

English Policy

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1. Context

The Leamington LAMP English Curriculum provides our students, when ready, to study for accredited qualifications with Pearson Edexcel and NCFE. These are;

- GCSE English Language (upon request – where possible)
- GCSE English Literature (upon request – where possible)
- Functional Skills Qualification in English at Level 2
- Functional Skills Qualification in English at Level 1
- Functional Skills Qualification in English at Entry Level 1, 2 & 3

Most students at LAMP study on the Functional Skills Course as it presents less challenges for them in terms of being able to access the assessments and successfully achieve qualifications in English.

2.Aims

The English curriculum at LAMP aims to;

- develop a range of language skills
- develop a love of literature
- cover a range of fiction and non-fiction texts
- familiarise students with formal functional writing activities such as letters, email and articles
- enable students to become confident readers and writers
- provide opportunities to take part in discussions, debates, and presentations - linking English to the PSHE curriculum and the concepts of British values
- enable the students to become resilient learners

3. Course structure & content - GCSE

GCSE English language comprises of;

- Reading section:
- Writing section
- Spoken Language

4. Course structure and content – Functional Skills

What is Functional Skills English?

Functional Skills qualifications provide students with an opportunity to study for a qualification that will enable them to demonstrate the ability, at an appropriate level, to read, write, speak, and listen in English in a range of purposes in the workplace and in other real-life situations.

There are 3 components to the qualification.

- **Speaking, Listening & communicating**
- **Reading**

- **Writing** – spelling, punctuation & grammar and writing composition

5. Planning

Schemes of work are created with the assessment objectives (AOs) as the focus. The aim is to make sure the students are prepared for any assessments, as well as fostering engagement and enjoyment in the subject.

There are times throughout the course when the SOW must and will be adapted e.g., when class sizes, dynamics and abilities change.

Due to the small class sizes at LAMP and the individual needs of the students, the teacher has a flexible approach to planning each lesson and formal lesson plans are not written. Daily lesson logs are completed by teaching staff which, in turn, form a tracking system on student progression and are used to inform ongoing lesson planning.

6. How is English taught at LAMP?

Classes are taught in small groups in the English classroom. Teaching and Learning is differentiated, and a variety of resources are used to suit the different learning styles of students.

Where a student is too anxious to study for an accredited qualification or they have been away from education for an extended period, engagement sessions, possibly 1:1, will take place to increase confidence in the subject area and to fill the gaps in any learning lost by the student's extended absence from school.

Classes in English last for either an hour (single session) or 2 hours (double session – GCSE only) on the timetable which allows time for discussions. Discussions cover a wide range of topics and are a perfect opportunity to cover PSHE topics, equality and diversity and British Values.

In both GCSE and Functional skills, extracts from fiction or non-fiction texts are used as a basis for discussion on a wide range of topics.

7. Timetabling

English at LAMP is currently timetabled to be available on a Monday, Tuesday, Wednesday, and a Thursday morning.

8. Making progress & assessment

Induction:

Due to the nature of the students at LAMP, their high anxiety, and the timeline of when they join the class throughout the year. LAMP do not use formal baseline tests at the start of courses.

Assessing student levels - English

- To start gather as much as from resources available: EHCP, educational notes from other provider or emails from schools/other provisions
- First meet the student, ask them questions: what level were you working at, have you passed any exams, how did you find it?
- Then talk a bit about Functional skills and see how much they know
- Then talk about a topic often covered in Functional Skills, such as the use of technology, to start assessing verbal skills
- We will then read a non-fiction text with them and see if they can identify key information whilst reading
- They will then answer a series of questions building from a Level 1 to a Level 2. Depending on how easy/difficult they find the questions, will tell me to move up or down for the following text. The questions usually cover a variety of skills and knowledge such as comprehension style, recognising language techniques and punctuation. This would take a whole lesson.
- The next lesson will be a writing task. Again, we will discuss a topic to see how much they can verbally articulate and how much detail/understanding they have of some topics.
- The first writing task is opinion based. Both sides of a situation are given in the question and then the students must decide what they think and write about it. The teacher will then look for the content (how much was written) structure and overall understanding of the task. Then how accurate it is.
- If they are at L2/GCSE we will then do a more specific reading task that looks more closely at language techniques and see if they can annotate independently and tell me or write down the effect. For GCSE this would then be followed by an analysis question: 'How does the writer use language to...' GCSE students should be able to write at least 2/3 PEE paragraphs on this. If they are a lower-level student, they will try a E3 level reading and see how they cope with the smaller questions.
- A second writing task will be given in a different lesson. This one will require more of a specific structure and purpose such as a persuasive letter or review. The teacher will then gauge how much of an understanding they have of format and language techniques.

Overall, the teacher can assess a student's level in about 4 lessons. Teacher will continue to monitor for at least a half term.

During the course:

Progress and achievements are regularly monitored and discussed with teachers, exams officers and SLT throughout the year. Student reports are written twice yearly and subject staff feed progress update information into the half termly progress reviews that are held with parents, referrers and students.

Mock assessments for GCSE subjects take place in December for students taking exams the following summer. This allows opportunities for students to experience and understand the formal exam process so that it is not new when it comes to the real thing. This is especially important due to the missed time and opportunities for students to have experienced this in previous schools.

Skills in English are taught, and progress monitored by using the following process;

- introduce technique or skill
- complete a task to practise the task/skill
- work again on the task to consolidate with the aim to be more independent
- complete the task/skill in an exam format
- (A re-cap of technique or skill given here if needed)
- complete a second exam paper independently
- will continue to look at exam examples of necessary to see how it could look different and how to approach.

Progress is monitored using colour code and through record keeping of marked tasks in books and folders.

At the end of the course:

GCSE English language is made up of two papers: fiction and non-fiction. Both exams cover all Assessment Objectives (AOs).

GCSE English Literature is an optional subject, taken at the student's request - where possible in the timetable. The literature assessment is made up of two papers, covering: poetry, plays, and prose with historical context a factor for each text.

Assessment takes place for both English Language and English Literature during the summer series and, for English Language resits, in November.

Assessment for Functional Skills take place throughout the year. There are externally set assessments in reading and writing both at level 1 and 2. Speaking and listening level 2 is completed and assessed in LAMP and then sent away for moderation.

For some student's exemptions are sought for the spoken elements due to the nature of their SEN.

9. Involvement with other key staff at LAMP

Exams Officer

The subject leader for English works closely with the Exams Officer at key times in the year to ensure that the correct students are entered for the correct qualifications and that the spoken

endorsement element of the English Language GCSE is correctly administered and sent, by the deadline, to the external moderator.

SENCO

The subject leader for English works closely with the SENCO to ensure that the correct access arrangements for the students are put in place and that these are the students' normal way of working in the classroom. Typical access arrangements used at LAMP include the use of a word processor and the provision of 25% extra time.

Education Quality Manager

The subject leader for English works closely with the Quality Manager, throughout the year, through the close monitoring of the teaching and learning process and outcomes in English.

Internal Assessor

The subject leader for English works closely with the Internal Assessor to ensure that the speaking, listening and communicating element of the Functional Skills English qualification is correctly administered and quality assured.

10. Progression

GCSE

GCSE English Language is required to progress to a wide range of courses at Level 3. Students are expected to continue with their study of GCSE English Language after the age of 16 if they have not achieved the qualification at Key Stage 4. Teaching staff may decide however, that Functional Skills in English may be more appropriate than GCSE.

Students can progress to Level 3 qualifications in similar disciplines such as English literature, drama, theatre studies, media studies and film studies, or to other qualifications that require literacy skills, knowledge and understanding.

This qualification also supports further training and employment where indicated that a pass at GCSE English is required

Functional Skills

Where appropriate, students can progress through the Functional Skills Qualifications in English which are available from Entry Level 1 through to Level 2.

Students who achieve the Functional Skills Qualification in English at Level 2 can progress to GCSE English.

11. Links to other policies and documents

- Curriculum Policy
- Timetable
- English Curriculum Plan
- Marking Policy
- Teaching & Learning Policy