

# Sacred Heart Catholic Primary School



## Implementation English 2022

## **Implementation**

Our mission statement sums up the expectations fostered at our school to always serve God in all aspects of our daily life. We have a belief in teaching for depth and breadth so that a child can be supported to reach age related expectations in English.

We use the National Curriculum to ensure every teacher teaches the knowledge and understanding appropriate to that age group. The curriculum has been divided into key skills to ensure there is clarity for the teaching staff. Our Curriculum Maps have been designed to maximise cross curricular links within the curriculum and to ensure consistency and progression.

We value a knowledge led curriculum where we aim to develop children's thinking and reasoning.

Teachers are provided with time each week to plan their English lessons for the following week. As part of this planning process, teachers plan for the following:

- An introduction to the text and genre that the children will be learning about throughout the unit of work
- Teachers ensure that they are meeting the requirements teaching the national curriculum expectations for handwriting, writing, spelling and grammar through the sequences
- A sequence of lessons for English, which carefully plans for progression and depth ensuring that the skills being taught matches the needs of the cohort through assessment;
- Throughout the week teachers give pupils feedback either by marking or verbally
- Assessment is used for formative assessment purpose. This is carried out in a variety of ways e.g. independent writing, reading practice, questioning, marking and feedback
- Summative assessments in Reading and Spelling and grammar
- Access to a variety of planning tools- EdShed, Little Wandle, Letterjoin, The Power of Reading and Rising Stars for Spelling will enhance the learning experience;

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are valued members of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different needs and aspirations;
- require different strategies and resources for learning;

- acquire, assimilate and communicate information at different rates and in different ways;
- need a range of different teaching approaches and experiences.

We believe in 'Quality First' teaching for all children and have a graduated response model of support for pupils (Wave 1,2 and 3) which assists in identifying those pupils who may face challenges within their school journey. Identified gaps are addressed at the earliest opportunity through our assessment system.

Teachers use Working Walls that show the current skills, strategies and key vocabulary. Teachers have ownership over how their Working Wall is used, in order to suit the needs and learning styles of their pupils. Additional displays in classrooms are used to celebrate pupils' learning.

Children are expected to publish the writing so that their work can be celebrated. We have a 'Wonderful Writing' display which celebrates the children's writing across the school.

The English lead reviews the Curriculum Map and Progression Map for their subject area to ensure that skills are built upon year on year and children have opportunities to develop their cognitive memory by revisiting knowledge at different points in the year.

Assessment is used daily in the form of Assessment for Learning. This informs the planning for future lessons and identifies where further individual or group support is needed. SIMS is used to track pupil progress and in Reading and Writing.