



English Policy

2023-2024

At Cromwell Learning Community Multi Academy Trust we believe that learning without limits means we do not put a ceiling on children's achievement.

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Statement of intent

English is at the heart of every child and adult's life. We live in an environment where written text is all around us and we use the fundamentals of writing and reading in our daily lives. This is why at the CLC MAT we believe that English should be at the heart of all aspects of school life. Our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. We believe that a secure basis in English skills is crucial to a high quality education across the curriculum. We whole-heartedly 'promote high standards of English by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014)

National Curriculum Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

1. Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2014) 'National curriculum in England: English programmes of study'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- The Reading Framework July 2023

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy

2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of English, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all English-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of English to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' reading and writing skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The SENDCO is responsible for:

- Liaising with the subject leader in order to implement and develop English throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

- Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.
- Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

4. The national curriculum

CLC MAT follows the guidance in the national curriculum based on:

- Reading – word reading
- Reading – comprehension
- Writing – transcription (spelling, handwriting and presentation)
- Writing – composition
- Writing – vocabulary, grammar and punctuation

5. Cross-curricular links

Wherever possible, the English curriculum will provide opportunities to establish links with other curriculum areas.

Maths

Children apply their reading comprehension skills to interpret the meaning of mathematical language to understand problem solving and reasoning questions

Science

Class novels are often linked to science topics (e.g. space and the novel 'Cosmic'); this allows children to apply knowledge acquired from science topics to deepen their understanding of the text

KUW

Class novels are linked closely to KUW topics (e.g. WW2 and the novel 'Once'); this allows children to apply knowledge acquired from KUW topics to deepen their understanding of the text. Knowledge learnt in KUW lessons can then be applied to their writing – both fiction and non-fiction.

ICT

Pupils are encouraged to present their final drafts using a variety of programmes (including letters to companies)

6. Teaching and learning

English Teaching and Learning across the CLC MAT is underpinned by the principles of:

- High quality teaching – including the 5-a-day approach of adaptive teaching (EEF)
- Understanding adaptive teaching (Early Career Framework)
- Metacognition – The seven-step model' EEF
- Diagnostic Assessment Tool (EEF)

Speaking and Listening and Drama

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

- Some or all elements of the above will be planned for in all lessons.
- Opportunities for partner or group discussions are planned for weekly.
- Use of specific topic vocabulary is modelled and displayed.
- Interactive teaching strategies are used to engage all pupils in order to raise standards.
- Children are encouraged to develop effective communication skills in readiness for later life.
- In the Early Years and Foundation Stage (Nursery and Reception) children should be given opportunities to use communication, language and English in every part of the curriculum; they speak and listen and represent ideas orally in their activities.
- At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say.
- At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences.

Examples of where speaking and listening might occur within the classroom:

- *Stories, songs & poems.*
- *Storytelling.*
- *Describing events, observations and experiences.*
- *Giving reasons for actions.*
- *Explaining ideas and opinions in discussion and responding to others.*
- *Planning, predicting and investigating in small groups.*
- *Presentation to different audiences.*
- *Reading aloud.*
- *Imaginative play and role play.*
- *Drama.*
- *Hot seating.*
- *Listening to CD's.*
- *Class council / school council.*
- *Circle time.*

Phonics (see also 'Phonics Policy Summary 2023/2024')

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. At CLC MAT, we use the Read Write Inc phonics programme to teach our children the core skills of segmenting and blending and to start them on their 'reading journey'.

RWI teaches pupils to:

- Decode letter-sound correspondences quickly and effortlessly,
- Read common exception words on sight
- Read aloud with fluency and expression
- Understand what they read
- Spell quickly and easily by segmenting the sounds in words
- Write confidently, with a strong focus on vocabulary and grammar
- Acquire good handwriting
- Work effectively with a partner to explain and consolidate what they are learning. (This provides the teacher with opportunities to assess learning and to pick up on common misconceptions)

Teacher generated planning is minimised as the planning is integrated into the teacher's handbooks and online material.

· The reading leader will monitor pupils' progress until every child can read. No child is left behind to struggle. The reading leader ensures quality first teaching by:

- Rigorous monitoring of teaching and learning.
- Teachers are supported through coaching in lessons, masterclasses and online virtual classes and materials
- Children's progress in phonics is tracked on a half termly regular basis.
- Activities are embedded for both the teachers and pupils.
- Marking is thorough and follows the school marking policy.

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. Children who are in danger of falling behind their peers are swiftly identified for 1:1 tuition, which is delivered as an extra intervention.

Reading (see also 'Reading for Pleasure policy 2023/2024')

CLC MAT aims for all children to read with confidence, fluency and understanding; have an interest in the written word and read for enjoyment; and employ a range of independent strategies to self-monitor and correct.

The concepts outlined in *The Reading Framework (July 2023)* guide how reading is taught within the MAT. The focus in lessons are based upon:

- Focusing on reading strategies rather than specific content domains
- Developing a love of reading in all children
- All children to be fluent readers
- A greater focus on speaking and listening, communication and vocabulary

Reading is based upon the 'Mastery Approach' – all children are given the opportunity to study a challenging text, with support questions offered for those who need it. All text extracts are linked with a common theme (linked to the cross curriculum). Reading lessons are all sequential to ensure progression within the lessons and across the week.

In EYFS, pre-reading skills focus on: matching, rhyming, letter skills, direction, motor skills, concepts of print and language skills. This is then followed by early reading skills focusing on: awareness of phonics and language development such as: alliteration and sound discrimination.

In KS1, reading lessons are carousel activities supported by the 'VIPER' approach; before moving on to the mastery approach

In KS2 lessons are taught as a whole class, focusing on:

- background knowledge
- knowledge of vocabulary (breadth and depth)
- understanding sentences
- using text structure
- activating meaning
- making inferences
- comprehension monitoring

The content domains used in lessons support the fluency and reading comprehension.

- In EYFS (Nursery and Reception) children should become immersed in an environment rich in print and possibilities for communication, and read simple sentences by the end of EYFS.
- At Key Stage One (Years 1 and 2), children should begin to read fiction and non-fiction independently and with enthusiasm.
- At Key Stage Two (Years 3-6), children should read a range of texts and respond to different layers of meaning in them.

- All pupils receive daily opportunities for: Shared reading and Independent reading. Shared Reading takes place daily.
- Reading material is varied to reflect English units, topics, personal choice and current affairs.
- All pupils and parents are actively encouraged and supported to enjoy home reading.
- Phonics is taught daily in EYFS and Y1 (those who still require it).
- Phonics is taught discretely and reinforced in contextualised opportunities as part of embedded practice.
- All book corners reflect current topics, English units and Classics. Children are encouraged to choose the reading material.
- Communication regarding home reading takes place between home and school using reading records.
- All classes visit the school library weekly. Children are supported to choose reading material which will engage and challenge them.
- Reading is assessed using NTS testing.

Story time:

Story time is given a specific time on the timetable in all classes/years, at least 4 times a week.

In EYFS and KS1 story time occurs daily.

The weekly focus includes:

1. Introduction: to capture children's attention before they read the story,
Read the story Purpose: for children to listen to the story read aloud.
What's the problem? Purpose: for children to identify the characters and think about the problem in the story.
2. Re- read the story Teacher to talk out loud modelling thinking about the story
3. Favourite phrases- children join in with repeated refrains Freeze- frame feelings Which is the right sentence? Purpose: to practise saying the Favourite phrases in the story, ready to join in with the story the next day.
4. Join in the story How is the problem solved? Purpose: for children to identify the problem in the story and discuss how it is solved.
5. Example: Nice or not nice? Purpose: for children to consider a character's nature.

In KS2 teachers consider texts that:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend children's vocabulary?
- have illustrations which are engaging and reflect children from all backgrounds and cultures?
- help children connect with who they are?
- help children to understand the lives of people whose experiences and perspectives may be different from their own?

They should also include the following skills:

Anticipation

Pace

Voices

Pauses

Cliff-hangers

Word meanings

Asides

Illustrations

Memorable words and phrases

Joining in with poetry and stories

Writing:

The CLC MAT aims for all children to have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms. They should be developing their powers of imagination, inventiveness and critical awareness, and have a suitable technical vocabulary to articulate their responses. By Year 6 children should understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.

- All pupils write daily.
- Writing for a wide range of purposes - from note-taking to extended writing in paragraphs - takes place each week, based upon a common theme identified in the cross curriculum.
- In EYFS children should become immersed in an environment rich in print and use communication, language and literacy in every part of the curriculum. All classrooms have a writing area and encourage writing in role.
- At KS1 children should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
- At KS2 children should plan, draft and redraft writing of several paragraphs for a range of purposes and audiences.
- Presentation guidelines are taught at the beginning of each year and the expectations maintained throughout.
- Class teachers rotate around all groups to provide writing support through 'live marking'.
- TAs work with all groups on a rotation basis or on identified 'focus children'.

Handwriting:

- In Nursery the focus is on developing coordination and pre writing skills
- In Reception the focus is on forming letters using the correct starting and ending points
- In KS1 handwriting is taught through discrete activities using the 'Nelson handwriting scheme'
- In KS2 handwriting is addressed through all lessons
- Children are awarded a pen licence when appropriate

Grammar:

Grammar is taught discretely and in context. Objectives appear in weekly planning.

Grammar starters are used at the start of all English lessons (unless it is an extended piece). The same objective is taught for a minimum of a week

Spelling:

The objectives outlined in the current governmental guidance are delivered. Each class begins the year by repeating the spelling lists from the previous year in Autumn 1.

Weekly spelling tests consist of 10 words shared with the children

Editing:

Editing is a vital part of the feedback process and essential for reaching age related expectations in writing. All children are expected to edit their writing before handing it in to their teacher for marking. This includes cross curricular writing.

To enable this, teachers will:

- Include sufficient time in their planning for quality editing and proof reading across the writing journey.
- Model how to effectively edit and teach the specific skills of editing.
- Provide tool kits on the children's tables to assist them in their writing (e.g. word lists relevant to the unit, topic and high frequency words, grammar checklists, dictionaries and thesauruses)
- Use post-it notes to identify sections/ paragraphs in work to be looked at more closely.
- Use frequent and short teacher inputs to read a section from a child's work, discuss what is good about it then children to edit their own writing to incorporate.

- Teachers will, where possible, mark alongside the children during the lesson (moving around groups rather than leading a guided group) – live marking
- Support children in spelling correctly. Incorrect spellings will be identified in marking. Children will be responsible for correcting their spellings through the use of word banks and dictionaries.
- Display the writing learning objectives taught within the phase and support children in using this to edit their work.

This can include:

- Peer editing can be effective in helping the children identify next steps in improving their writing prior to teacher marking.
- Editing slips/flaps will be used – a piece of lined paper (appropriately sized according to the writing to replace) will be placed over the paragraph to be edited as a flap (left side stuck in the margin).
- An asterisk (*) will be used to add in a lengthy phrase or sentence
- The symbol ^ will be used to add in just one word

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying challenge and scaffold
- Use the '5-a-day' principle: as part of High quality teaching' (EEF Guidance 2022)
- Using 'Adaptive Teaching' strategies to steer teaching and learning and improve outcomes (supported by the *ECF guidance*).
- Use the '*Metacognition - Seven-step mode*' (EEF guidance)
- Utilising teaching assistants to ensure that pupils are effectively supported based on EEF's guidance '*MAKING BEST USE OF TEACHING ASSISTANTS - Scaffolding framework for teaching assistant-pupil interactions*'
- Using diagnostic assessments

7. Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training. Throughout the school, English is taught as a discrete lesson and as part of cross-curricular themes. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: English programmes of study'.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

All lessons will have clear learning objectives, which are shared and reviewed with pupils. Homework will be set on a weekly basis and will build on that week's lesson objectives.

Implementation

Medium-term planning

Medium-term planning will be used to outline:

- Purpose for writing
- Form
- Text (class novel)
- Paragraph and sentence objectives
- Vocabulary and punctuation objectives
- Contexts (cross curricular links)
- Statutory spelling requirements and year group word lists

Medium-term planning is written by the English Lead.

Short term planning

Reading:

Planning is the responsibility of each class teacher and should reflect the needs of children in their class.

KS1:

At the start of the year, planning is based around carousel activities, which focus on developing fluency and planned comprehension questions used to assess the children. When the children are ready, they move on to the 'mastery approach'.

KS2:

Planning is based around 2 text extracts (one being from the class novel). Questions are identified to support children in a deeper understanding of the text.

Monday's lesson will introduce a text and focus on vocabulary. Thinking about: definitions, synonyms, antonyms and 'Why and how has the author used this word?' Tuesday's lesson will use the same text focusing on understanding the text as a whole and retrieval. Wednesday will delve deeper into inference. Thursday will introduce a new linked text.

English

Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson. Short-term planning is the responsibility of the teacher and must reflect the needs of their individual class. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught. Grammar starters are identified.

- A clear sequence of lessons – focus on the 3 phases of writing – time spent on key objectives before moving on
- Each lesson will begin with a grammar starter (approximately 2 questions related to the same objective) These will be stuck underneath the LO and self-marked by the children.
- Each lesson will include a teacher model of the objective
- Scaffolding support
- Vocabulary - any new terminology or vocabulary within the session must be shared.
- Concept questions for understanding - are used to probe children's clarity of understanding of the objectives
- Questions for deeper understanding
- *ARE expectations* – the year group expectation will be planned for.
- *GDS expectations* - the expectations for rapid graspers will be planned for.
- Staff must ensure that they only move children on in their learning when they are ready. Staff are not expected to type up any changes / additions to the weekly plan. Planning can be annotated.
- Planning from previous years can be annotated however, a planning proforma with these specifics is provided.

Teaching time and structure

Reading is taught daily for a minimum of 2 ½ hours per week in KS1 and KS2.

English is taught for a minimum of 5 hours per week.

Lessons are differentiated using scaffolding and support resources.

English lessons have the following structure (*following the seven-step model – metacognition*):

- Grammar starter
- Activating prior knowledge
- Explicit strategy instruction
- Modelled example
- Memorisation of strategy
- Guided practice
- Independent writing
- Structured reflection

In Reception, phonics is taught daily in differentiated groups (daily phonics intervention occurs for children who are struggling to retain the sounds taught). Writing is taught daily in three groups. At the start of the year, small groups are used to ensure children make rapid progress and gaps are closed quickly. A variety of strategies are used to develop writing (including write dance).

Recording work

All pupils in KS1 and KS2 use a lined 8mm exercise books (unless wider lines are needed in Y1 based on assessment of children at the end of EYFS). Pupils are taught suitable setting out of work and this is modelled in everyday practise. On starting new work pupils rule off the last piece of work and date the next piece. The date is recorded in words e.g., Wednesday 6th September 2023, title and the Learning Objective/WALTs are copied or stuck into children's books. Margins are 2 squares wide. Grammar starters will be self-marked by the pupils, all other work is marked according to the school's Feedback Policy, using live marking where possible.

8. Assessment and reporting

Pupils will be assessed, and their progression recorded in line with the school's Primary Assessment Policy. Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupil's strengths and identify areas where progress is less than expected.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom tests and formal exams (reading)
- Assessments using the CLC MAT Writing Tracker and diagnostic assessments

Phonics:

Half termly phonics assessments by the Phonics Lead will determine fluid movement of groupings

Reading:

Children will be assessed in autumn, spring and summer using the NTS reading tests

Writing:

Children will be assessed on each 'Hot Write' following each genre taught using the CLC MAT's Writing Tracker

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where pupils are at a given point in time.

Standardised tests (NTS) will be used three times a year, to measure each pupil's attainment in all areas of reading. These results will be compared with an 'average' for all pupils of that age.

Parents will be provided with a written report about their child's progress during the Summer term every year.

These will include information on the pupil's attitude towards English, including both reading and writing skills.

Verbal reports will be provided at parent-teacher consultations during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENDCO.

9. Resources

The subject leader is responsible for the management and maintenance of English resources, as well as for liaising with the SBM in order to purchase further resources.

Display walls will be utilised and updated regularly, in accordance with the genre of writing and class novel being taught at the time.

English equipment and resources will be easily accessible to pupils during lessons.

10. Equal opportunities

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to the English curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all English lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

The school aims to provide academically more able pupils with the opportunity to enhance their work through extension activities such as:

- develop and use their own preferred writing processes, experiment with narrative structures, point of view, chronology, flashback,
- Be playful with genre – for example, by combining a narrative with persuasion or explanation.
- Introduce their own voice into non-fiction pieces and express a personal response.
- Notice in their own reading what writers do, and draw on it in their own writing.
- Balance character, setting and plot. Develop settings as additional characters.
- Revise their pieces thoroughly, taking out rather than always adding in.

11. Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at CLC MAT, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

A named member of the governing body is briefed to oversee the teaching of English, and review progress.

Any changes made to this policy will be communicated to all teaching staff.