



Hurst Park Primary School
Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		English	Date:
Leader (s)		L Pocock	10.11.2020
	SECTIONS	SUMMARY EVALUATION	
1	INTRODUCTION Why do we teach what we teach?	English is a subject in which children are taught lifelong skills that allow them to access many other areas of learning. Children develop their reading and writing skills in lessons that are tailored to suit their interests and that tie in with the broader curriculum. In English lessons, children have opportunities to develop a wide breadth of skills, including: spelling skills, grammatical knowledge, creative writing, comprehension of text and handwriting. English is taught in discrete lessons as well as in cross curricular learning. We aim to develop the children's pleasure in reading through our use of high quality texts and a wide range of genres covered.	
2	CURRICULUM	<p>During English lessons, children are exposed to a variety of texts and genres. They will have opportunities to express their own understanding of what they read and learn about as well as opportunities to share their curious nature when asking questions to clarify their understanding. The English curriculum for each year group is planned coherently, building on key life skills that can be applied to other aspects of learning and life, thus preparing them for their futures. The curriculum provides challenge for all children, including SEND and disadvantaged pupils that allows them to become increasingly confident and independent learners.</p> <p>English is taught daily in all classes and in a cross curricular capacity throughout each week. Teachers work in year groups to plan sequences of lessons that demonstrate good subject knowledge and refer to the National Curriculum. Teachers plan lessons that develop a wide range of transferrable skills – spelling, grammar, punctuation, composition, reading aloud, comprehension, speaking and listening. All pupils are challenged within lessons and are encouraged to challenge themselves through their application of the skills taught. Pupils' learning is assessed frequently and teachers use this information to modify planning and learning effectively. Assessments are recorded regularly and systematically and previous learning is easily accessible to the current teacher. Reading in the early years focuses on phonetical understanding and the children's ability to recognise sounds and blend them to form words. All pupils are exposed to common exception words as listed in the National Curriculum and both parents and pupils have copies of these words. As the children move through Key Stages One and Two, fluent reading becomes more embedded and the focus moves towards comprehension of reading texts. All pupils complete regular reading comprehension tasks at school and at home and the skill of retrieving information from a text is modelled to a high standard. Reading is a school priority, particularly the ability to read quickly and accurately, and this has become a more prominent focus this academic year in Key Stage Two. All teachers model high levels of standard English in their own speech and writing, which further supports all pupils in developing their language skills.</p> <p>The school has a high level of focus on developing early reading skills with phonics and reading sessions prioritised in Early Years and Key Stage One classes. All pupils read regularly in sessions of a good quality and parents are supportive of the teaching of reading in our school. Additional reading sessions and homework tasks are assigned when children are identified as in need of support. This helps to quickly close any gaps and move their learning on in line with children of their age. The end of year statutory assessment results for Key Stage One can be attributed to high quality teaching and appropriate, targeted support and intervention. By the end of Key Stage Two, most pupils develop good English language skills and their achievements in both reading writing are in line with the National average. Pupils leaving Key Stage Two are well prepared for the next stage of their learning. Pupils with SEND and disadvantaged pupils are well supported in class and additional resources are in place to support them where necessary.</p>	
	<ul style="list-style-type: none"> • INTENT (Include reference to SEND and disadvantaged pupils) 		
	<ul style="list-style-type: none"> • IMPLEMENTATION 		
3	BROADER CURRICULUM How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	Work in English lessons includes learning about other cultures and beliefs from across the world. From Reception, children are exposed to stories from other cultures as well as traditional tales that celebrate a range of backgrounds and faiths. Family members are invited in to join in multi-cultural celebrations and share their knowledge in English lessons and assemblies. English is a subject which is frequently evident in other areas of the curriculum. Children are able to apply many skills that they have been taught to these subjects, including in history, geography, science and RE lessons. In their English learning, children develop their creativity and imagination and enjoy opportunities to perform in drama sessions. Every class confidently demonstrates strong speaking and listening skills in family assemblies and school productions throughout the year.	
4	SUCCESSES IN THE SUBJECT IN THE PREVIOUS YEAR Focus should include the contribution of the subject to meeting whole school priorities	<ul style="list-style-type: none"> ▶ Whole class guided reading was a focus and implemented well across Key Stage Two classes. This led to improvement in the planning and delivery of reading sessions, as well as the amount of structured reading that was taking part. ▶ All teachers were trained on the use of the Benchmarking assessment tool in the spring term. LSAs were then trained by the teachers in autumn 2020. Benchmarking was used to support teacher judgements with reading attainment across the school. ▶ Teachers planned opportunities to further develop reading and writing skills across other areas of the Curriculum, not only in English lessons. This work was evident in books and showcased on display boards around the school. 	



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5	ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	Strengths	▶ Grade 2	Areas for Development
		▶ Reading is a priority in all Key Stage One and Two classrooms with timetables sessions planned for and delivered regularly.	▶ Develop a range of questioning strategies to be used to develop reading comprehension skills.	
		▶ All children have access to high quality resources in English lessons.	▶ Improve presentation and handwriting across all year groups.	
		▶ Daily spelling activities are planned to target areas of weakness in each year group.	▶ Children are to be given further opportunities to write for real purpose.	
6	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	Strengths	▶ Grade 2	Areas for Development
		▶ Pupils are exposed to a range of high quality texts from a range of cultures, in English and topic lessons.	▶ Ensure verbal and written feedback is implemented within lessons.	
		▶ High quality English based work is on display in classrooms and corridors. Working walls are used to enhance teaching.	▶ Continue to develop a consistent approach for assessing pupils in reading.	
		▶ Early phonics is embedded in EYFS and further developed in Key Stage One.	▶ EYFS and KS1 to focus on the teaching of phonics with the aim of 100% of children passing the phonics screening check.	
7	LEARNING BEHAVIOURS Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	▶ Grade 2	Areas for Development
		▶ Pupils demonstrate positive attitudes towards reading and writing.	▶ Continue to develop every child's pleasure in reading and listening to a range of texts in English and topic lessons.	
		▶ Behaviour in English lessons is never less than good.	▶ Modelled reading, using a variety of texts, to be evident in all classes.	
		▶ Resources used help to develop every child's understanding of their social, moral, spiritual and cultural responsibilities.	▶ Continue to promote a love of reading through daily reading sessions in class.	
8	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	Strengths	▶ Grade 2	Areas for Development
		▶ Subject leader and SLT have high expectations for all work produced in English lessons.	▶ Training for new members of staff in delivering effective reading sessions and in using assessment tools.	
		▶ Verbal and written feedback after lesson observations and book scrutiny is given and development areas are followed up on.	▶ Focus on presentation and handwriting style, including modelled writing by members of staff. Training to be delivered.	
		▶ Subject leader and SLT have accurate knowledge and good understanding of pupils' achievement in both reading and writing across the school.	▶ Further opportunities for peer coaching and teaching, with a focus on modelled writing.	
9	OVERALL EFFECTIVENESS	Overall, pupils achieve well in reading and writing and teaching is mostly good or better. All members of staff are encouraged to arrange peer observations to develop their subject knowledge and there are opportunities for teachers to work together to plan and deliver lessons. Staff refer to the National Curriculum when planning lessons and when assessing learning. Most children are positive when talking about their learning in English and recognise the importance of high levels of achievement for their futures. Parents are well informed of their children's achievements through twice yearly consultation meetings, a detailed yearly report on reading and writing and informal meetings throughout each term, as and when required or requested.		
10	WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?	A good learner in English enjoys opportunities to further develop their reading and writing skills and apply them to other areas of the curriculum with confidence and increasing accuracy. They approach English based tasks with enthusiasm and a thirst for learning is evident when discussing their work. They are keen to further their knowledge and seek opportunities to do so in their own time. They read fluently at a pace that is appropriate for a child of their age and have a sufficient understanding of the range of texts that they read. They are able to communicate effectively in writing and speech and demonstrate a secure understanding of standard English, including their use of grammatical terminology and spelling skills.		
11	KEY AREAS FOR SUBJECT	▶ Ensure all teachers and LSAs are continuing to use Benchmarking as an effective assessment		



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DEVELOPMENT Especially achievement and quality of teaching	tool to confirm their judgements when assessing reading – both fluency and comprehension.
	▶ Ensure cross curricular opportunities for writing are planned for to allow all children to make accelerated progress. These opportunities should include writing for real purposes.
	▶ EYFS and Key Stage One teaching and understanding of phonics is secure and taught daily. Children who are identified at working below the expected standard are supported in additional learning groups to allow accelerated progress.