English Subject Leader Toolkit

Contents

English Subject Leader Toolkit

How effective is English in your school? Is there the right balance between intent, implementation and impact and do you have the necessary knowledge, skills and tools to be able to support and challenge effectively? Can you see your impact on others around you? This toolkit provides a comprehensive range of resources to support Subject Leaders in becoming highly effective in improving provision and outcomes for pupils. In order to support you in your role within the school improvement cycle, audits and proformas have been designed to enable focused analysis, evaluation and evidencing of impact.

The *English Subject Leader Toolkit* has been put together to support anyone involved in the effective leadership of English and covers all three primary phases: EYFS, KS1 and KS2. The toolkit comprises a comprehensive suite of documents which can be used as a complete package or individual components can be selected according to the school's needs. The documents are presented in Word format to enable personalisation to reflect school priorities.

The toolkit has been created to reflect the aims, principles and expectations of the English National Curriculum and naturally aligns with Ofsted's current focus on the three 'I's, as detailed in the 2019 Education Inspection Framework: intent, implementation and impact. It recognises the need for inclusive teaching – and leadership – of English to be underpinned by developing expertise in others, and will scaffold highly effective support and challenge by English Subject Leaders in their schools.

One of the key aims for any subject leader is to ensure that they know how effectively their subject is being taught and how well pupils within their school are progressing. These tools will enable effective monitoring across all aspects of the English Curriculum ensuring that you have a wealth of first-hand evidence as to the effectiveness of provision and knowing how well pupils are achieving. Following this, you will find key subject knowledge and pedagogical indicators that will help you to identify appropriate next steps according to your school's priorities. This will also help to inform any professional development needs of teachers and other practitioners. The specific action planning tools and guidance will ensure that your *intent* will be fully informed and understood by all, giving you an accurate plan – ready to implement any improvements needed.

In order to ensure that standards are being met and that progress within teaching and learning is being made, the second suite of tools includes a range of resources to support the *implementation* of any actions going forwards. They have been designed to support you in monitoring the ongoing effectiveness of English across the school, know how well pupils are learning and provide useful prompts for evidencing next steps, reflection, professional discussion and continuing professional development needs of staff.

The third section of the toolkit provides a range of tools to enable you to capture the termly summative *impact* of your role. These documents are intended to support subject leaders with improved data management and evaluation skills as well as help them to consider and highlight the difference that they are making to a range of stakeholders, including governors. Guidance and support for maintaining and keeping the most relevant documentation and information will further support subject leaders to be at the cutting edge of the role of the subject leader within their primary school.

The English Subject Leader Toolkit can also support and develop:

- All subject leaders within the primary phase – using the generic elements of the resource.
- Class teachers – to evidence ways in which they can develop and improve their practice.
- Senior leaders with school development planning (objectives and actions).

The 'school improvement cycle':

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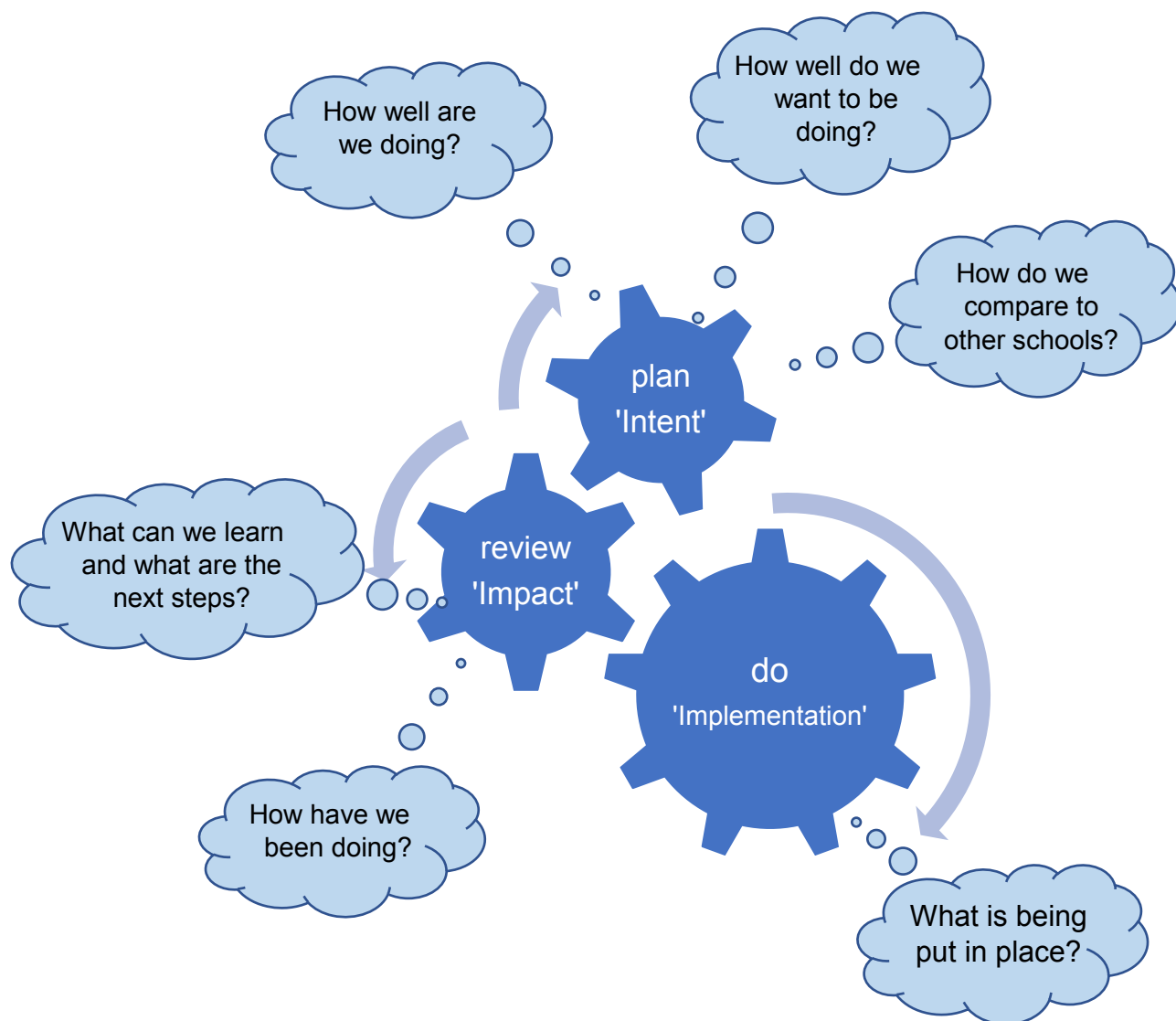
Part 1: Intent

Where are we now, and where do we want to be?

Auditing and self-evaluation tools for getting started and getting going, with a vision to achieve

Contents   Page

EYFS: Literacy Learning Environment Audit for English Subject Leaders

School:	
Name:	Date:

To be completed in the autumn term

Aspect of Learning Environment	Evidence
Overall indoor environment Do displays include typed and handwritten text, by both adults and children?	
Do displays celebrate children's achievements and support children's future learning?	
Are equipment and learning zones clearly labelled, so that children can select, use and tidy them easily?	
Do the resources reflect the diversity of life in modern Britain?	
Is print displayed in English and other languages and scripts, especially relevant to the cohort?	
Are children's names, high-frequency words (HFW) and phonic resources displayed at child height?	
Is there an attractive pictorial alphabet frieze displayed at child height, reflecting the school's chosen phonic scheme and font?	
Is there an interactive, child-height, grapheme chart displayed, which is added to as more grapheme-phoneme correspondences are taught?	
Do displays include songs, poems and favourite passages from shared texts?	
Is the print that is displayed around the setting read and referred to by adults?	
Is environmental print actively used by children, including with adult help, around the room?	
Can all children easily see the easel/enlarged text during shared writing?	

English Curriculum Evaluation Tool

	Focusing	**Developing**	**Establishing**	**Enhancing**	**Next steps…**
Understanding the changes					
Awareness of documentation and development of best practice	Teachers are aware of and plan for the current curriculum expectations, with an understanding of key age-related expectations. Governors are aware of recent curriculum changes.	SLT systematically review, disseminate and use key information, research and guidance when developing best practice. Governors take an active part in ensuring key guidance is being followed.	Best practice research on curriculum development is shared within the school and within the school's network community. Governors consider the impact of curriculum developments.	Schools are proactive in seeking the most recent information, guidance and best practice and use this to maximise pupil progress (including Ofsted, DfE and other relevant agencies).	
Long-term planning	Long-term plan (LTP) in place with text types allocated to specific year groups published on school website.	Text types referenced within new curriculum are incorporated into long-term plan.	LTP fully tailored to the curriculum's statutory guidance, exploiting cross curricular links.	Monitoring to ensure full demands of curriculum are met through appropriate texts (grammar and syntax) and curriculum links.	
Medium-term planning	Original literacy units modified to include grammar and spelling expectations.	Medium-term plan for each text type has clear Learning Outcomes (LOs) for speaking & listening, reading and writing appropriate to age range.	Teachers select LOs according to AfL to build teaching sequence of learning with appropriately challenging expectations.	Planning ensures that progression throughout the phases is robust. Planning makes natural links in the curriculum.	
Short-term planning	Lessons are planned to appropriate learning objectives with relevant learning opportunities and success criteria as appropriate.	The pitch of learning is appropriately challenging and a clear learning sequence is planned and adapted on an ongoing basis. Plans reflect new expectations.	Learning opportunities are effectively differentiated to meet the needs of all pupils. Resources to support, scaffold, prompt and model are referenced in order to provide high quality learning opportunities.	Planning is informed and adjusted by an in-depth understanding of standards, progression and pupils' individual needs on daily basis.	
Cross-curricular links	Links are made between reading and other areas of learning.	There is a systematic approach to making links between reading and other areas of learning.	The curriculum enables pupils to make rich connections across all other areas of learning.	English skills are integral to all aspects of the curriculum.	

Part 2: Implementation

How are we doing?

Monitoring tools for evaluating the effectiveness of English

Contents	Page

English Learning Walk

Date:	Context of learning walk:
School priorities:	

	Notes
Attitudes towards English Impact rating:	
Working with text **Reading for meaning** **Writing for purpose and audience** Impact rating:	
Working Walls/modelled examples Impact rating:	
Displays Impact rating:	
Resources and scaffolds Impact rating:	
Grammatical terms and vocabulary Impact rating:	

Statutory word list – years 3 and 4

accident(ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion(ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight/eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though/although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman/women

English Learning Walk: Outcomes *Example*

Carried out by:				Primary		
Focus of the walk: Impact of AfL to support the learning of underachieving pupils				Date:		

Focus:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning environment to support AfL	Review the environment so that children's literacy development arises out of daily experiences in a rich and interesting environment. Adult-led focus groups can draw from a context which is relevant to the child.	Resources available and accessible to pupils. Effective classroom organisation which promoted independent learning. Pupils proud of displays of their work which were used as models.	Classroom well organised to support learning with resources clearly labelled and accessible for children. Current learning intentions and SC clearly displayed on Working Walls and are used to support learning. Current learning goals highlighted with detective symbol. Interactive whiteboard provided good visual reinforcement for learning.	Generally well-organised classroom with good balance of displays. English display clear, reinforcing key vocab. valued by pupils. **Consider:** Making English displays larger so that pupils can access learning prompts from where they are seated. Make learning intention and success criteria visual and refer to these throughout the lesson. Consider using science mats for cross-curricular vocab.	Some good learning prompts in place for science, e.g. learning mats. **Consider:** Building English prompts and key vocabulary displays to provide support for visual learners. Introduce Working Walls in accordance with school policy. Ensure management of pupils' work is consistent with school policy, e.g. what happens to worksheets and how are these marked to provide pupils with clear next steps for learning?	English displays provide clear guidance prompts for writing, e.g. a myth – current and relevant display. Pupils found 'Learning to learn' display helpful. **Consider:** Re-organising seating of pupils on the extreme right-hand side of the teacher as they are unable to see the interactive whiteboard. Clarifying learning intention and success criteria visually.	Rich variety of displays with clear learning prompts and which were used to scaffold and support learning.
Effective use of teaching assistants to support learning	Relationships – good. **Consider:** Adult task observed made learning inaccessible for pupils because the concepts being presented were not matched to pupils' cognitive development.	Teaching assistant teaching small focus group with reading/writing intervention programme. Well prepared, interactive learning activities. **Consider:** Bob's involvement might need further assessment.	Teaching assistant working practically with small group to reinforce number bonds. **Consider:** Re-organising seating position of TA during mental starter so that children can see the teacher and other class members. In the main teaching session, increase partner work so that TA can engage more actively to support pupils' learning.	Teaching assistant working with a lower attainment group. **Consider:** Clarifying the importance of learning intention and S.C. so that TA can use to scaffold small steps of learning for pupils. Avoid making writing a chore – could be stuck in book for this group of pupils. Improve questioning so that pupils are encouraged to articulate what they are learning.	Teaching assistant supporting one child but support was frequently interrupted by other children asking her for things. **Consider:** Teaching children to learn skills to help them know what they should do if they get stuck or have finished their work. This should enable the teaching assistant to offer better support.	Limited evidence to comment.	Very effective use of teaching assistants who used different coloured cup system as a trigger for support. **Consider:** Encouraging children who might be shy to show they still need help to use bubble box (Evidence gained from obs. of one less confident girl.)

Part 3: Impact

What difference have I made?

Evidencing impact of the SL role

Contents   Page

Years 2 & 6 (with reference to the Teacher Assessment Framework)

	% now meeting Y1 Phonics Screening Check threshold				% Working at the expected standard and beyond		% Working at greater depth within the expected standard	
	All	*Boys*	*Girls*	*Disadvantaged*	R	W	R	W
Year 2 No:								

	% Working at the expected standard and beyond		% Working at greater depth within the expected standard	
	R	W	R	W
Year 6 No:				

You may also want to indicate number of pupils as well as percentages.

KEY STAGE PROGRESS:

Year 2 % Making expected progress and more		Year 2 % Making better than expected progress		Year 6 % Making expected progress and more		Year 6 % Making better than expected progress	
R	W	R	W	R	W	R	W

See Primary School Accountability guidance document. Also reference ASP and school's internal summative data.

Fraction and % at ARE+ in:	GAPS overall	Spelling only	Punctuation and grammar only	Fraction and % at ARE+ in:	GAPS overall	Spelling only	Punctuation and grammar only
Year 2 No:				Year 6 No:			

How does your school compare to national? (*You should also reference comparisons to your own LA's data, although this is not always considered in inspections.*)
What is the three-year trend like for the school?
What is achievement of your school's vulnerable groups? Are there any significant variations between different groups (*remember to specifically reference PPG, CLA, SEND, higher attaining pupils, pupils falling behind etc.*)?

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[SCHOOL NAME]
ENGLISH POLICY
[Year........]

1. School Vision

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes. At *[..........],* our goal is to inspire a love of English language and literature. We strive to create an environment where all pupils become successful masters of the English language.

2. National Curriculum and School aims

English is a core subject within the National Curriculum and is the cornerstone of all learning, both in school and in the wider society. Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the 'Communication and Language' and 'Literacy' sections of the Statutory Framework for the Early Years Foundation Stage.

The aims of teaching English are:

- ➢ to enable children to speak with confidence and to take account of their listeners
- ➢ to encourage children to listen with concentration, to engage with and respond to what they have heard
- ➢ to show children how to adapt their speech in different circumstances for different audiences
- ➢ to help children to become confident, independent and life-long readers
- ➢ to develop enthusiastic and reflective readers who are able to engage with challenging and substantial texts
- ➢ to promote the enjoyment of reading and writing;
- ➢ to encourage a sense of audience and purpose in writing
- ➢ to develop a secure understanding of spelling, grammar and punctuation
- ➢ to enable children to plan, draft and edit their written work
- ➢ to support children to produce effective, accurate and well-presented written work.

3. Spoken Language

The importance of spoken language in pupils' development across the whole curriculum is paramount. Spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life.

See Spoken Language section of the English National Curriculum for further information.