




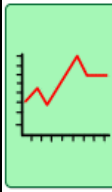




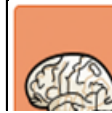








English Rationale		
INTENT	IMPLEMENTATION	IMPACT
<p>National curriculum links</p>  <p>At Castle School, the order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP and ILP targets. Teachers plan systematic repetition of the most crucial literacy content to ensure it can be used functionally across different contexts and curricula. Those working below the level of the National Curriculum will access pre-key stage standards with a more child led and curiosity approach to literacy that builds a learning culture of improvement. Where appropriate, pupils follow the National Curriculum, adapted where appropriate.</p>	<p>Pedagogical approaches</p>  <p>Launchpad for Literacy is used as an approach to literacy readiness through focussing on incremental sequences of skills. Colourful semantics is used with some pupils to teach the meaning of words in order to understand and build sentences both verbally and in written form. Formal lessons follow a starter-main-plenary format in subject specific classrooms. In engagement and some semi-formal pathway classes, English is taught in unique non-subject specific ways; through approaches such as Attention Autism and Intensive Interaction. Visual representations are imperative across all pathways and communication strategies are used across the school curriculum linked to concepts such as blanks level questioning.</p>	<p>Assessment & Progression</p>  <p>Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follow a progression model that identifies the most useful knowledge for cumulative sufficiency. Teachers are aware of previous learning, current learning and future learning.</p>
<p>Qualifications/ Accreditations</p>  <p>English is taught as a discrete subject in the Formal and most of the semi-formal. Pathway. In the Pre Formal and Engagement Pathways, literacy skills are consolidated and developed in a meaningful environment appropriate to each pupil. ILP targets ensure that learning is meaningful and skills can be continually developed or broadened. Pupils are assessed using the most appropriate assessment tool to capture their achievements. Post 14 pupils work towards certification in English.</p>	<p>Subject Knowledge</p>  <p>Class leads are expected to have good subject and curriculum knowledge. Formal classes have expert knowledge in systematic synthetic phonics (for which all Formal class staff are fully trained), There are CPD opportunities available, including lesson observations, coaching, courses, and moderations. There are regular learning walks which highlight good practice whilst informing areas for development. CPD is highlighted as any practice to upskill/improve own practice and includes observing good practice around the school, regular discussions with other members of staff and classroom based research projects.</p>	<p>Data</p>  <p>Data is collected on a termly basis and is recorded on each pupils' individual pupil progress sheets. Having this data collated on one document allows staff to see the progress and targets all together, for curriculum subjects, ILP targets, EHCP categories or Cherry Garden branches (EYFS). This data is used to determine a child's curriculum, pathway, class and possible interventions. Collecting data over a prolonged period allows staff to set appropriate targets for the next school year. All data is moderated within pathways and phases and shared as part of professional development opportunities and whole school improvement strategy.</p>
<p>Sequential Learning</p>  <p>Our curriculum is carefully sequenced and follows a termly overview to ensure concepts are taught at the same time across the whole school from pupils' individual starting points. This also informs next steps in learning. Teaching and learning follows a spiral structure across all situations and environments. Key concepts are revisited, consolidated, and taken to a greater level of depth, where appropriate. Reading sequences build fluency and prosody. Writing sequences begin with immersion, analysis, and explicit skill practise before reaching the plan, draft, revise, edit, and evaluate stages. Spelling, punctuation, grammar, and handwriting are taught both in context and outside of English lessons.</p>	<p>Activities, Expectations & Challenge</p>  <p>Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests and their Engagement Profiles, ensuring high expectations, appropriate challenge and retention of the content and skills taught as well as the activity itself. Ability grouping ensures pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning. Reward systems and visual aids are used to motivate learning where appropriate. For pupils working in both the engagement and semi-formal pathways, the following strategies are used to develop shared attention: Intensive Interaction, Attention Autism, PECS, Makaton, Sensory Stories.</p>	<p>Interventions</p>  <p>Ongoing assessment identifies pupils that require further support. If children do not meet their attainment target then staff complete a triangulation sheet. This states what the high-level indicator was from the data collection before undertaking a deep dive of that pupil's provision. The teacher then identifies what the intended outcome is for that pupil. From this the class teacher and pathway lead identifies an appropriate intervention. Such interventions may be small group literacy support, ELS phonics sessions, Colourful semantics or therapeutic support.</p>
<p>Pupil Premium</p>  <p>Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual</p>	<p>Metacognition</p>  <p>Guided by a focus on metacognition, teachers are intentionally supported to complete enquiries with the goals of gaining insight into teaching and learning, becoming more reflective practitioners and effecting change in the classroom. Through research, teachers have an opportunity to shape their professional</p>	<p>Recording Work</p>  <p>Evidence of teaching, learning and progress is specific to each pathway in school. The engagement pathway will consist of more observations and detailed, factual recollections of the learning taking place. Practical lessons are recorded via photographs and videos that can be uploaded on to Evidence for Learning with comments and</p>

	<p>Continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.</p>	 <p>Teachers have an opportunity to shape their professional development. Investigating their own questions empowers teachers to generate their own knowledge about what works.</p>	 <p>Applied on to Evidence for Learning with comments and next steps evident. When English is taught as a discrete subject there will be a mix of written evidence and practical-based learning.</p>
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Cultural Capital		Integrated Therapies	
	<p>Cultural capital is intrinsically bound up with phonics and the study of language and literature. The use of various literature and the development of our school cultural reading spine is based on our suggested booklists for each of the pathways and a list of core books and rhymes. This allows for the exploration of key themes including gender, power, personal politics, religion, government, identity in fiction and nonfiction, opinions and empowerment of self. We understand that quality of education is critical to the life chances of a child to effectively improve outcomes for later life.</p>		<p>There is strong collaboration between Speech and Language Therapy (SaLT), Visual Impairment (VI) service (where appropriate) and class leads in identifying the most appropriate speech and language targets and programmes. Many children with developmental difficulties find handwriting very challenging and the occupational therapist (OT) works closely with teachers to develop pre-writing and hand writing skills through multi sensory and carefully graded approaches.</p>