...** it allows our pupils to acquire and develop a carefully planned, well-rounded and informed set of knowledge and skills, to prepare them for the next phase of their education. This means complete equity for every child, in every year group and in every subject across the curriculum.

Our curriculum is **Progressive...** it activates and builds on what our children already know and aims to sequentially develop ideas and concepts clearly over time, in order that children develop a robust overview of the 'bigger picture', and ultimately apply and explore their learning from different open-ended dimensions.

Our curriculum is **Quality...** significant thought and consideration is invested into the planning, delivery, resourcing and facilitation of the provision by our staff to ensure that it drives what we strive to achieve for our children. High quality provision that is rooted in evidence-informed practice is the linchpin to driving our standards forward.

Our curriculum is **Accessible...** whereby all pupils regardless of background or disposition are given the tools to achieve their very best, whether this be through scaffolding and support strategies, or through stretch and challenge. All children are given the opportunity to experience success and more through an informed and responsive approach to teaching and learning.

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Our Aims and Aspirations for English

Why is English important for our learners at St Nicholas?

English at St Nicholas comprises the development of comprehensive reading, writing, speaking and listening skills and, importantly, the exploration and application of high-level vocabulary. It remains a vital subject to embed our pupils' understanding of literature and the lived experience of others across the globe, past and present and across a range of genres. It rests at the very core of our children's ability to express themselves creatively and imaginatively and enables them to think critically and enthusiastically about the world around them. The study of English also embeds our children's understanding and appreciation of the intricacies of language: its breath, patterns, structure and origins. Empowered with this knowledge, pupils at St Nicholas can make informed choices about how they communicate themselves in different contexts.

The teaching of English at St Nicholas involves an ever-evolving, reflective and vibrant curriculum which challenges and engages our pupils. We acknowledge the paramount importance of adapting and extending our bespoke curriculum to match all children's needs. Where possible, English will be linked to units of learning to ensure knowledge and understanding of the world is applied across a range of contexts and embedded in the long-term memory through interleaving opportunities for application.

English is a core subject in the National Curriculum for England for KS1 and KS2, and is developed across the Early Years Foundation Stage learning goals. The development of skills in English is fundamental to all areas of learning, as it unlocks access to the wider curriculum. At St. Nicholas First School we believe that the acquisition of English skills increases opportunities for the individual in all aspects of life.

Curriculum Design in English

Structure

As a school, we developed our own long term plan taking into account the Staffordshire Reading and Writing recommendations and with due consideration for the needs of our learners. This offers the necessary breadth and depth of knowledge that our children need, ensuring that they acquire the Literacy skills that they need to develop as well-rounded and confident readers and writers. Children are exposed to a wide range of genres to ensure that they access a well-balanced and inspiring curriculum.

Our curriculum is ambitious and progressive allowing children to practise and develop their skills throughout their time in school in a purposeful way. In the early stages children develop their early phonics to become fluent and independent readers during their time in school. Children write for different purposes for different audiences and have focus lessons on spelling and handwriting each week.

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At St. Nicholas First School we believe English provides:

1. A way for pupils to develop a love of books and to engage in a wide range of texts
2. An opportunity for staff to teach a wide range of skills in a progressive way, building on skills already acquired
3. Opportunities for pupils to develop, practise and enhance their skills in reading, writing and speaking and listening
4. An opportunity for staff to teach creatively, making links with other curriculum areas
5. A way for pupils to become critical learners who are able to edit and improve their own writing
6. Opportunities for pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
7. A critical tool to enable pupils to access and achieve in all other curriculum areas

Organisation

English comprises of the following broad areas; Reading, Writing and Oracy. English is taught daily throughout the school. In the Early Years Foundation Stage and Key Stage 1, there is a strong emphasis on the teaching of phonics to develop reading and writing. English skills are taught in a progressive manner, allowing children to build upon and extend their current skill base. All children are provided with opportunities to engage in a wide range of texts, in order to foster a love of reading as well as to model and enhance their own writing. Knowledge, understanding and skills taught within English lessons are regularly applied across the curriculum, in order to promote teaching and learning for mastery.

Pupils are taught in mixed ability classes, with all lessons differentiated according to ability and need. Pupils are taught the necessary skills in an engaging and motivating manner which inspires them to learn. Pupils are given the opportunity to engage in a wide range of texts, in order to develop their own skills. Teachers mark and assess work closely, identifying next steps for all groups of learners. Pupils are encouraged to be critical of their own and others work. To promote a rich partnership in learning between pupils, they will work independently, in pairs, and in small groups; this will enable effective learning discussions to take place and the sharing and modelling of knowledge, understanding and skills.

Planning

The school has developed a long term overview for EYFS to Year 4 which covers the objectives of the National Curriculum (2014) for English and allows for clear progression. The school has detailed medium term plans for each year group. Teachers use medium term plans to develop their individual lesson plans.

The plan for this can be seen below:

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Oracy

At Nicholas First School we provide planned opportunities for a range of tasks that develop oracy. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. It also encourages pupils to work co-operatively with others and to listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise, which is planned and developed within the classroom.

We aim for pupils to be able to

- Use speech appropriately for different purposes
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations
- Understand the effect of speech on the listener
- Use talk to develop and express ideas
- Communicate meaning effectively
- Listen attentively and derive meaning from what others say
- Follow verbal instructions accurately
- Understand the importance of good listening and how to respond during discussions, conversations and when information is given or asked for
- Develop the skills of turn-taking and negotiation
- Teachers and pupils model and explore vocabulary that is matched to task and audience.
- Develop the understanding and use of conceptual language.

Reading

Pupils are encouraged to become confident, enthusiastic, critical and independent readers. They should be able to cope with print produced in a variety of forms and for a variety of purposes and read for information, interest and enjoyment. The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both of these elements are essential to success and we support the acquisition of these skills through various methods. We aim for pupils to be able to;

- Understand the features of a book and how it works
- Have an interest in words and their meanings
- Use a range of strategies, which will help them to read with meaning, fluency, accuracy and expression
- Use appropriate reading strategies to find and interpret information
- Reflect on their reading and offer a personal response to a wide range of texts
- To understand how the format and language changes with different genre
- To use inferential skills to find meaning beyond the literal
- To appreciate the tools of the writer and the techniques used to involve the reader in the text. To build these strategies into their own writing
- To appreciate the work of individual authors, illustrators and publishers

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- Use opportunities in all subject areas to teach and apply reading skills
- To read for and with other children and adults in a variety of situations
- To use ICT based reference materials for information when appropriate
- Every class being read to by their teacher regularly; either a single story or longer text, which would be read over a period of time.

At St Nicholas we follow the Little Wandle Scheme for more information about this please see our specific Reading and Phonics Policy.

Writing

The National Curriculum states that pupils should;

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions;

- Transcription (spelling and handwriting) and Composition (articulating ideas in speech and writing).

At St Nicholas First School we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We aim for pupils to be able to;

- Use writing as a means to communicate ideas and information to a reader
- Write in a grammatically accurate way
- Develop an increasingly wide vocabulary suited to the purpose and genre
- Write in a particular genre with a good understanding of the features of that genre
- Understand the conventions of written language
- Use teacher modelling as a means to understand the writing process
- Understand how writers can have an effect on the reader
- Incorporate ideas and skills of other authors into their own writing
- Collaborate with others during the writing process
- Draft and re-draft, making significant revisions where appropriate
- Use spelling, punctuation and syntax accurately and with confidence
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The ways in which the aims are developed include;

- Teaching grammar through text exposition and specific grammar objectives
- Correcting grammatical errors orally/ in writing (where appropriate)
- Having a systematic approach, revisiting key learning and building upon it in all areas from phonics, through to grammar and spelling

- Using high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- Providing writing frames to support the least confident
- Providing time for planning, editing and revising
- Marking extended pieces of work in-depth against success criteria and setting next steps
- Providing opportunities for pupils to peer assess in writing.
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Pupils should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies, which they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. They should be aware of the differences between spoken dialect and written English in terms of spelling. We aim for pupils to be able to;

- Attempt words for themselves using a range of strategies
- Write an increasingly wide range of words from memory (Focus on common exception words identified in the National Curriculum 2014)
- Use a variety of resources to help with spelling, e.g. dictionaries, word banks, classroom working wall, computer spell-checks etc.
- Develop an understanding of spelling patterns and rules through investigations and identifying the exceptions to those rules
- Use a range of strategies to learn spellings, especially those mis-spelt in their own work.

The ways in which the aims are developed include;

- Daily phonics sessions in the EYFS and KS1 and weekly spelling focussed lessons in KS2
- Spelling sounds, patterns and rules sent home weekly
- Marking of work and feedback to pupils (mis-spellings identified for children to practise)

Handwriting

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. We aim for pupils to be able to;

- Form letters correctly using pre cursive from Early Years onwards
- Use upper and lower case letters appropriately
- Begin to use a cursive style from Summer Term Year 1
- Use a correct and comfortable pencil/pen grip

The ways in which the aims are developed include;

- Regular handwriting lessons in Reception, KS1 and KS2.
- Introduction to the use of pens from Year 2 (or when the child is ready)

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Assessment

Learning in English is assessed continually within each lesson to ensure that staff plan for progression. This ensures that all groups of pupils are both supported and challenged to enable them to make at least expected progress.

In phonics all pupils in EYS and KS1 are assessed continuously through lessons and using phase assessments. Pupils identified as not making expected progress are given interventions. Pupils in Year 1 complete a Statutory Phonic Screening Test.

In reading all pupils in Key Stage 1 and 2 complete a weekly Guided Reading session with their class teacher, as well as independent follow up session. During each session, the children are assessed against the objective taught and teacher judgements are recorded both against target sheets for reading and observation notes in pupils' guided reading activities book. Each half term the pupils in Key Stage 1 and 2 complete a reading assessment, which helps staff to complete a formative assessment of each pupil.

In writing, staff ask all pupils in Key Stage 1 and 2 to complete a 'Cold Task' at the start of each unit to enable staff to identify next steps in learning for all groups of pupils. Progress is assessed through a 'Hot Write' at the end of each unit. Each half term, pupils complete a piece of independent, assessed writing which is closely marked by teachers and evidenced on the pupils' individual writing assessment sheet.

In spelling, pupils are given words to practise at home based on phonics/spelling rules taught. Pupils are tested weekly on their ability to apply phonics and spelling patterns, as well as their ability to spell common exception words.

At the end of each term, teachers take into account their assessments and evidence of each individual pupil to come to a judgement as to whether they are; working towards, working at or working above the expected standard as outlined in the National Curriculum.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

The role of the Subject Leader

The English subject leader is responsible for the implementation of English across the school. This includes;

- helping and supporting to all members of staff (including teaching assistants) in their teaching, planning and assessment of English
- providing colleagues the opportunities to observe good practice in the teaching of English
- Maintaining and updating resources

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- monitoring classroom teaching or planning following the schools monitoring programme
- monitoring the children's progression by looking at examples of work
- keep up-to-date with subject developments and communicate information to colleagues
- leading staff training on new initiatives
- attending appropriate in-service training
- having enthusiasm for English and encouraging staff to share this enthusiasm
- keeping parents and Local Academy Board members informed on the implementation of English in the school

Access to Resources

Staff and pupils have access to a rich and varied set of texts to support both the teaching and learning of reading and writing throughout school. Staff and pupils have access to a range of online resources including multi-media and visual literacy. Pupils have access to age appropriate word books, dictionaries and thesauruses to support and enhance their spelling and vocabulary. Pupils who find reading and writing difficult have access to a range of dyslexia friendly resources and approaches. Resources at St. Nicholas School enable all groups of learners to be supported and challenged.

British Values

Pupils read books with themes covering tolerance, mutual respect and democracy. Pupils look at how these themes are presented and how characters embody these values. Lessons explore the meaning of concepts such as liberty, democracy and tolerance.

Spiritual Development

Pupils read a range of texts which inform their perspective on life and their interest in and respect for different people's feelings and values. Books create a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Pupils are encouraged to use their imagination and creativity in their learning. English promotes opportunities for pupils to reflect on their experiences. [The Reading For Pleasure Study](#) makes explicit the link between social and emotional responses and motivators to read and we recognise this at St Nicholas.

Moral Development

Pupils will explore different concepts of right and wrong when reading and responding to a range of texts; for example fables and stories with dilemmas.

Social Development

As well enabling pupils to develop a wide range of basic skills, the teaching of English is used to achieve social goals. English enables pupils to develop a set of values, attitudes and beliefs about themselves and others. Through exploring a wide range of texts, pupils are taught to recognise themes such as friendship, jealousy and helpfulness. Pupils are exposed to a range of characters feelings, which in turn enables them to access and describe their own emotions.

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Drama opportunities enable pupils to practise social skills such as turn taking and conversational skills.

Cultural Development

Pupils read and respond to a range of poetry and stories from other cultures. Our wider school curriculum promotes a global understanding and encourages children to learn about and learn from other cultures and develop a sense of the rich tapestry that is Britain.

Parental involvement

Parents are kept up to date with their child's progress. Parent's evenings are held three times each academic year. Parents receive interim reports at the end of the autumn and spring term, and receive a full end of year report in July. Each report clearly states children's progress in reading and writing. Parents are given copies of their child's targets in reading and writing, termly. Home reading tasks are set after each Guided Reading session which are recorded in the pupil's diary. Workshops and demonstration lessons are organised for to help ensure our parents feel able to be partners in supporting their child's development in English.

Responsive Teaching and Learning

As a school that is responsive to the needs of our children, we set high expectations for all to ensure they have the best possible opportunity to achieve their very best. To support us in achieving our ambition, we recognise that we need to 'Scaffold and Support', and 'Stretch and Challenge'.

Scaffold and Support is our approach to planning and implementing provision that gives every pupil the very best chance to secure the learning intentions; this can be through a range of support strategies such as additional modelling, questioning and resources to scaffold pupils' thinking and learning, to build further children's self-efficacy. As a school we identify and target the lowest 20% of learners many of whom may access Scaffold and Support within some lessons.

Stretch and Challenge involves strategies that aim to deepen learning and thinking, where critical evaluation and thinking play a key role in pupils seeing their learning from different dimensions.

Scaffold and Support in English	Stretch and Challenge in English
• Pre-teach vocabulary • 'I Do, We Do, You Do' approach to carefully scaffold acquisition and application of knowledge and skills • Chunk tasks into small components and provide step-by-step guides • Model and provide modelled examples • Provision of sentence starters and writing frames	• Opportunities to write at length (sustained writing) • More challenging text types that really promote deep thinking • Challenge to articulate and formulate thoughts about a text. • More open ended tasks with less modelling.

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- Use of media such as graphic novels, films, images, etc
- Word mats to support and encourage application of appropriate and purposeful vocabulary

Whilst the class teacher takes a central role in facilitating learning, there are many opportunities for children to promote, acquire and apply our St Nicholas Skills for Lifelong Learning:

A St Nicholas learner will always apply their lifelong learning skills:



Eager

I see, I think, I wonder...

I plan and think through my learning.

I think of new and creative ideas.

I dive deeper into my learning.

I apply my learning to real life.



Resilient

I set goals to challenge myself.

I break my learning and task into chunks.

I find tools to help me with my learning.

I keep going and never give up.

I use mistakes to help me learn.



Reflective

I use what I already know to help me.

I think about how I am getting on.

I listen and respond to feedback.

I am proud of what I can do.

I see where to go next.



Collaborative

I listen to others.

I explain things to others.

I talk about my learning.

I am honest and trustworthy.

I work as part of a team.

Responding to the Needs of Learners

Feedback for Learners

Feedback is provided either 'Live', 'End', or 'After' to an individual, small group or a whole class. Live feedback involves providing 'real-time, on-the-spot' feedback and therefore there is an expectation that our children plan independently (by themselves, with a peer or an adult) the strategies they will use to implement the feedback that has been given at that moment. On the other hand, feedback that is at the end or after is provided when work has been completed and happens at the earliest opportunity with the most meaning and relativity to increase its purpose. We aim to communicate the different intentions of feedback using visual symbols. This promotes a clear, accessible and consistent approach across the school. Therefore, children understand the intentions of the feedback that they have been given, whether it be to consolidate and/or challenge. For example, feedback to children in English may consist of the following:

Spelling Correction: Identified spelling error that children correct three times

Show Below: To consolidate children's learning and/or extend their thinking (such as challenge to up-level language choices)

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Next Steps: Identifies ways in which children can move their learning on

The Role of Assessment

Assessment is at the core of our English curriculum design at St Nicholas. At the start of each unit of learning, 'Cold Tasks' act as a meaningful strategy for diagnostic assessment. This helps teachers to plan for and adapt the intentions of the upcoming unit of learning, to ensure that they align with what our children need. This means our end-point vision for each unit of learning achievable yet ambitious. Throughout our English learning journey, feedback feeds in our assessment strategies, with each journey concluding with a 'Hot Task'; this allows teachers to connect children's independent writing and assess the extent to which they have achieved age-related expectations and the end-point vision that was developed from the Cold Task.

Curriculum Evaluation in English

At St Nicholas, we use a range of quantitative and qualitative evidence-gathering techniques that are triangulated to draw together valid, accurate and robust evidence-based findings to make evaluations about the impact of our teaching and learning. This supports us to celebrate achievements whilst also recognising key priorities for future development. It is important that we evaluate our curriculum against our aims and aspirations. Please note that not all evidence-gathering techniques outlined below take place simultaneously; we select techniques that we know will give us the most purposeful information and impact at a point in time.

These evidence-based findings are drawn together and directly feed into subject leader action planning, which is then shared with the Local Academy Board (LAB) to hold the school to account for teaching, learning and children's progress and achievement in English.

How do we evaluate?	What are we evaluating? Why are we evaluating in this way?	Who is involved?
We look at children's work.	Looking at children's work helps us to see the opportunities they have had to apply their learning meaningfully and in ways that reflect a deeper approach to learning.	Subject Leader Children Colleagues
We talk to the children about their learning and let them share their views in different ways.	Talking to children and recognising their views helps us to see identify the extent to which children are engaged and interested in their learning, and what we can do to make their experiences even more meaningful.	Subject Leader Children
We talk to and gather views from parents about their child's learning and experiences.	Gathering views from parents helps us to shape our understanding of children's experiences and opportunities across the curriculum from a different yet important perspective.	Subject Leader Colleagues Children Parents
We have professional and reflective discussions with our colleagues.	Professional and reflective discussions with colleagues helps to share and exchange ideas about effective practice and priorities for moving forward.	Subject Leader Colleagues

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We visit lessons to see strategies, opportunities and experiences used for learning.	Visits to lessons help colleagues to recognise the extent to which strategies, opportunities and experiences in lessons have an impact on maximising children's progress and meeting their needs.	Subject Leader Children Colleagues
We look at subject planning.	Reviewing subject planning is important to explore how appropriate the design of the curriculum is in maximising learning progress and to ensure that children build the bigger picture of knowledge and skills over time.	Subject Leader Colleagues
We look at and analyse pupil progress and achievement.	Analysing children's progress and achievement in more detail helps to develop lines of enquiry and identify key groups or subject areas that may benefit from further development.	Subject Leader Colleagues

Identifying Staff Continual Professional Development Needs

Continual Professional Development (CPD) is integral to the development of teaching and support staff to ensure that they are well-equipped to plan, deliver and evaluate a high-quality curriculum. The direction of CPD is steered through triangulated findings from the evidence-gathering techniques and staff audits.

CPD will be facilitated in the following ways:

- **Colleague Networking:** Working with other colleagues to build capacity and staff self-efficacy through a bespoke package of CPD (such as professional discussion and observation). This may be through working with staff at St Nicholas, across the MAT or beyond.
- **Staff Workshops:** Personalised whole-school staff developmental sessions to support pedagogical knowledge, strategies to motivate, challenge and support, and subject knowledge development. This may include inviting 'experts' to support staff development or enrolling members of staff in face-to-face or virtual courses.

Expectations and Responsibilities

The Local Academy Board (LAB), Senior Leadership Team, Subject Leader and Teaching Staff have key responsibilities to uphold the high expectations, principles, design and provision of our English curriculum as follows:

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Local Academy Board	Senior Leadership Team/ Subject Leader	Teaching Staff
- Rigorously review the policy and expectations for English to ensure it meets the school's curriculum principles, drivers and rationale. - Hold the subject leader and school to account for the design, provision and evaluation of Languages (French). - Regularly meet with the subject leader to explore findings from evidence-gathering and discuss how this will feed into subject action planning. - Plan for and communicate potential financial, time and resourcing commitments with the LAB, that will be required as part of the subject action plan.	- Implement evidence-gathering techniques to gather a well-rounded evaluation of the impact of the design and provision in English, including working in collaboration with members of the LAB. - Widen pupils' celebration of diversity and intercultural understanding through facilitating a range of engaging, inspirational and aspirational enrichment opportunities. - Identify and plan to address key priorities for development that will move the curriculum forward, including potential financial, time and resourcing commitments required. - Identify staff CPD needs and design bespoke developmental sessions and coaching that will address key priorities, including subject knowledge. - Support staff across the school to deliver a balanced, progressive, high-quality and consistent English curriculum, that supports and challenges children.	- Plan lessons that motivate, challenge and inspire pupils using a range of teaching and learning strategies. - Provide pupils with clear, concise and constructive feedback about their learning progress and achievement. - Use a range of evidence to make a robust and accurate assessment of pupil attainment and progress. - Communicate progress and achievement with parents/carers. - Ensure that lessons are well-resourced to support pupils' learning. - Support the facilitation of engaging, inspirational and aspirational enrichment opportunities that widen pupils' celebration of diversity and intercultural understanding. - Adapt teaching and learning strategies, resources and activities to support children who require additional support or challenge.

If you require any further information regarding the content of this policy, would like to know more about or feel you could contribute to our English curriculum, please contact the subject leader using the following contact details:

Name of Subject Leader: Mrs J Sollom

Telephone (School Office): 01902 842998

Subject Leader E-Mail Address: Office@st-nicholas.staffs.sch.uk (FAO: English Subject Leader)

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