



# ST VINCENT'S SCHOOL

A Specialist School for Sensory Impairment and Other Needs

Policy Document Title:	English Department
Reviewed:	10/24
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## **The National Curriculum**

Department for Education (2014)

*The national curriculum in England: key stages 1 and 2 framework document.*

*The national curriculum in England: key stages 3 and 4 framework document.*

## **The Curriculum Framework for Children and Young People with Vision Impairment**

Areas 3 and 4 are embedded in the SOW. The English Curriculum contributes to and facilitates the remaining areas.

## **Philosophy**

The English curriculum offers opportunities for the enhancement of personal and social growth through the promotion of

- development of self
- sense of others
- an appreciation of the means by which we communicate.

## **Aims**

- To ensure the delivery of the *Early Years Foundation Stage Framework* in a form appropriate to the students.
- To ensure the delivery of the *National Curriculum: Framework for Key Stages 1 to 4* in a form appropriate to the students.
- To ensure the delivery of Literacy/Communication skills [Post 16] in a form appropriate to the students.
- To seek to ensure continuity and progression through the *National Curriculum: Framework for Key Stages 1 to 4*.

- To provide an integrated programme of learning experiences which will develop the students' ability to communicate effectively through speaking and listening, reading and writing.

## **Objectives**

To develop effective speaking and listening skills so that the students can

- use the vocabulary and grammar of standard English
- formulate, clarify and express ideas
- adapt speech to a widening range of circumstances
- listen, understand and respond appropriately to others

To develop students as effective readers and enable them to

- read accurately, fluently and with understanding
- understand and respond to texts
- read, analyse and evaluate a wide range of texts, both fiction and non fiction, including literature from the English literary heritage and from other cultures and traditions
- develop empathy and sensitivity through the choice of literature with positive images of disability, gender, age and race

To develop the students as effective writers and enable them to use

- compositional skills in writing - developing ideas and communicating meaning to a reader, using a wide-ranging vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- presentational skills - accurate punctuation and correct spelling
- a widening variety of forms for different purposes

To develop skills to analyse and evaluate media and moving image text, including language, media form and critical response.

To promote drama activities, including role-play, improvisation, the writing and performance of scripted and unscripted drama and the evaluation of the student's own and others' contributions.

## Organisation

EYFS:	CCL experienced across all areas of learning (if applicable)
KS1/2:	students are taught through a daily lesson of 45 mins + CCL time.
T1:	students are taught through a daily lesson of 45 mins + CCL time.
KS3:	students are taught for 3 lessons p/w
KS4:	students are taught for 3 p/w
KS4	English Literature: students are taught for 2 lessons p/w (if applicable)
Post 16:	students are taught for 2 lessons p/w
P16T:	students are taught through an integrated transition programme

## Adaptive teaching

Specific needs are identified

- degree of visual impairment
- additional physical disability eg hearing loss
- additional learning difficulties
- language development delay
- literacy/SEN
- behavioural problems
- high achievers
- EAL

Within groups we seek to achieve adaptive teaching by

- resource
- time allowance
- ability level
- reading level/interest
- design/modification of materials
- technology
- recording aids
- established classroom areas
- necessary study skills built into SoW/PP

## Task

- variety of task
- ability range of tasks
- strategies to facilitate independent working
- strategies to ensure the student stays on task
- variety of output
- opportunity by outcome
- choice from range of tasks
- task extension
- different homework

## Support

- teacher
- LSA
- S&L therapist, physiotherapist, music therapist, educational psychologist
- student/group
- technology
- group acknowledgement of achievement

## Response

In order to gain the desired response, students must

- know the learning outcomes
- be aware of the assessment criteria

Response can be given by teacher and fellow students through

- writers' workshops
- assessment
- verbal feedback
- targets

## Teaching Models

A variety of methods is used, allowing personalising learning. Formative assessment is central for this practice. This is flexible according to the learning outcomes and needs of the pupils.

- Grouping: individual  
pair work  
group  
whole class.
- Repertoire: activation of prior knowledge  
modelling  
scaffolding  
written source materials  
discussion and dialogue  
explanation  
exploration  
investigation  
flexible learning  
literature  
audio  
DVD  
drama/roleplay  
theatre/other visits  
ICT  
media work.

## Progression

Progression is enabled through assessment, target setting and pupil tracking.

- Progression through EYFS is ensured by support in the specific area of literacy through which the prime area of communication and language is strengthened and applied.
- Progression through KS1 and KS2 is ensured by the implementation of the *Framework for Key Stages 1 and 2*.

- Progression from KS2 through KS4 is ensured by the implementation of the *Framework for Key Stages 3 and 4*.
- Progression through KS4 and Post 16 is ensured by the implementation of the 16 – 19 Study programme.

Schemes of work are based on the end of key stage expectations in the NC, with opportunity for adaptive teaching on each side of that level. Assessment is both formative and summative and follows whole school policy.

Student progress is monitored and tracked using a range of performance measures, including teacher assessment and test results. Students have termly opportunities to discuss progress and set targets.

Staff, students and parents can monitor progression through external examination levels/grades, student assessment sheets, student progress sheets, EYFS Profiles and Classroom Monitor.

Progression is also seen through teachers' planning/assessment.

### **Assessment/Accreditation**

KS1/2:	Phonics screening check, National tests, the engagement model
T1:	The engagement model
KS4:	ELC, GCSE
P16:	FS, ASDAN, BTEC units WJEC

### **Schemes of Work**

Each teacher assesses individual needs and provides schemes appropriate for specific teaching groups following the long term SoW, *Framework for EYFS*, *NC Frameworks* for KS 1-4 and 16 – 19 Study Programmes.

### **Recording of Work**

Students work in Braille, print, IT and audio. Work is kept in files. The teacher records work and progress in planning/assessment . The student is encouraged to record work through profile and progress statements, reading logs, diaries etc.

## **Marking**

An evaluation of a specific task with constructive, supportive and stimulating response/feedback is used, whether written or verbal. The teacher is free to use a flexible system of marking symbols appropriate to the situation and the focus of the task.

## **Special Educational Needs**

These must be specific to the student and are met through

- groupings
- variety of recording methods
- lighting and seating arrangements
- modified materials/tactile aids
- LVAs
- LSA support
- presentation
- emphasis on AT1 skills, particularly at KS1/2
- emphasis on communication skills, particularly at FS
- emphasis is on work/life skills, particularly at Post 16

Full use of technology is made to facilitate access to all aspects of the curriculum. Training in manual dexterity, spatial awareness and visual enhancement is given where necessary.

## **Citizenship**

The English Curriculum plays an important role in helping students to develop the knowledge, skills and understanding they need to lead confident, healthy independent lives, as individuals, parents, workers and members of society. It aims to give them the confidence and conviction that they need to become informed and responsible citizens who can play effective roles in society. Opportunities for these experiences are embedded in the long-term SoW.

## **Spiritual, Moral, Social and Cultural Development**

The English Curriculum contributes to students' SMSC development through

- developing confidence and expertise in language, which is an important aspect of individual and social identity and interaction

- enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film, television and radio
- developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film
- helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes/responses to the use of language.

## **IT**

English gives all students the opportunity to apply and develop their IT capability through the use of IT tools to support their learning. Opportunities for these experiences are embedded in the long term SoW.

## **Equal Opportunities**

English provision is inclusive. All students are given access to the English Curriculum, regardless of age, gender, religion, ethnic origin or disability. For students with additional disability, potential areas are identified and addressed at the outset of work.

## **Cross-Key stage Links**

In order to foster a school identity and sense of progression, English adapts a whole school approach. Classroom activities across the transition key stages are encouraged, along with a sharing of expertise and resources.

## **Project Based Learning**

The English Curriculum aims to instill the skills and competencies required for PBL: critical thinking, problem solving, collaboration and various forms of communication. The SoW promotes the development of the students' ability to

- listen to others making their own ideas clear when speaking
- be able to read a variety of material
- write or express themselves in various modes
- make effective presentations.



**Cross-Curricular Links**

Due to its nature English can be utilised across the subject range, primarily with regard to speaking and listening/reading/writing for specific purpose and audience. It will be specifically used for subjects/tasks with particular cross curricular requirements, eg PSHE/ Citizenship/ Work Skills/Careers.