SPECIALIST EDUCATION SERVICES

English Policy and Practice

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CONTENTS

1   RATIONALE

This document should be read in conjunction with the General Curriculum Statement, which outlines specific issues underpinning the curriculum approach at SES.

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits' positive psychology.

The intensity of work in this respect, with both the child and where possible, family, is beyond what any child in a mainstream setting, and in many other specialist settings, would experience because of the very purpose and nature of practice at SES.

This document sets out the policy and principles that underpin the whole process of learning across the twenty-four hour learning experience available.

2   AIMS AND OBJECTIVES

The aims and objectives of the SES English curriculum are about ensuring access to the speaking, listening and writing skills essential for effective learning and communication and are commensurate with those found in the National Curriculum.

2.1   ENGLISH AND NATIONAL CURRICULUM AIMS

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write 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.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write 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 competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

2.2   ENGLISH AND READING, WRITING, COMMUNICATION, MATHS AND COMPUTING SKILLS (RWCM+C)

RWCM+C skills are core elements of English, Mathematics and Computing that provide individuals with the skills and abilities they need to operate confidently, effectively and independently in life, their communities and work. Individuals possessing these skills are able to progress in education, training and employment and make a positive contribution to the communities in which they live and work.

Development of RWCM+C skills is embedded within personalised programmes of study in English. RWCM+C skills within the curriculum is not limited to this subject. The curriculum offers opportunities for RWCM+C skills development in English, which encourages working beyond the Learning Centre and making links to a wide range of learning opportunities. To be effective, RWCM+C skills teaching must be relevant and allow learners to engage with real situations in the real world.

Learners need opportunities to:

- apply their skills in plausible contexts or use their skills for real purposes
- engage with the world beyond the Learning Centre
- integrate learning by linking knowledge within and between the RWCM+C areas
- spend time planning and developing their work
- make choices and decisions, think creatively and act independently
- experience success in real situations as a result of using their skills effectively

SES aspires to develop learners confidence in RWCM+C skills through English by providing opportunities to:

- read and understand information and instructions, then use this understanding to act appropriately.
- Interpret given information in line with specific learning intention.
- Record evidence of learning in written form of varying formats at appropriate timescales, taking into account individual needs of learners.
- use key terminology to explore and develop knowledge and understanding..
- use verbal communication to effectively develop knowledge and understanding
- to acknowledge listening as integral to developing knowledge and understanding
- to seek opportunities to develop mathematically skills in the areas of using and applying, number, shape, space and measure and handling data.
- to integrate opportunities for a contextualised use of computing applications.

2.3   ENGLISH AND PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

Effective planning for PSED in English must ensure that relevant elements, are

embedded into; individual learning episodes, sequences of work, teaching approaches and learning outcomes. When this is done well, it will build individual confidence, enrich the experiences of leaners and support their progress in English, while increasing coherence across the curriculum.

At SES mastery of PSED skills is integral to all aspects of Learning Opportunities through a holistic and cross-curricular approach. We seek to ensure pupils demonstrate that they can develop and then apply their PSED skills in an extensive range of subject based and real life contexts. In English we promote the consolidation of core PSED skills by structuring learning opportunities to promote development in this area. Progress in PSED is reflected in personalised PSED files and Learning Centre Education Plans.

2.4   ENGLISH AND THE SEMH (SOCIAL EMOTIONAL AND MENTAL HEALTH) DIMENSION

Many of the students coming to our establishments may well have had difficult experiences with English, either in the way it has been taught or in the way they have received the teaching. Their low self esteem and poor self image as learners, coupled with their learned avoidance behaviours often used for self protection against the risk of failure, mean that they may never have experienced the excitement and satisfaction of success in English.

A significant proportion of the students will have deficits in their literacy and communication skills. In many cases Specific Learning Difficulties will be the predominant complication or at the very least a complicating factor. Highly specialised approaches to literacy and communication programmes are therefore essential for our students.

Our aim is to provide experiences that will improve the child's self esteem allowing him to develop confidence and at the same time enjoy success in areas of endeavour specific to the subject. English is the gateway to learning and as such has to have a high prominence in our work.

> *"Instruction begins when you, the teacher, learn from the learner; put yourself in his place so that you may understand . . . what he learns and the way he understands it."*
>
> Soren Kierkegaard (1813 – 1855, Danish Philosopher)

The specific curriculum objectives are as follows:

Language - the most important element in personal growth and development

a.   To develop the fullest range of linguistic, literacy, audio and oral skill possible in each individual student. *(Very often SEMH students use their inappropriate and extreme behaviour to communicate with others and struggle to communicate feelings, thoughts and needs through other means)*

Language - the principle element in communication

b.	To develop the ability to listen to an individual or group of people and understand the content. *(Very often SEMH students lack the patience to listen to others)*

c.	To develop individual reading skills in the learning centre and in the home. *(Many SEMH students are reluctant readers)*

d.	To encourage an interest in reading from a wide range of possible sources and in a variety of situations including texts from other cultures and traditions. *(Very often SEMH students will go to the single most immediate and accessible source and not look beyond it)*

e.	To develop study skills, individually and as part of a group, particularly information retrieval strategies. *(Very often SEMH students want quick and easy answers, and struggle to take part in group activities)*

f.	To provide a range of situations and activities to develop student competence, precision and confidence in speaking. *(Very often SEMH students illustrate the extremes of apparent over-confidence accompanied by social clumsiness or complete lack of confidence displayed by withdrawing from situations)*

g.	To appreciate the different uses and effect of the spoken word according to situation taking account of tone, vocabulary choice and the use of Standard English. *(Very often SEMH students have no recognition of tone of voice, use inappropriate vocabulary and indulge in slang, street language or copying others)*

h.	To develop a range of writing skills, both factual and creative and to use these in a variety of situations. *(Very often SEMH students try to avoid written work of any kind)*

Imagination, creativity and individuality

i.	To develop initiative, creativity and confidence in the development and expression of thoughts and ideas. *(Very often creativity is suppressed in SEMH students because of their lack of self confidence and fear of failure or ridicule).*

Understanding through reflection and evaluation

j.	To develop skills in evaluating and assessing own work and suggesting and predicting progress. *(Very often SEMH students see evaluation and assessment as a negative process because of their low self esteem)*

k.	To use evaluation skills to assess group work or the work of peers. *(Very often SEMH students find it impossible to engage in this with peers because of their personal vulnerability and lack of self confidence)*

Independence through English

l.	To develop the ability to work independently at an appropriate individual level. *(Very often SEMH students rely heavily on adult support and quickly give up on tasks where they do not have it).*

Collaborative learning

m.   To develop the ability to work collaboratively. *(Very often SEMH students find sharing and the potential loss of personal attention difficult)*

n.   To experience drama as a vehicle for further development within language work across the curriculum. *(Very often SEMH students find drama work too exposing and threatening because of their personal vulnerability).*

3   ENGLISH AND EVERY CHILD MATTERS OUTCOMES

Although the Every Child Matters agenda changed to "Help children achieve more", it remains a useful vehicle to conceptualise a holistic approach to children's needs.

3.1   ENJOY AND ACHIEVE

The contribution English makes to students' enjoyment stems from the opportunities it gives them to explore their identity and place in the world, engage actively, have their assumptions challenged and challenge the assumptions of others.

- Students appreciate the opportunities English gives them to express themselves, whether by presenting their ideas and opinions to persuade readers and listeners or by creating new worlds, both familiar and unfamiliar, in poetry and narrative.
- Students enjoy being exposed to the richness and breadth of literature. They relish the way that reading can present familiar settings and dilemmas one moment and then ask them to empathise with situations and characters that are beyond their experience the next.
- Students value the ways in which English helps them achieve, in the subject, across the curriculum and in the world beyond, by developing their ability to communicate clearly and effectively.

3.2   BE HEALTHY

Central to English is reading for pleasure – encouraging students to read as a way to relax and be transported from their day-to-day worries and concerns. Similarly, literature can help young people work through problems and dilemmas they face by suggesting how they may deal with such problems. Both these aspects of reading have an important role to play in ensuring students' mental health and sense of wellbeing.

3.3   STAY SAFE

English gives students the confidence to ask questions, rather than taking things at face value. It provides them with the skills to examine the validity of what they are told or read and challenge it on grounds of logic, evidence or argument. Through reading a variety of texts and discussing issues, English can provide opportunities to explore situations and dilemmas that will help students make the right choices to stay safe.

3.4   ACHIEVE ECONOMIC WELL-BEING

English plays a central role in contributing to young people's long-term economic

wellbeing by developing the literacy and communication skills essential to any job. It encourages them to be adaptable and find creative solutions to problems, put their views and ideas across for maximum effect, and work effectively in groups. All these are skills and attributes valued by employers.

3.5   MAKE A POSITIVE CONTRIBUTION

English provides many opportunities for students to get involved and contribute positively by working collaboratively, most obviously as part of a group discussion or drama performance, but also through the emphasis on students evaluating and providing constructive responses to each other's work. Another key aspect of making a positive contribution is being involved in the community, and in English students have the opportunity to speak, listen and write for purposes and contexts beyond the classroom, such as becoming reading mentors for younger students.

4   **THE IMPLEMENTATION OF ENGLISH**

SES recognises the common framework provided by the structuring of English within National Curriculum.

4.1   EQUAL OPPORTUNITIES

SES is committed to ensuring that all students are treated with equality of regard.

This will involve:

- Providing equality of opportunity in the English curriculum in an attempt to maximise the potential of each individual pupil.
- Treating as of equal value the different needs, interests and abilities of individual students.
- Through their experiences within English pupils should have respect for others and the idea that all should be treated as equals.

In pursuing this policy with regard to individual students, there are four categories of difference between groups of students, in which it is generally acknowledged that 'treatment as equals' may be problematic and for which it is therefore important to have specific policies. These are:

- Racial/Cultural differences
- Social-class differences
- Ability differences
- Gender differences

4.1.1 Racial/Cultural Differences

It is vital that staff avoid any racial bias or stereotyping with respect to the particular individuals who are from ethnic-minority backgrounds and that they are alert to and willing to challenge any such discrimination or stereotyping by other students.

4.1.2   <u>Gender Differences</u>

Equal opportunities in terms of participation are carefully considered, however, issues of prejudiced attitudes and stereotyping towards the opposite sex can be in existence and can potentially be magnified in our environments, especially given the contextual background and past experiences of our young people.

Staff should therefore be aware of this and should be willing to challenge any such discrimination or stereotyping by students. Furthermore such risks can be mitigated through planned teaching strategies.

4.1.3   <u>Social Class Differences</u>

The availability of Literacy material and the type of material within homes can vary tremendously across the social class continuum. Staff should be aware of making assumptions about student's level of knowledge and opportunities for practising skills that invariably have a bearing on rate of progress. At our establishments there is a wide range of literacy based reading materials (including books and magazines) and students are involved in purchasing decisions.

4.1.4   <u>Ability Differences</u>

SES establishments are resourced such that students receive a highly individualised curriculum based on their Portfolio of Achievement and Needs. Implicit in this is a response to differing levels of ability.

It is also important that protected characteristics as defined in the SES Equality and Diversity Policy are considered when planning and implementing teaching practice to ensure equal opportunities. This policy should therefore be read in conjunction with the SES Equality and Diversity Policy and Practice document and the DfE guidance around our equality duty.

4.2   ENGLISH AS A CROSS CURRICULAR SUBJECT

The level of importance of English skills in enabling access to all areas of the curriculum cannot be over emphasised. Competence in Literacy is essential to accessing virtually the whole curriculum as well as many aspects of learning, communication and social functioning beyond the Learning Centre day. At each establishment every aspect of its operation is viewed as a potential vehicle for building upon student's literacy and communication skills.   All staff need to be skilled at finding unobtrusive ways of supporting cross-curricular links through taking advantage of the total living experience without this intruding on the naturalness of domestic living.

It is important to acknowledge the key role that key adults outside the Learning Centre play in the development of language awareness and associated skills, (e.g. in listening to students read). Where practically possible the potential of this support should be emphasised and such support encouraged with careful advice.

Cross curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society.

Dimensions can add a richness and relevance to the curriculum experience of young people. They can provide a focus for work within and between subjects and across the curriculum as a whole, including the routines, events and ethos of the school.

Cross-curriculum dimensions include:

- identity and cultural diversity
- healthy lifestyles
- community participation
- enterprise
- global dimension and sustainable development
- technology and the media
- creativity and critical thinking

4.3   ENGLISH AND COMPUTING

Computing is incorporated as an integral element into all aspects of the curriculum. (See Computing Policy and Practice document). Computing plays a fundamental role in enriching and enabling curriculum delivery. Specifically designed programmes and software play a major role in addressing specific literacy development for our students.

Using computers gives students a <u>sense of achievement</u> especially in the area of word processing where the final result can be a perfectly presented piece of writing. The positive feedback is immediate.

Students can <u>assess and correct their own work</u> in areas other than word processing. A good piece of software that puts the student in control of his own learning will do this. The process of drafting, self-assessment and redrafting is not always easy to achieve in other learning situations.

Using a computer <u>enables results to be presented in a greater variety of ways.</u> When using a word processor, it is easy to alter the layout of a page. Multimedia can be used to create films and slideshows to support expressive language within speaking and listening.

The speed of the computer will <u>help students to become more proficient at handling and retrieving data</u>. Tasks that take a long time when using pen and paper are easily accomplished while maintaining interest and avoiding long and tedious manipulation of information.

Computers <u>allow simulations of experiences</u> that would be difficult to arrange otherwise. Fighting the after effects of an oil slick or seeing the result of a volcanic explosion on screen can give students a safe experience of the decisions and

problems involved. More specifically programmes can be used to support progress in areas of social skills and personal development such as taking responsibility.

The use of computers <u>develops group skills</u> in certain tasks. Students will discuss the best course of action in a programme or perhaps decide upon the right question to ask in a database search.

Computer software also enables students to <u>express their ideas in a creative environment</u>, allowing the integration of digital resources to motivate and engage their thinking processes. Software can be used to support learning, e.g. spelling, grammar, touch typing, speech recognition.

4.4   TEACHING AND LEARNING STYLES

- activities should bring together different areas of language work;
- the order of activities should be flexible;
- activities should be balanced between tasks which develop knowledge skills and understanding and those which develop the ability to tackle practical problems;
- activities should be balanced between activities which are short in duration and those which have scope for development over an extended period;
- activities should, where appropriate, use students' own interests or questions either as starting points or as further lines of development;
- activities should, where appropriate, involve both independent and co-operative work;
- tasks should include those which have a prescribed method of working and those which may allow a variety of approaches;
- activities should be balanced between different modes of learning; doing, observing, talking and listening, discussing with teachers and other students, reflecting;
- there should be a richness and variety in the type of writing activities undertaken;
- activities should encourage students become confident in the use of a range of tools available in language work such as digital media, radio, video, telephone, television and new technology;
- activities should encourage students to become competent in collecting, recording and processing information;
- there should be a strong element of student negotiation and involvement in the targets identified within their Portfolio of Achievement and Needs
- individual or group based texts should be stimulating.
- the range of potential resources and stimuli is inexhaustible and a variety should be used to maintain interest and motivation.

4.5   PLANNING FOR ENGLISH EXPERIENCES

The planning of English is guided by, but not limited to, the National Curriculum Framework for English.

Planning for English will take a variety of forms for which personalised learning episodes and units of work will include:

- Individual work

- Group Work
- Classroom based learning
- Extended learning in the wider community

Each student at SES, will receive appropriate and significant support from our Specialist SEN teacher, who completes extensive assessments and develops personalised intervention programmes to support individual learning needs.

4.5.1 Learning Outside the Classroom

SES supports and endorses the Learning Outside the Classroom initiative as its principles and philosophy match the SES Vision Statement. We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

The use of places other than the classroom for teaching and learning often provide the most memorable learning experiences and help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

Students can benefit from well-organised visits, community activities and getting involved in wider learning projects (such as helping to organise information, reviewing policies and providing peer support). As students progress, work placements and visits help shape their decisions about future opportunities.

All children and young people have the opportunity to participate in both focused field trips and extended residential weeks, throughout a range of local and national locations. In addition to the social and personal benefits, these offer real life knowledge and experience that can be developed in context.

4.5.2 Units of Work/Episodes of Learning

- A unit of work will relate to the National Curriculum Programmes of Study, as well as, where applicable, to the requirements of any examination syllabus chosen in KS4
- A unit of work is intrinsically flexible; it is useful to use a variety of approaches and teaching strategies covering the same core unit to develop a variety of skills.
- A unit of work may be based on specific grammatical skills used as introduction, consolidation or revision.
- A unit of work may rely on a variety of media; audio, DVD, ICT, or literature.
- A unit of work may be designed to be revisited as many times as is judged necessary across all year groups and key stages.

- A unit of work may take a whole group approach to specific aspects of grammar, punctuation, spelling, handwriting as well as informing aspects of some Individual Programmes.
- Units of work are designed primarily to be enjoyable, to offer the chance of success, to enrich and enthuse the experience of each individual and to offer the opportunity of development across the experience of literacy and English.
- Units of work may be based on a bespoke personalised interest or passion to re-engage the student in the learning process

4.6   READING

It is important to rigorously, but sensitively, extend student interest and skill in this area. The emphasis on extending confidence and independence in reading should be a feature of the whole SES experience. Students are encouraged to have open access to reading material of all kinds in order to expose them to the largest possible variety of textual information.

The Teaching of Reading

There is an eclectic approach to the teaching of reading, with a variety of schemes and approaches to select from for classroom based teaching.

Reading is taught by:

- A variety of phonetically based systems.
- A development of sight vocabulary of 200 most common words (key words to literacy);
- common words (key words to literacy; McNally and Murray 1962)
- A sympathetic and intensive approach offering challenging and sequential development.
- Exploration of the normal grammatical structure of the English Language to provide appropriate cues.
- Syntactical, contextual and predictive cue work.
- Specific multi-sensory approaches where necessary and appropriate
- All members of staff, either directly or by guidance and modelling across the 24hr curriculum.
- A 'learning without limits' approach that progress will be made, new approaches found and innovation used to maximum effect.
- For experienced students to act as mentors and peer support for others

4.7   WRITING

- Students will be given opportunities to write for varied and extended purposes.
- Writing will be taught as a means of developing, organising and communicating ideas.
- To become effective writers students should be taught how to develop ideas, vocabulary, style, as well as organisational, structuring, grammatical skills and appropriate presentation.

- The teaching of writing should take due account of the full matters, skills and processes as outlined across the key stages within the National Curriculum document.

4.7.1 Grammar, Punctuation, Spelling and Handwriting

These disciplines and aspects of literacy will naturally be taught at all levels as an inherent part of the classroom curriculum. Where necessary however, certain aspects may be approached and developed as either group or individual recovery units to ensure a coherent and monitored group progress. Individual needs, specific difficulties and differing levels of competence on admission may lead to a wide variation of achievement within the group at any stage. Designed, specific, units of work may also be used at any time or level to provide consolidation and revision.

4.7.2 Grammar

Grammatical accuracy is central to a developing grasp of both literacy and literature and will be dealt with in a sequential manner through the classroom curriculum.

4.7.3 Punctuation

Recognition and correct application of punctuation across the whole curriculum will be addressed both on an individual basis and through the classroom curriculum across all subjects.

4.7.4 Spelling

Spelling and word work is an integral part of literacy development, language, and literature appreciation. It is important that spelling is not taught in isolation within "English" lessons but across the curriculum. The method of "Look, Cover, Write, Check" is the adopted central method at SES. This means that requests from students for spellings should be dealt with in the same way.

The development of sight recognition where appropriate will be supported through focussed teaching, key words in displays and careful consideration of the language used in notices around the building.

Consideration should be given to the following:

- In line with the "Look, Cover, Write, Check" method spellings when given should be in written form, and can if needed be reinforced verbally
- Balanced use of dictionaries and spell checks when word processing
- Individual student spelling books
- Encouraging students to make first attempts
- Building word banks into unit planning and practice
- Individual study, based on the two hundred most common words and the secondary hundred supplement reading word list
- Vocabulary and spelling extension work in line with individual targets.

- Use of specific spelling recovery software

4.7.5 Handwriting

There will be an expectation that students, wherever possible, will aim towards a cohesive and legible cursive style of handwriting. In practice, the main aim is to refine the student's own style, ensuring a uniformity and consistency of approach where the major problems occur. SES draws upon various resources in aiming towards a legible cursive style.

- Students will be encouraged to adopt correct orientation, posture and grip.
- Students will be taught to write with a range of instruments (pencil, ink pen, italic pen, biro), helping them to see that different ones are suited to different purposes and styles

Students may use individual handwriting books to develop pattern forming skills

4.8 SPEAKING AND LISTENING

> *"There are people who, instead of listening to what is being said to them, are already listening to what they are going to say themselves."*
>
> Albert Guinon (1863 – 1923, French Playwright)

The overriding aim of any language programme must be the personal development and social competence of the student. The most significant contributor to that development is speech. An inability to speak fluently is a serious handicap that can affect all aspects of a child's development and social interaction. Thus, a major part of the SES's response is to ensure that, as far as possible, each child can speak easily, clearly and with interest. It is vital that students have experiences that will not only give them the words, but the confidence to express them.

Listening and the ability to listen to fact, others opinions and points of view are critical to all people in all walks of life. Our students are often in deficit in key listening aspects such as attention, concentration and appropriate response. It is important that the English curriculum provides the necessary experiences to develop these areas. These are skills that can be worked upon across the operation of each establishment.

- The use of precise, articulate and appropriate language will be encouraged, modelled and promoted throughout the twenty-four hour curriculum.
- Students will be required to reflect upon their use and grasp of language through exposure to a variety of language forms across a variety of media.
- An appreciation of appropriacy will be encouraged and group work will offer discursive opportunities as well as experience of language through written, audio and video material.

- A variety of language styles will be explored; dialect, accent and regional idiom as well as the development of Modern English through major English writers.
- Students will approach the concepts of audience, tone, speed and complexity of language patterns through role-play and discussion.

4.9   PRESENTATION OF WORK

At SES we believe presentation of work is vital aspect of creating a positive and stimulating environment and in enhancing student motivation and self-esteem. Presentation of work can take a wide variety of forms ranging from:

- Written format
- Recording (oral and photographic)
- Displays
- Through use of computing and digital media
- Through witness statements created by pupils and adults

Adults at SES are expected to make a professional judgement with regards to each individual pupil's aptitude and ability in terms of facilitating presentation of work. We seek to continually implement our 'No Limits' thinking in the way we facilitate presentation of work, ensuring feedback is given to support young people's continual progress in this area.

4.10   ENGLISH AS AN ACCREDITED SUBJECT

The Edexcel GCSE English specification has been chosen due to the modular structure, a more suitable choice of poetry and less unseen material. There is also a high level of support for resourcing through Edexcel.

Entry Levels 1, 2, and 3 in English accreditation are available through AQA and Edexcel. These can be used as a springboard to GCSEs or to boost confidence for younger learners.

Functional Skills in English are also available, at both Entry Level and at Levels 1 and 2. For those students taking GCSE English, the Functional Skills component is an integral part; therefore it s personal choice to take them as a standalone qualification.

Additionally, students can take OCR Cambridge Progression in English Awards, ranging from Entry Level 1 through to Level 2. These are bite sized, credit based units.

Due to our personalised approach to learning chronological age is not seen as a barrier to accreditation.

4.11   PROGRESSION IN ENGLISH

Progression includes:

- An increase in knowledge, skills and understanding.

- Developing language and communication in a range of familiar and unfamiliar contexts.
- Meeting needs which demand more complex or difficult solutions.
- Students' awareness of their growing language, literacy and communication skills.

In speaking and listening, progression is characterised by:

- increasing confidence and competence in adapting talk, using standard English as appropriate
- development in the ability to listen with understanding
- increasing participation in discussions.
- growing ability to process more complex ideas and adjust their talk, making independent judgments

In reading, progression is characterised by:

- ability to read increasingly demanding texts, using a repertoire of reading strategies
- challenging and questioning texts independently, making connections between what they read and hear
- identifying how texts are crafted to produce meaning and structure, and the impact on the reader
- reading for information
- the ability to increasingly demonstrate the complex skills of synthesis and comparison when analyzing texts

In writing, progression is characterised by:

- development of skills in writing
- increasing control of different forms of written texts
- development in the ability to adapt writing for meaning and effect
- increasing independence in orchestrating writing for a range of purposes

4.11.1 Continuity

In order to build on the experiences of every child at our establishments there is continuity in the framework of the English NC programme of study, with students expected to know, apply and understand the matters, skills and processes specified for each key stage. The latest National Curriculum has significantly reduced the prescribed content, and due to the personalisation of learning at SES, progress and outcomes are not determined by academic year of age. Decisions about where students are taught on the framework relates to their starting points, maturity, capability and personal interests.

At SES we aspire to measure progress using an APP (Assessing Pupil Progress) approach. We are continually developing a 'fit for purpose' assessment framework to support staff in planning for progress and ensure an effective, consistent and quantifiable measure of pupil progress which is operated across both SES establishments.

The APP tracking system is guided, but not limited to the National Curriculum framework to ensure the needs of our learners are met on an individual basis.

The SES APP framework for English forms part of the wider and continually developing SES progression framework.

4.12 DIFFERENTIATION

Students at our establishments will clearly differ in ability and teaching should take account of this by providing a range of learning situations and approaches. In addition the philosophy of SES is such that personalised learning is a cornerstone.

Differentiation is a process not a single event. This process involves recognising the variety of individual needs within a group, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

English provides wide opportunities for differentiation by:

- Input
- Resource
- Task
- Support
- Outcome
- Response

However, differentiation does not happen automatically and careful consideration of student's abilities should be taken when planning English learning experiences. This process involves recognising the variety of individual needs, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

Differentiation should involve:

- Providing a range of equipment appropriate for different students
- Using a variety of teaching methods to elicit a particular response
- Organising the groups in different ways appropriate to particular objectives
- Setting open-ended tasks so that students can respond at their level
- Issuing different 'challenges' to different students
- Providing extension work for students with greater ability
- Allowing time for individual diagnosis, teaching and feedback

The method of assessment and reporting should provide feedback, which is appropriate to students of differing abilities. It should aid their future learning by providing knowledge but should also give them support and encouragement.

4.13 ASSESSMENT AND RECORDING

Assessment is part of an ongoing process that informs future planning and subsequent learning. All assessments should take account of:

- Skills, knowledge and understanding acquired
- The contexts of the activity
- The purpose of the activity

Effective formative and summative assessment:

- is embedded in planning, teaching and learning
- requires a shared understanding of learning objectives and success criteria between teacher and learner
- draws on evidence of learners' achievement and progress from a wide range of contexts within and beyond the classroom
- values information that teachers retain in their heads, as well as concrete evidence produced by learners
- is based on evidence generated in the course of continuous teaching and learning, engagement with learners through observation, discussion, questioning, and review and analysis of work
- helps to shape and refine future teaching and learning, and to personalise the experience of individual learners
- provides the basis for discussions with learners themselves, their parents/carers and with other professionals about their strengths, areas for development and future learning targets
- is the foundation upon which periodic assessment can be based
- recognises and celebrates learners' progress in the light of their previous performance and motivates them to improve further
- promotes independence and self-motivation
- develops the capacity for peer and self-assessment among learners.

Assessment is a continuous process and testing and accreditation are built in at various stages of a students development.

Any system of evaluation and assessment should:

- Identify what has been taught and learnt
- Monitor students progress continually
- Monitor students progress in cross-curricular elements
- Establish students' needs as a basis for further planning and teaching.

Student involvement in the assessment and evaluation process is critical.

Evidence can be gleaned from:

- Observing
- Questioning and listening
- Discussion
- Written work, audio and video tape recording, drawings, charts, etc.
- Specific assessments tied to curriculum materials.

4.13.1 <u>The marking of students work</u>

Teachers' responses to students' work should be positive, encouraging, sympathetic, honest and appropriate. Marking should be completed in a pragmatic way, as appropriate to the needs of the student and whenever possible completed in their presence. Further areas of study can then be negotiated with the student.

- Students should be made aware of the assessment criteria being employed, particularly before tackling new situations and subsequently when marking work
- Students should, as a result of the interaction, be aware of the next steps in their learning
- It is sometimes useful for students to respond to each others work

4.13.2 Record Keeping

Records are kept in the form of long term planning (Curriculum Overview), Medium Term Planning (unit objectives) and short term planning (detailed planning of learning episodes). A record of progress is evident in the on-going feedback (verbal and written) between adult and pupil. Where appropriate an evidence base is collated for an episode of learning this can take various forms e.g. files, exercise books, scrap books, digital media files.

4.13.3 Individual Programmes

- The Portfolio of Achievement and Needs of each student will inform the global priority targets to be addressed for the child.
- More detailed educational objectives will be identified by Learning Centre staff and students, and negotiated targets reached.
- Targets set will be specific, measurable, attainable, realistic and time related.
- Targets will always be compatible with the requirements of the National Curriculum and/or Portfolio of Achievement and Needs

5   SMSC AND BRITISH VALUES IN ENGLISH

At SES we believe the development of SMSC and promotion of British Values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice document.

5.1   SMSC

At SES we develop SMSC in many aspects of the curriculum through ensuring opportunities for SMSC development are extensive and frequent. These opportunities are reflected in planning documents as well as in outcomes for pupils.

Examples of SMSC development within English are:

Spiritual

- Independent reading time, allowing pupils to reflect in a clam space.
- Pupils are encouraged to create and express ideas in English for example; in creative writing and drama.
- Pupils are encouraged to express their thoughts and feelings when reading writing and communicating.

Moral

- A variety of texts explored, examine moral issues such as; trust, respect and empathy e.g. A Curious Incident of the Dog in the Nighttime.
- Tasks are designed to support pupils in questioning and discussing issues such as right and wrong.
- Pupils are encouraged to explore moral and ethical themes within the contexts of their own lives.

Social

- In English teamwork and cooperation are promoted through a range of learning activities.
- Pupils are offered the opportunity to develop their argument and debating skills within English.
- Pupils are offered the opportunity to explore real life issues and discuss ideas and themes, which relate to them.
- Independent and self-reliance is promoted through independent reading and writing opportunities.

Cultural

- A range of different texts are studied (fiction, non-fiction) which examine different cultures, for example Hollie McNish
- Speaking and listening within English offers pupils the opportunity to share experiences and learn to appreciate the perspectives of others.
- Visits to support learning give pupils the opportunity to access cultural activity; for example theatre visits.

5.2 BRITISH VALUES

Promotion of British values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

Examples of the promotion of British values within English are:

Rule of Law

- Pupils are offered the opportunity to explore themes relating to rule of the law and supported in considering the importance of rules and laws.

- Whilst studying English rules and expectations regarding respect and attitude are made clear and pupils are supported in following these.

Democracy

- In English, pupils are offered the opportunity to make group decisions and complete voting tasks.
- Importance of listening to all points of view and opinions is activity promoted within English.

Individual Liberty

- Pupils are given the opportunity to develop personalised learning focuses within English and indicate areas of study, which are of interest to them.
- At SES it is a fundamental belief that pupils should be respected and provided with a learning environment in which to express themselves freely, yet respectfully.

Mutual respect for and tolerance of those with different faiths and beliefs and those without faith

- Collaborative working is integral to many aspects of English, including producing presentations and speeches developing mutual respect.
- Studying literature offers pupils the opportunity to explore different cultural themes including exploring different faiths and beliefs.