



English Policy

Evergreen Pupil Referral Unit

2024

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Evergreen English Policy

1. Intent

Our English curriculum is designed with the children, who arrive at Evergreen, firmly in mind. Unfortunately, our children, join us from a wide range of schools, academies and settings and many may already come with a significant negative view and experience of themselves, the curriculum and wider education. Our children come to Evergreen from across the city, with some from beyond its boundaries with varied experiences of different and diverse curriculums and expectations.

Evergreen provides short-term placements for children who are either excluded at risk of exclusion, or with us for a limited period as they transfer into the city. The work at Evergreen may first focus upon specific improvements for the individual regarding their attitudes, behaviour and/or attendance. As a result, Evergreen, in the first instance will set objectives and provide support, related first to the reasons why the child is placed at Evergreen, the needs of the pupil, the duration of placements and if on transition, the proportion of time that pupils stay with the provider each week.

To support our children, it is important that the teaching and learning of our curriculum is flexible, personalised and adapted, especially if we are to meet the wide range of needs that arrive at Evergreen. It is also important as after they spend time with us, many children will move on to new schools and again experience further differences and expectations.

Staff at Evergreen, believe that our English curriculum should re-ignite, re-engage and develop a child's love of reading, writing and communication. Our English curriculum provides purposeful opportunities for reading, writing and communication and enables the wider development of English by linking opportunities for English with our wider Cornerstones curriculum. To support all our children and to support their eventual reintegration, whether that is back to mainstream or onwards to specialist provision, it is important that our curriculum is based on and aligned with the objectives and outcomes of the National Curriculum. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- Raise expectations, aspirations, and opportunities so that children succeed and make progress from their varied starting points in English, Reading, Writing, Phonics and Speaking and Listening.
- Raise confidence and independence so that children can realise the importance of English, its benefits, and the excitement and joy that effective reading, writing and communication can bring to their learning and everyday life.
- Develop and support existing gaps so that they can be filled and develop English skills and knowledge further so that children can succeed in English during and after their time at Evergreen.
- Develop fluency in children's English skills so that they can be used throughout the curriculum and future learning.
- Develop vocabulary so it can be applied in everyday situations and contexts.
- Develop writing through a range of contexts, adapting their language and style for a range of audiences
- Develop confidence in speaking and listening by engaging in discussions, making presentations, and participating in debates.

These aims are embedded across our literacy lessons and the wider curriculum, and our English curriculum follows a clear pathway of progression. Assessment and review help to ensure that Evergreen can provide targeted support and intervention so that all children experience success in English.

2. Implementation

Children, who arrive at Evergreen, join us from a wide range of schools and academies and do so after experiencing a range of different curriculums and expectations. Many of our children enter Evergreen working below age-related expectations. To support our children, it is important that teaching and learning is adapted, flexible and delivered according to the diverse needs of our pupils.

At Evergreen staff are mindful that most children enter Evergreen with very different starting points and may have a negative view and low self-esteem in English and previous experiences may have impacted their engagement in English. The teaching of English at Evergreen is adapted to ensure accessibility and engagement.

In line with the National Curriculum, staff at Evergreen, teach English so that it is accessible to all. Staff provide support to those who need it and stretch and challenge those whose grasp of English is more advanced. At Evergreen, staff work with children to develop and re-ignite a joy of English.

Evergreen is dedicated to delivering a broad and balanced curriculum, even though we are aware that the majority of our children will be not able to follow it in its full entirety, either due to their bespoke academic level and need, attitudes to learning, attendance or according to transition expectations. Our curriculum is implemented and adapted to re-engage learning, motivate and inspire and reignite the joy of learning and ensure that children make the most of their time at Evergreen.

Staff at Evergreen support children to understand the importance of English and the essential role it plays in their future learning and progress and everyday life.

These principles and features characterise this approach and convey how our curriculum is implemented:

Early reading is supported through the Bug Club scheme and later in KS2 the Rapid Reader Scheme. Regular training ensures that staff are equipped to teach a love in early reading. Children in KS2 are supported through the Rapid Reader Scheme. Each class has regular access to 'Starbooks' our PRU library, to further promote reading for enjoyment. The children also share in class reading a selection of books, stories, and poetry.

When planning English lessons, teachers make use of curriculum topics to make links with the curriculum and provide further context for learning. Teaching blocks focus on fiction, non-fiction, and poetry, in line with the 2014 National Curriculum. Comprehension, grammar, and writing are supported in lessons and are further supported by Wordsmith resources. Handwriting is also taught using the Nelson handwriting resources.

To enrich opportunities for English development, Evergreen uses theme days to promote writing in various fun and engaging contexts.

Assessment for Learning is embedded in English lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

3. Impact

Often as a result of previous experience, many of our children can underperform in English because they think they cannot do it or are not naturally good at it. Evergreen’s English Curriculum addresses these preconceptions by ensuring that all children experience challenge and success in English by developing their confidence and positive learning behaviour towards English through a range of engaging contexts and opportunities.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. On arrival into the PRU, children are taken through detailed baseline assessments, which provide us with insight into the child’s ability in Reading, Spelling and wider English. We assess children’s prior and current dispositions towards wider learning, their behaviour and social interactions. This is further outlined in Evergreen’s Assessment Policy.

Once baselined, personalised objectives are identified and prioritised, and assessed against a skills continuum using Mapping and Assessing Personal Progress or MAPPS. Children are set three targets for English Reading and English spelling and writing. The personal objectives are directly aligned with National Curriculum Outcomes and reviewed at 5 and 10 weeks. Should children extend their placement at the PRU or remain at the PRU longer than their original period children are re-baselined and further objectives are set.

Through this approach, staff can directly meet the specific learning needs of the children and begin to bridge or narrow gaps, more supportively so that any gaps that may have prevented them from progressing and accessing more of the curriculum previously, are reduced. Keeping in line with the National Curriculum outcomes, the teacher can ensure that children are fully supported so that they can become better placed to re-enter either mainstream education or successfully move on to other destinations, a much stronger way than they did as they entered the PRU.

Impact	
<p>The key measure of impact will be the progress made by pupils from their starting points. Methods for assessment are outlined in our assessment policy.</p> <p>We will further evaluate the impact of our curriculum by using the methods outlined in the table below.</p>	
Intent	Measure
<p>Develop, maintain and reinforce positive behaviours and personal dispositions by showing children new ways of getting on in learning and relationships and by breaking old habits and behaviours.</p>	<p>Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance</p>
<p>To inspire and motivate and support children to bridge gaps in learning and re-engage children by building on the talents and skills children already have.</p>	<p>Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations</p>

	Governor visits Work scrutiny Attendance
Enable children to explore their world through an accessible, fulfilling and exciting, experiential curriculum.	Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance
To support a change in children's self-perception as learners and enable progress from their individual starting point with a focus on facilitating the development of English and Mathematics.	Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Work scrutiny Attendance

4. Teaching and Learning

Our English provision follows the 2014 National Curriculum and is taught through daily literacy lessons as well as a varied enrichment programme of theme days and other curriculum opportunities. Lessons run for approximately 45 minutes to an hour, 5 days a week to ensure continuity in teaching and learning of knowledge and skills.

We recognise that spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing. Teachers ensure the continual development of children's confidence and competence in their knowledge of spoken language and listening skills. Children are helped make their thinking clear to themselves and others, and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.

Building on this foundation, we teach English using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a group or whole class setting. They are compelled to listen to and value each other's ideas whilst taking on board feedback to improve their explanations, confidence and interactions with others.
- Partner Talk – Children work with partners to discuss their ideas and support relationships with others. They can explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher-level questioning is used to elicit a deeper understanding.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations

they have. They verbally 'think aloud' to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their work.

- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as have pride and ownership over the example shared.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their work.

For children to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. Knowledge and skills are taught through our two reading approaches – Bug Club and Rapid Reading.

All English lessons have clear success criteria so that the children understand the expectations of the task and how they can achieve their best in the lesson. Success criteria are consistently referred to during teacher modelling and used effectively for self and peer assessment at the end of a task. The success criteria are referred to when feedback from the teacher is given, either verbally or in writing. Success criteria can be altered for different ability groups in the same lesson where appropriate. All success criteria include a 'Cheeky Challenge' for every lesson so that children can stretch themselves and deepen their learning.

English activities are adapted to meet the child's individual needs so that children can achieve the success criteria and feel empowered by their accomplishments. Effective adaptations are in place so that all children have the opportunity to meet every learning intention through vocabulary word banks, scaffolded elements, sentence starters, and adult support.

Further writing opportunities take place across the curriculum and may occur in science, and humanities. This provides children with the opportunity to demonstrate their English knowledge and skills and allows them to write in a familiar context.

Every classroom has a book nook and quiet reading area designed and made by the children to promote and celebrate a love of reading.

5. Assessment

Assessment data in English is reviewed throughout the year to inform interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement. End-of-year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the next school year.

Children are assessed through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made through English teaching across the school.

Children are assessed through the use of GL English assessments including Progress Test in English, NGRT (New Group Reading Test), NGST, (New Group Spelling Test) and Bug Club phonic assessments to establish which sounds they are confident in, which strategies they can use to effectively to read and the accuracy and gaps in spelling, punctuation and grammar.

The outcomes of assessments are used by the teacher to ensure that any identified gaps in understanding can be addressed before the next unit is taught. Each child's scores provide an overview of achievement in each specific area within the area of English study we also judge children's progress

against Evergreens English progress documents, which align with the National Curriculum progress measures. This also informs MAPPS and PASS assessments made as to the extent that each child has achieved the expectation. Assessments of writing are ongoing and are completed throughout the term.

6. Planning and Resources

Evergreen's English Overview outlines core texts for focused reading, poetry texts, comprehension activities, grammar, punctuation, phonics, writing opportunities and resources. There are also literacy resources stored throughout the school which are used regularly.

7. Organisation

Lessons run for approximately 45 minutes to hour, 5 days a week to ensure continuity in teaching and learning of knowledge and skills.

Short-term planning is done weekly basis. Teachers also plan, modify and source activities and additional tasks which offer support and scaffolding where appropriate, and provide a further challenge for children who can progress further in their learning.

8. Equal Opportunities

Evergreen is committed to ensuring the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

9. Inclusion

Evergreen will aim to provide a broad and balanced curriculum for all children so that they achieve and be successful within the curriculum. Staff at Evergreen will adapt the curriculum so that children can achieve according to their abilities. We will identify which children or groups of children are underachieving and take steps to improve their attainment in liaison with the SENCo. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day or within the lesson.

10. Moderation and Leadership of English

The Leadership team and the Academy Council are responsible for monitoring the impact of the school's English curriculum both in terms of social outcomes and academic progress.

The head of the school is responsible for the day-to-day organisation of the curriculum. Due to the very small staff size class, teachers monitor the impact of learning and the coverage of the curriculum in the base for which they are responsible. They monitor curriculum planning for their base and ensure that all children are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged to apply and deepen their learning.

Senior leaders and teachers work together to inspire learning in each base and monitor how their base is taught. Senior Leaders examine long-term and medium-term planning and ensure that appropriate

teaching strategies are used. Senior Leaders have the responsibility for monitoring how resources are used. Curriculum monitoring for each base is completed by teachers with the full support of senior leaders who together identify the strengths and actions for further development in that base.