

NHESC
English Policy for Key Stage 3 and 4
Spring 2016

Aims

- to develop the literacy skills of every student in accordance with the statutory guidance set out in National Curriculum's English programmes of study: [Department of Education: English Programmes of Study](#)*
- to build confidence in all aspects of literacy, including: reading, writing and communication skills to allow students to express themselves clearly.
- to provide a well-balanced study of: reading, writing and speaking and listening to support learning in other areas of the curriculum.
- to build on students' prior knowledge and skills, in order to raise their levels of attainment in English and support them to achieve success.
- to develop skills in both independent learning, group work and collaborative learning through the use of a broad range of teaching strategies.
- to ensure every student leaves with *at least* one of the following qualifications in English: OCR English Language GCSE (9-1), OCR Entry Level or OCR Functional Skills.
- to provide literacy intervention for those identified as needing extra assistance in order to support them in accessing the curriculum and achieving good progress

English language is a fundamental skill for all young people in education, beginning further/higher education or moving into the world of work. We must ensure that every student has the confidence to communicate effectively in both the written word and in spoken language. We aim to teach the rules of language and grammar so that our students' ability to communicate and express themselves is enhanced in all areas.

Teaching Approaches

The core of all lessons centres on the National Curriculum programmes of study (see link*). We ensure that all lessons in English are suitably challenging and tailored to the learning needs of each individual student. Every effort will be made to overcome potential barriers to learning and attainment for individuals and groups of students.

Teaching approaches to the English programme of study are well planned, with suitable learning objectives and clear outcomes. They are adapted to suit the individual requirements of learners as well as the varying qualifications offered at the centre. Standards are met with regard to providing equal opportunities for students of different: races, genders as well as those with disabilities.

Overall, we respond to students' needs by:

- creating safe, engaging learning environments
- ensuring all students are motivated and focused on learning
- considering the learning styles of students when planning lessons
- establishing and monitoring individual targets that are founded upon baseline data
- allowing every student the opportunity to contribute to lessons and share ideas
- promoting listening skills and modelling how to respond appropriately to others' views

- focusing on the social and emotional aspects of learning, to help students manage their own emotions and recognise the emotional needs of others.
- differentiating activities to match students' learning needs and to challenge them
- providing regular summative and formative feedback which students can act upon to improve their understanding, key skills and attainment
- setting home learning tasks that build on the learning taking place in the classroom.

Expectations of Learning

- We expect all students to achieve a qualification in English from the following range of qualifications: OCR Functional skills, OCR Entry level and OCR English Language GCSE (9-1)
- We expect students to make at least one level of progress throughout the academic year following entry to the Centre. (Dependent on their admission date)
- We expect all students to be respectful to staff and other students in the classroom to ensure that learning can take place and progress can be made.

Baseline Assessment and Assessment for Learning

Upon admission to the Centre, all students will complete a baseline assessment (e.g. an Entry Level English Paper) in order to assess their abilities. This is used in conjunction with their previous attainment data (SATs results, National Curriculum levels and previous assessments) to decide the route that they will take. Students will then be set a target for the end of that academic year, aiming for at least one level of progress at GCSE level, where appropriate. Target setting can be adjusted during the 'Inclusion' phase at NHESC where students complete a Functional skills qualification. This provides teaching staff a further indicator of reading, written and speaking and listening abilities.

- Assessment for learning is partly addressed through regular marking of students' work. The use of summative and formative feedback enables both staff and students to recognise the various stages of their learning and identify areas for improvement.
- All English teaching staff are made aware of the assessment objectives for the qualifications offered by NHESC. Key objectives are shared with students in order to highlight the importance of assessment for learning and improve attainment.
- Baseline data is used to set initial targets and students are reassessed in the first half of the summer term to assess the progress they have made and evaluate attainment.
- Parents and carers are provided with regular progress reports so that they may gain an insight into how well their child is performing in English. This will enable parents and carers to better support their child's learning and encourage them to achieve.
- Lesson objectives and outcomes incorporate the language used in key assessment objectives. This allows students to focus their learning and familiarise themselves with the key vocabulary and terminology they will need to use in order to succeed.
- The use of peer and self-assessment in lessons encourages students to take responsibility for their own learning. This will enable them to recognise quality in their own work and that of other students so that they may strive to improve their attainment.
- STEPS is used as a means of recording and tracking student attainment and progress in line with National Curriculum levels and end of year targets. This is reviewed regularly and updated on a termly basis in order to provide an overview of students' progress.
- The Literacy Intervention programme is used to identify students who are in need of extra support. They receive weekly one to one sessions during lessons or tutor periods.

These sessions are recorded in a tracking folder to monitor progress and ensure that this initiative is having a positive and measurable impact on their learning.

Marking

All students work is currently kept in a folder (at Briar Patch) or a book (at Bancroft) which is regularly marked by English teaching staff in accordance with NHESC marking policy. All teacher marking and feedback promotes independence by encouraging students to correct or improve their own work in line with task specific or literacy targets. Key vocabulary and terminology from each exam board specification is regularly used to familiarise students with key assessment objectives and how best to achieve them.

The purpose of Marking is to:

- Enable teaching staff to evaluate the learning of their teaching groups and individual students and plan for progression in consecutive lessons
- Set realistic and achievable targets for improvement that allow students to take ownership of their learning and make good progress
- Recognise the progress students' have made and express praise and encouragement
- Draw students' attention to inaccuracies in their use of grammar, punctuation and spelling and promote better working practises
- Build strong working relationships between teachers and students and promote a culture of co-operation

Cross Curricular Links (incl. use of ICT and promotion of Literacy and Numeracy)

- The English Department sets Literacy targets each half term. These are displayed clearly in every classroom and around both centres. This encourages staff to promote literacy in all subject areas. This concerted effort allows students to focus on key aspects of their literacy and should allow them to make better progress in all of their subjects.
- Key spellings linked to each vocational area are displayed in their relevant classrooms.
- Specialist vocational subject-linked tasks are often used in assessments for Entry level and the Functional skills qualifications as well as Speaking and Listening tasks at GCSE. This helps to promote engagement from students and allow them to access the work.
- ICT is incorporated into lessons through the use of the interactive whiteboards to engage learners, desktop computers and laptops for research tasks, extended writing, editing and proof-reading their assessments. Most students complete coursework tasks on computers using WordPad. Speaking and listening tasks encourage students to create Power Point presentations to accompany their spoken presentations.
- Numeracy is incorporated into English lessons through the use of timelines; the study of metre in poetry; Venn-Diagrams for debate planning; statistics in speech writing; mind maps for note-making; use of tables, graphs and charts to organise data/quotations.
- Drama is used in English lessons in the form of role plays to explore key issues and respond to texts. Drama skills are an integral part of Speaking and Listening activities that range from individual presentations, group performances and class debates.
- PSHE/Citizenship is addressed through discussion and debate of current affairs or controversial issues which often leads to extended research and writing tasks. Potential PSHE points of discussion are identified in schemes of work to support teaching.
- English teaching staff will provide resources, support and practical advice where required across the curriculum to help support non-English specialists.

- The English department will keep up to date with changes made to the curriculum and Ofsted, providing the centre with information about relevant changes and assisting with incorporating literacy into schemes of work across the curriculum.

Key Stage Three: Aims and Expectations

The NHESC aims for Key Stage Three are drawn from the statutory guidance set out in National Curriculums: [Department of Education: English Programmes of Study*](#)

- to assess students during their transition to the NHESC to provide a clear picture of their literacy abilities and learning needs
- to build confidence in all aspects of literacy, including: reading, writing and communication skills to allow students to express themselves clearly.
- to provide a well-balanced study of: reading, writing and speaking and listening to support learning in other areas of the curriculum.
- to build on students' prior knowledge and skills, in order to raise their levels of attainment in English and support them to achieve success.
- to develop skills in both independent learning, group work and collaborative learning through the use of a broad range of teaching strategies.

Key Stage Three students will follow a programme of study that is as close to their contemporaries in mainstream school as is possible. They will study a variety of texts including a class novel, poetry and selected media texts. They will also have the opportunity to produce their own creative writing and deliver individual speaking and listening presentations as well as working as part of a group on an extended task

Depending on their start date, students will complete two Writing tasks (one descriptive, one informative), two reading tasks (responding to the novel and to poetry) and two speaking and listening tasks (individual and group presentations). These will be marked in line with the National Curriculum framework and assessment objectives will be shared with students to ensure they understand the skills that they are being assessed on.

Marking should take place twice every half term, once in the third week and once at the end of each module as a pre-cursor to the assessment in order to provide last minute formative feedback for students. Every opportunity should be taken to celebrate success, allow students to share their work and gain recognition for their achievements.

Links with Mainstream School

NHESC English department intend to develop and strengthen links with mainstream schools. This will be achieved by establishing regular contact sessions with main feeder schools (Highfield, Fearnhill, Barclay, Thomas Alleyne) This will enable staff to:

- Share information on students who arrive at the centre from mainstream schools (Targets, work completed, abilities, etc.)
- Share good practice and resources
- Keep abreast of new developments in English throughout the curriculum
- Ensure consistency in moderation of assessments
- Develop subject knowledge and strategies to improve attainment

Health and Safety

- English teaching staff and support staff in English lessons will ensure all students feel safe and secure in a pleasant and engaging learning environment.

Development Plan

In order to develop the English Department, these issues must be addressed:

- Target sheets must be completed by students at the beginning of each Half Term to show students are aware of targets and areas for improvement. These will also provide evidence of completed assessed tasks to support assessment for learning.
- Students will work from exercise books instead of folders (at the Bancroft site). This will give a more accurate overview of work completed and provide evidence of students acting upon teacher advice and feedback.
- Coursework tracking sheets will be created and stuck into exercise books along with key assessment objectives for assessed tasks at all levels.
- Separate Coursework folders will be created which will be filed with assessed tasks and teacher marking.
- All students will complete baseline assessments upon entry to the centre for English and re-assessed at the end of the academic year to monitor progress.
- All students will complete a Functional skills qualification in English during the 'Inclusion' phase at NHESC.
- All year 10 students should aim to complete an Entry level qualification with the intention of starting the GCSE qualification in Year 11.
- It is expected that all Year 11 students should leave the Centre with a GCSE in English ranging from 9-1 grades. However, every student will be given the opportunity to gain an English qualification at the *appropriate* level for their needs/abilities.
- English home learning tasks will be set, monitored and logged.
- All students will be offered the opportunity to attend catch up sessions outside of normal lesson times to complete any work missed and assessments missed.
- Staff will attend regular CPD courses to keep up to date with changes to pedagogy and the requirements of the National Curriculum.

Resources

Dictionaries
Thesaurus
Various contemporary texts
Various classic Texts
Shakespeare text guides
Of Mice and Men text guides
OCR Teacher guides
Framework Non-Fiction
Library of fiction books (Various)
KS4 course books (Various)

Comprehension to 14
Grammar to 14
Target literacy
Poetry Anthologies
Varying DVD's linked to contemporary and classic texts, including adaptations
Audio Books (Various)
CD player
Desktop computers
Laptops

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