

# THE ROSEWOOD SCHOOL

## English Policy 2017-2018



Staff Responsible

Mr D Kirk

Policy Date –

September 2017

Review Date –

September 2018

## **Description of school**

*Rosewood is an urban special school for boys of secondary age who have emotional and behavioural difficulties. Pupils are drawn from all over the borough and reflect a wide social mix and very varied family backgrounds.*

## **Nature of Subject**

*Boys at Rosewood often arrive with a negative attitude towards English and a reluctance to engage fully due to a lack of confidence. However, English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. It is vital that all of our pupils take part fully in English.*

## **Knowledge, Skills and Understanding**

*The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a better command of the written and spoken word, and to develop a more positive attitude towards literature through widespread reading for enjoyment. The aim of English at Rosewood is to attempt to ensure that all pupils:*

- *read more easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wider vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write more clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are more confident in terms of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

## **Teaching and Learning approaches**

*Teaching and learning approaches will be in line with the Teaching and Learning Policy.*

## **Assessment and Reporting**

*Assessment and reporting is in concert with the whole school Marking and Assessment Policy. Work is differentiated by input and output. At KS3 and KS4 pupils will be assessed using the new 9-1 levels. (See appendix)*

### **Cross Curricular Links**

The scheme of work for this subject will include opportunities for Literacy across the Curriculum, Numeracy across the Curriculum and IT. It will also include opportunities for social, moral, spiritual and cultural issues to be addressed. These will be highlighted in the scheme of work

### **Monitoring and Evaluation**

The subject curriculum is to be reviewed each year and Governors, subject advisors (where available) are to be consulted in this process. The curriculum delivered should be monitored by the subject teacher and a senior member of staff charged with that responsibility. An annual audit of the curriculum is undertaken to evaluate each year's curriculum delivery and to aid future planning.

### **Management of the subject**

The Subject Co-ordinator has a job specification giving detailed areas of responsibility. The overview of the school's curriculum is the time management responsibility of the Deputy Head Teacher.

### **Special Needs**

Subject will follow the guidelines laid out in the Special Educational Needs Policy.

### **Health and Safety**

All activities, whether in school or off site, will be guided by the school's Health and Safety Policy.

Risk assessments are completed for all off site activities on each occasion and each pupil's participation is considered on the basis of the individual, the group and the activity. Risk assessments are held centrally by the Health and Safety Co-ordinator.

The Health and Safety Policy Risk Assessment Procedure should be seen as a positive process to enable as many students access to activities as possible.

### **Equal Opportunities**

Rosewood School is committed to working towards equality of opportunity in all aspects of school life and aims to provide access to the curriculum for all its pupils.

## **APPENDIX**

- **Subject Guidelines**
- **Assessment using the 1-9 grades, reporting to parents Summer 17**

## **THE ROSEWOOD SCHOOL**

### **English Guidelines 2016-17**

The new KS3 curriculum is currently in a stage of transition as we move away from assessment by SATs and its use of levels, towards the new 1-9 grading at GCSE. Therefore expectations for what is covered at KS4 now inform what should be covered and what should be assessed at KS3.

*All staff and Governors at Rosewood recognise that our students continue to struggle with basic Literacy skills and with accessing a mainstream English curriculum and that this can have a negative impact, not just upon their progress in English, but in all other exam subjects. Each Summer Governors, English Teachers and TAs evaluate the English curriculum and consider how best to enhance or amend teaching and resources in order to raise standards.*

*Following Summer Review 2016, all students will continue to have access to one to one reading through the ERIC sessions. Also during these sessions, all students will be involved in the 'Superhero' Spelling Challenges. All students will have additional lessons in which they will read and write Poetry for pleasure and take part in creative writing responses. These initiatives are being supported by a whole school focus on Literacy and by a range of engaging displays.*

*In English lessons students will now use folders instead of exercise books. They will have separate folders for coverage of the set text\*, for spellings, for Poetry and for Creative Writing and other English skills.*

*\*The set texts have been selected with care to ensure that they will successfully engage the students, as well as best meeting the requirements of the NC/GCSE exams. The 15-16 scheme matrix has been amended so that all classes have a class novel to cover during the Autumn Term. Teachers, TAs and Governors will evaluate its effectiveness before schemes of work are chosen for next Term (Jan 17).*

### **Key stage 3**

#### **READING**

Pupils will be taught to develop an appreciation and love of reading, and read increasingly challenging material independently through:

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Account will be taken of the reading ages of students and of classes so that all abilities can access this reading in some form. The range will include high-quality works from:
  - English literature, both pre-1914 and contemporary, including prose, poetry and drama
  - Shakespeare (as part of an Introduction to his life and works.)
  - some world literature
  - choosing and reading books independently for challenge, interest and enjoyment.
  - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

#### WRITING Pupils will be taught to

- write accurately, fluently, effectively and at length for pleasure and information through:
- writing for a wide range of purposes and audiences, including:
- well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
- a range of other narrative and non-narrative texts, including arguments, personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
- plan, draft, edit and proof-read through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

#### GRAMMAR and VOCABULARY

##### Pupils are taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
- extending and applying the grammatical knowledge gained at KS2 SPaG coverage
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

#### SPOKEN LANGUAGE

##### Pupils should be taught to:

- speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said

- improvising, rehearsing and performing play scripts and poetry in order to discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Lesson delivery is a co-operative exercise between teacher and teaching assistant.

### **Key Stage 4**

At the Key Stage 4, Rosewood follows the AQA accredited GCSEs in English and Literature. This covers all of the above from KS3 with a requirement to sit 4 terminal exams at the end of Y11.

For 2017 entrants, the two Key Stages are interlinked in order to ensure that students can transfer and build upon their learning each year and become more consistent at using the skills. The previous Y11 cohort was the last one to sit the old AQA GCSE English 4700. (All Y11s achieved a pass grade.) This also required the completion of a folder of Controlled Assessments which count as 20% of the total. In 2017 all Y11s will sit 4 external exam papers in order to achieve grades in both Language and Literature. The exams now carry 100% of the marks.

### **Key Stage 2**

Rosewood currently offers provision for a cohort of Y6s. A Primary Specialist (GE) is in post from September 2016 and is providing an English curriculum based upon the new Primary NC. Pupils will be prepared for the KS2 SATs in May 2017.

### **Assessment**

From 2017, Level Descriptors have been determined in line with the new GCSE grades of 1-9.

1-9 reflects achievement which corresponds to the now redundant A\* - G.

Level 1 is the starting point on the GCSE journey and Grade 5 is the equivalent of a good 'C' pass within the old system.

We are aiming for all pupils to achieve at least a Grade 5 by Year 11.

Pupils making average progress towards this will, typically, achieve a grade within the ranges;

Year 7 - 1/2

Year 8 - 2/3

Year 9 - 3/4

Year 10 - 4/5

Year 11 - 5+

Pupils who are progressing more slowly will be working slightly below these ranges, whilst those who are more able will be working at ranges above those illustrated.

### **Other Courses**

There is now an expectation and a pressure upon all schools to ensure that every student will take GCSE English and GCSE Literature as a double weighted award from 2017 onwards. This will prove quite a challenge for some of our current Y11 cohort. Alternative programmes of study and accreditation are currently being explored, although it looks like the most appropriate action will be for all our students to sit at least some elements of both exams in order to get up on to the 1-9 scale.