



English Policy

Evergreen Pupil Referral Unit

2025

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| Last SLT Review: | |
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Evergreen English Policy

1. Intent

At Evergreen, our English curriculum is designed with the unique needs of our children in mind. Many of our children arrive from a diverse range of schools, academies, and settings, and may bring with them negative experiences or perceptions of themselves, the curriculum, and education in general. Our children come from across the city and beyond, each with varying experiences of different curriculums and expectations.

Evergreen provides short-term placements for children who may be at risk of exclusion, or who have been excluded. For some, the focus of their time at Evergreen initially centres on addressing personal needs such as improving attitudes, behaviour, and/or attendance. In such cases, our objectives and support are tailored to the individual circumstances of each student, considering the reasons for their placement, the length of their stay, and the time they spend with us.

To effectively support our children, the teaching and learning of our curriculum must be flexible, personalised, and adaptable. This approach is particularly important given the wide range of needs that our children present, as well as the fact that many will eventually transition to new schools where they will encounter different expectations once again.

At Evergreen, we believe that our English curriculum should reignite a child's love of reading, writing, and communication. We provide purposeful opportunities for children to engage with these skills, integrating them with our broader Cornerstones curriculum to foster a holistic approach to learning.

Our delivery of English through Cornerstones delivers national curriculum outcomes for English. Using Cornerstones English resources, as outlined in our English Curriculum Overview, Evergreen has the flexibility to adapt planning and delivery to meet the needs of our children.

The aims of teaching English this way are to:

- Raise expectations and opportunities, fostering progress in English, Reading, Writing, Phonics, and Speaking and Listening from individual starting points.
- Provide engaging and meaningful contexts and opportunities to support the development of English skills and knowledge.
- Build confidence and independence, highlighting the importance and excitement of effective reading, writing, and communication.
- Address learning gaps with targeted support to ensure success during and after time at Evergreen.
- Developing Skills and knowledge in English that can be applied across the curriculum and future learning.
- Expand vocabulary and encourage its use in real-life situations.
- Boost confidence in speaking and listening through discussions, presentations, and debates.

2. Implementation

Cornerstones English is delivered through the Engage, Develop, Innovate and Express philosophy. Through this approach teachers have the opportunity to ignite children's interest in English, expose them to rich, challenging texts and give them the opportunity to write across a range of genres that link to their learning across the curriculum.

Teaching English through Cornerstones provides teachers with connected, high-quality, language-rich resources, planning frameworks, checklists and model texts which benefits our children and their complex needs. This is delivered across a range of fiction, non-fiction and poetry genres that match the age-related expectations for each year group.

Suggested, age-appropriate books and novels, poetry texts, writing outcomes and writing enrichment opportunities, opportunities for speaking and listening are outlined in our English Overview. This relates directly to the Cornerstones projects and topics. Our English overview enables staff to quickly reference learning activities and resources resource linked to a range of relevant and challenging fiction and non-fiction texts, genres, such as explanations, reports and recounts.

Early reading is supported through the Bug Club scheme, with additional support in KS2 via the Rapid Reader Scheme for further intervention if required in KS2. In KS2, children are also supported by the Rapid Reader Scheme. All classes have regular access to *Starbooks*, our PRU library, to further encourage reading for enjoyment. Additionally, students share class reading experiences, engaging with a range of books, stories, and poetry. Children's reading is regularly heard, monitored, with progress recorded in personalised reading records. Regular training ensures that staff are well-equipped to teach the requirements of early reading and support further reading.

To support the development of reading comprehension and grammar development in conjunction with the daily teaching of English. Additional intervention is provided through Pearson Wordsmith for those identified. Handwriting is taught using the Nelson handwriting program.

To further enrich the development of English, Evergreen holds selected themed days throughout the academic year that promote writing and the development of English Skills and Knowledge in engaging and creative ways.

Assessment for Learning is a key component of our English lessons. Children actively review their progress, identifying successes and, with teacher guidance, pinpointing areas for improvement. This approach ensures a continuous, individualised path for developing their skills.

3. Impact

Often because of previous experience, many of our children can underperform in English because they have adopted negative dispositions towards the subject and have become disengaged. Evergreen addresses these preconceptions by ensuring that all children experience success in English by developing their confidence and positive learning behaviour towards English through a range of engaging contexts, opportunities and challenges.

Regular and ongoing assessment informs teaching, and assessments are monitored to provide suitable interventions, 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 targets for English Reading and English spelling and writing. The personal objectives are directly aligned with National Curriculum Outcomes and reviewed regularly. 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 may be set.

Staff use a range of assessments to identify the specific learning needs of the children and to develop support for children so that they can begin to narrow gaps in their learning and address any gaps that may have prevented them from progressing and accessing more of the curriculum previously. Ultimately it is the aim of Evergreen to support children so that they can become better placed to re-enter either mainstream education or successfully move on to other destinations, in a much stronger way than they did as they entered the PRU.

| Impact | |
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| <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 Governor visits Work scrutiny Attendance</p> |
| <p>Enable children to explore their world through an accessible, fulfilling and exciting, experiential curriculum.</p> | <p>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</p> |

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| <p>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.</p> | <p>Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Work scrutiny Attendance</p> |
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4. Teaching and Learning

English is taught daily, and lessons activities are adapted where necessary to meet the individual needs of each child. Adaptations may include, but are not limited to vocabulary word banks, scaffolded elements, sentence starters, and WAGOLLS (Good examples of texts and English examples). Adaptations may also include adult support, that may be necessary to provide children with the opportunity to meet their learning objectives and achieve success criteria.

5. Assessment

Assessment data in English is reviewed regularly to inform interventions and ensure that provision is tailored to best support progress and achievement and to identify further gaps in learning. Data also supports the development of whole-school and subject development priorities.

Upon arrival at Evergreen, children undergo baseline assessments, providing valuable insights into their academic abilities in English. Evergreen uses a range of assessments, which include the GL English assessments: Progress Test in English, NGRT (New Group Reading Test), NGST (New Group Spelling Test), and Bug Club phonics assessments. These assessments help identify students' strengths in reading, spelling, punctuation, and grammar, as well as areas for further development. Children are also assessed on their attitudes towards learning, and behaviour.

Assessment data is reviewed throughout the year to inform, progress of individuals and identified groups, interventions to further address gaps and to ensure that provision remains well-informed and to inform whole school and subject development priorities for the next school year. This data is monitored through MAPPS and PASS assessments, indicating how well each child has met their expectations. Writing assessments are ongoing throughout the term, providing continuous insights into each child's development.

6. Planning and Resources

Cornerstones English planning is based on and delivers the national curriculum for English. Using Cornerstones English resources, as outlined in our English Curriculum Overview, Evergreen has the flexibility to adapt planning and delivery to meet the needs of our children.

Suggested, age-appropriate books and novels, poetry texts, writing outcomes and writing enrichment opportunities, opportunities for speaking and listening are outlined in our English Overview. This relates directly to the Cornerstones projects and topics. Our English overview enables staff to quickly reference learning activities and resources resource linked to a range of relevant and challenging fiction and non-fiction texts, genres, such as explanations, reports and recounts.

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.

6. Organisation

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.