Much Birch Church of England Primary School – English

Much Birch Vision Statement (Intent)
We will flourish and reach our God-given potential.
I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit. John 15:5
All members of our whole school community are able to realise their God-given potential, enabling them to become equal, caring and active citizens whilst upholding true Christian values. We treat others, as we would like to be treated, with dignity and respect. Everyone is encouraged to flourish with hope and high aspirations.
Our vision underpins all that we do in school. This vision, supported by our Christian values, allows us to serve our community within the context of Christian belief and practice.

Key Curriculum Drivers – within English	Possibility	Diversity	Community	Communication
	For our learners to be resilient and persevere, to challenge ourselves and each other. To know that anything is possible and we can instil that.	High level quality texts are used as stimulus. Relevant, aspirational & diverse characters (real or fictional) studied. Understand the differences in our world in order to be more compassionate, empathise with others and to understand and fit into the world around us.	We want our children to develop a sense of pride in themselves and respect for others. To know how it feels to belong and to value those around us Writing for purpose includes writing to the community. Letters of thanks to community. Remembrance writing for local church service.	We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and encourage talk in all areas of learning.

School Values How are these evident within your subject?	Friendship	Hope	Humility	Perseverance
	Friendship gives them the security so that when we peer mark and discuss our English, the children are confident and comfortable with their working partners.	**Hope** enables them to look forward and believe in themselves and their abilities so that they can produce the best that they can.	Our value of **humility** gives them the tools they need to edit and correct their work. To understand that a first draft may not be the best and it takes editing and improvement to produce quality work.	Our work on **perseverance** helps them understand that often longer books or extended writing, takes time and effort – perseverance is needed to produce their best work.

Organisation of Subject (Implementation)	Early Reading / Phonics	Reading	Writing	Spelling
	RWI scheme is used to teach phonics. Children are grouped by stage not age to ensure understanding. Alien words introduced as part of lessons in preparation for Phonics Screening Check.	All children have reading records – lowest 20% in each class heard daily. Whole class reading & guided reading sessions are taught. Comprehension skills are taught through cross curricular topic work as well as in English. Pie Corbett reading spine books used in class.	Grammar skills are taught within English. Opportunities for shared writing, group writing & free writing. Cross curricular writing is encouraged. Opportunities for extended writing.	We have Spelling Shed as well as 'Spell it' – word lists. Daily spelling opportunities. Roll & spell. Weekly tests.

Assessment	Termly summative assessment	Regular formative assessment	Daily high quality verbal feedback.	Marking with opportunities to edit (KS2).	In house subject moderation.
	NFER tests termly.	Verbal marking / verbal feedback / marking notes /spelling tests	Whole class marking notes – shared together. Regular live feedback.	Time allocated to reflect on last piece / marking / discussion.	Writing moderation alongside federation school / local cluster.

Impact	Quality of Education	Behaviour & Attitudes	Personal Development
	High expectations of writing standards. High quality texts used in class (including Pie Corbett reading spine). Opportunities for cross curricular reading & writing. Opportunities to write to & for community / real life organisations. No child left behind in phonics / early reading.	High quality aspirational texts are used to inspire children. High level vocabulary / oracy used in classes. Children feel safe in trying and learning from mistakes – begin Growth Mind set. Marking is purposeful and informative without having an adverse effect of children's self-esteem.	Opportunities to self-reflect and edit own writing. Good quality reading book advice promoted via website/newsletter to all year groups. Reading section of website to encourage reading at home. Children know how to improve own work before asking teacher. (3 before me / growth mind set)

Evaluation & Review	High quality outcomes	Innovation	Communication	Developing Staff	Improving & changing
	Time to improve – growth mind set. Effective marking for pupil / teacher. High expectations of writing at all times in all lessons.	New initiatives studied and trialled.	Reading corner on website. Regular English updates on newsletter.	Eng lead attended RWI phonics training. In house developments / practice shared.	Teacher conferences with Eng Lead Staff open to new ideas.
Monitoring & support	Book looks. Teacher conferences – English Lead.	Displays. Drop ins. Teacher conferences involving Book Looks & Pupil progress.	Teacher conferences – English Lead.	Training / development log – English Lead.	Displays / drop ins. Teacher conferences involving Book Looks & Pupil progress.