



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – ENGLISH

ENGLISH LEADERS: Emma Swinburn (KS2) & Helen Higson (EYFS/KS1)

Subject Overview: INTENTION

At Primrose Hill, the curriculum has been designed to ensure we maximise rich, purposeful learning opportunities which link to other areas of the curriculum, thus ensuring key skills of speaking & listening, reading and writing are embedded and applied. The large majority of pupils progress through the curriculum content at the same pace, whilst differentiation is achieved through additional support and challenge, encouraging children's individual flair and fluency. English is taught in mixed ability classes for the majority of the time as we believe all children can achieve. In this approach, all children are exposed to some higher-level thinking questions and problem-solving as well as having the opportunity to collaborate and develop a growth mind-set through working with their peers.

Fundamental Great British Values: INTENTION

At Primrose Hill, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Together we will make a difference". This is evidenced through our inclusive teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

Planning: IMPLEMENTATION

English is taught through a thematic, progressive approach - personalised to our children. Our curriculum is carefully planned to engage and excite all of our learners – ensuring children are exposed to a wide range of genre and specific skills are explicitly taught as outlined in the aims of The National Curriculum 2014. Our English Curriculum Maps detail the units covered each half term within each year group, specific grammar links, along with an overview of scaffolded and independent writing opportunities. All purposeful links with other subjects are maximised and detailed on Phase Maps, this allows key English Skills within reading and writing to be applied and embedded across the curriculum. The use of high quality texts which develop an appreciation of our rich and varied literary heritage, alongside an appreciation of other cultures and beliefs, is pivotal to our curriculum, all children are exposed to vocabulary rich texts which seek to ignite a passion for language alongside knowledge of linguistic conventions – developing their understanding of texts whilst encouraging them to develop their own writing ability, adapting their language and style to audience and ultimately to emulate what they have read.

Assessment: IMPLEMENTATION / IMPACT

Ongoing assessment and review is fundamental to everyday teaching at Primrose Hill, teachers are constantly making judgements with regards to attainment in lessons and altering provision accordingly. Same day intervention and pre-learning are crucial in ensuring children are prepared to learn; misconceptions quickly identified and rectified. Children are assessed formatively at the end of each term, data is used to identify next steps for groups and individuals through Pupil Progress meetings. Through professional dialogue, we seek to close gaps in understanding and ensure value added attainment – intervention for support and challenge is planned accordingly. Parents are informed of their child's attainment and effort on a termly basis through parent consultation evenings and Grade Sheets. Additionally children are assessed at the end of each Key Stage, as well as the Y1 phonics screen as stipulated by national guidance.

Collecting evidence: IMPLEMENTATION / IMPACT

Whilst data gives a snapshot of attainment and progress, standards in English at Primrose Hill are continuously monitored using a plethora of approaches and methods. On a termly cycle, views are collated through pupil interviews (pupil voice), book & planning checks & parent questionnaires (parent voice). Governors are well informed of standards through twice termly Governor Meetings, here subject updates on attainment and development for English and shared, analysed and clarified. Through annual Governor Weeks, members of the Governor body spend time in school, experiencing English lessons and talking to the children.



Goodnight Mr Tom



SATS Growth Mindset



Outdoor reading time



World Poetry Day



Script Writing – ICT



Book Day Potatoes!



Book Speed Dating



Presentations – History link



The Highwayman!



Primrose Library FUN!



Cosy Reading with friends!



Enrichment opportunities: IMPLEMENTATION / IMPACT

The English curriculum is greatly enhanced through children having the opportunity to use our school grounds to stimulate their learning, the recent forest schools provision has allowed many children to develop their speaking and listening skills – applying their English skills in context. Whilst many of the enrichment opportunities are linked to the foundation curriculum subjects, due to our personalised and cross curricular approach, children are exposed to and given purposeful opportunities to develop their reading and writing skills. In conjunction, we are a Pobble School, this allows the children's work to be published online using the Pobble platform – work is then accessed and appraised by family and friends, along with thousands of people worldwide, this has enthused even the most reluctant of writers within our school. Subject specific opportunities last year focussed on opportunities to emerge the children in quality texts and exploit them to rich vocabulary; Y6 focus on 'Warhorse' in conjunction with WW1 centenary, KS2 visit to watch 'Wizard of Oz'. As a school we are keenly involved in the Lancashire initiative 'We are Reading', along with celebrating National Events such as Roald Dahl day the initiative has facilitated opportunities to work collaboratively as a cluster to share author events and texts – again widening and deepening our children's access to quality texts and rich vocabulary experiences.

Targets 2018/2019: IMPACT

Develop and enhance spelling curriculum – support progression of skills post phonics – Introduction of No Nonsense Spelling School (Y2-Y6)	<ul style="list-style-type: none"> • All staff trained by county specialist during summer term 2018. • Scheme purchased and distributed • Learning walks and book ‘looks’ throughout the year focussed on level of spelling knowledge application • Moderation of writing has shown a good level of spelling application. • Keeping Governors informed – through Subject Impact Report.
Embed WCR approach in relevant classes (Y3)	<ul style="list-style-type: none"> • Audit of current provision completed. • New texts purchased for all year groups – but particularly in Y3.
Track 2021 Y6 SATs cohort (current Y4)– ensure VA through year (return to at least +77% ARE+ in reading and writing by end of year)	<ul style="list-style-type: none"> • Additional adult support to ensure adequate interventions to close the gaps in learning. • Increased Pupil Progress meetings with class staff to carefully track progress. • Children on track to make accelerated progress by end of year.

Impact of staff training: IMPACT

STAFF CPD	<ul style="list-style-type: none"> • Moderation of writing Twilight – Y2 / Y6 cluster moderation – ensure accuracy of judgements
SL CPD	<ul style="list-style-type: none"> • 3x Subject Leader Development Training – ideas shared and integrated into provision at school

Future Targets: FUTURE INTENTION / IMPLEMENTATION / IMPACT

- To map and further development opportunities to increase understanding of diverse Multi-Cultural issues throughout the school.
- To further enhance the outdoor areas around school to promote reading for pleasure.