



English Policy 2023-2024

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Intent

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 language, 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.

Our school has a carefully planned curriculum that teaches (where appropriate) in a cross-curricular and meaningful way, enabling children to make links, make sense of what is learnt and commit their learning to long term memory. To enable this we use a range of aspects to ensure our English Curriculum is as strong and effective as possible:

Spoken Language (including vocabulary)

- Tiered approach vocabulary - through the use of star words, targeted pre-teaching of vocabulary, language development focused environments
- Strong Child Initiated Environment where 'play' and 'child-led learning' is at the heart of learning which enables children to apply these aspects with independence, resilience and confidence

Our curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. We understand that the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. The artistic practice of drama plays a vital role in our curriculum, especially when engaging with core texts, as it enables children to gain knowledge, skills and understanding.

Reading (including vocabulary and grammar)

- Robust and rigorous Reading Curriculum which fosters a love for Reading - through Little Wandle, Vipers, Reading Spine and Reading Forest
- High quality literature - through the use of Power of Reading (CLPE core texts), Reading Spine and carefully planned 'reading nooks'
- Oral rehearsal to develop strong fluency and comprehension based on core texts - through the use of Power of Reading (CLPE core texts) and Talk4Writing approaches whilst consistently applying strong links to phonics, grammar and punctuation

Word reading and comprehension (both listening and reading) are embedded into our school through rigorous structured programmes (Little Wandle, Big Cat and Vipers) as well as pedagogical and holistic approaches intertwined across the curriculum through the use of; Reading Nooks, Reading Forest, CLPE Power of Reading and Talk4Writing. We understand that skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Writing (including spelling, vocabulary, grammar, punctuation)

- Inspiring shared/guided writing - through Talk4Writing strategies

Transcription (spelling and handwriting), composition (articulating ideas and structuring them in speech and writing) and editing (how to plan, revise and evaluate their writing) is integral to our planning and delivery of our Writing Curriculum. We know it is essential that teaching develops pupils' competence in these 3 dimensions and ensure that these aspects are taught daily. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader.

This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. To ensure we are able to teach the complexity of writing we use a range of strategies and approaches through Little Wandle, Spelling Shed, Power of Reading (CLPE) and Talk4Writing (Pie Corbett) as well as ensuring that spelling and grammar are explicitly taught daily through structured sessions and the authentic writing process.

Our Unique Approaches

Reading for Pleasure is at the heart of our English Curriculum. We use four key elements which foster a love for reading; Reading Nooks, Reading Forest, carefully planned Reading Spine and Reading specific events. These enable enriching reading experiences for our children both inside and outside the classroom.

Reading Nooks were introduced in September 2022 to ensure there was consistency school wide with a range of vocabulary rich texts to support the children's learning of the wider curriculum. The books in the Reading Nooks link to the Power of Reading texts. The importance of maintaining consistency across the school within the Reading Nooks is to ensure all children are provided with the opportunity to explore new vocabulary, knowledge and wider experiences linked to ones they have been taught or are currently being taught. The structure of these nooks is to ensure that books are added accumulatively across the course of the year e.g. in September it will be more sparse than July. This is to ensure the texts are meaningful to the children and they are confident to access them.

The Reading Spine provides a varied and diverse reading curriculum that is vital for children to broaden their vocabulary, subject knowledge and comprehension. It is designed to consider genre, complexity, enjoyment, background knowledge, significance and enrichment. This Reading Spine ensures children are 'well-read' and exposed to diverse vocabulary to broaden their own choice of word both in speaking and writing. The books and genre outlined for each term in the Reading Spine are the main focus for the books shared and explored within the Reading Forest.

The Reading Forest is designed to enhance our children's reading experiences through a shared read of a high-quality text that has been carefully selected from our Reading Spine. The Reading Forest is a discrete lesson whereby children listen and engage with a key text, discuss the components from this text and use and apply their new knowledge in a range of activities. These activities include; Performing Puppets, Small Stories, Fact and Fiction, Discovery Den and Borrow a Book. Our Reading Forest Overview is outlined in our curriculum and must be referred to when planning lessons. All year groups follow the similar structure to the sessions however the quality of adult interactions underpins a high quality learning experience.

Child Initiated Play (EYFS/Year 1) and Enquiry Led Learning (KS1) is a pedagogical approach that is well established across our school. In EYFS we have 3 zoned rooms The Art Studio, The Exploration Room, The Imaginary Room all rooms have books, writing media and key vocabulary spread across the provision to ensure that every opportunity to 'hook' children into language rich experiences (spoken, print or visual) is utilised. In Year 1 children have structured Reading and Writing Lessons daily but also have Child Initiated Play (CIP) in their classrooms and outdoor area for approx. 2 hours per day. CIP in Year 1 is mapped to the national curriculum and is often used to pre-teach and consolidate focus subjects, topic specific knowledge and enhance the children's love of reading and writing. CIP is used as a pedagogical approach to enable children to explore freely with newly mastered skills in their own unique way. Enquiry Led Learning is rolled out from circa Summer Term Year 1 and throughout year 2, this pedagogical approach is used to enhance children's autonomy in gaining depth of knowledge and committing newly taught vocabulary and topic specific knowledge to long term memory. Often this approach is set around a 'big question' that the children explore and find out about, Spoken Language, Reading and Writing are integral to the success of this.

Reading specific events are planned across the year through reading specific trips, author visits, trips that are linked to Power of Reading texts as well as reading and writing competitions. We also celebrate Reading and Writer Stars of the week in our celebration assembly.

Adopting Proven Approaches

Little Wandle Letters and Sounds Revised

This is a systematic and synthetic phonics programme that from the very first weeks in Reception through to end of Year 1. It ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson across the curriculum. Through this programme we ensure we have 'three reads a week' with every child, this focuses on Fluency, Prosody and Comprehension. During Fluency lessons we focus on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words. During Prosody lessons we give the children the opportunity to practise reading with appropriate meaning, stress and intonation. Fluency and Prosody are taught before Comprehension lessons so that the children can automatically apply their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up. Comprehension lessons develop the children's independence to:

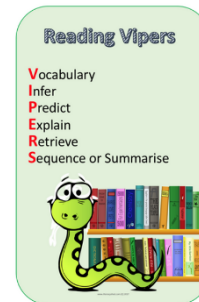
- Draw on knowledge of vocabulary to understand texts (Vocabulary)
- Make inferences from the text (Infer)

- Predict what might happen on the basis of what has been read so far (Predict)
- Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information (Retrieve)
- Identify and explain the sequences of events in texts (Explain and Sequence)

Vipers Reading (Reading beyond Little Wandle)

From September 2023, once our children are in Year 2 (and passed Phonics Screening Check) we move on to using Vipers approach to reading using Big Cat reading books.

Vipers is an anagram to aid the recall of the 6 reading domains as part of an effective reading curriculum. They are the key areas which children need to know and understand in order to improve their comprehension of texts. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.



Transitioning to Vipers in Year 2:

Autumn	Spring and Summer
<p>Autumn 1 – All children complete Little Wandle following a brief placement assessment to check for gaps that have occurred over the summer. Children are placed in streamed groups which are taken by all Year 2 staff.</p> <p>Autumn 2 – Big Cat Phonics Assessments in conjunction with PSC scores used to assess if children are ready to move to Vipers.</p> <ul style="list-style-type: none"> • Significantly Below Children - in a streamed Little Wandle group plus receiving rapid catch up sessions • Below Children but able to access aspects of Year 2 curriculum will use VIPERS blended version (this will be children who didn't pass PSC in Year 1) • Age expected+ Children will be streamed into Vipers reading groups that are at (or 1- or 1+ their reading level if staffing ratios don't permit). 	<p>Continue assessing and regrouping children using Big Cat Phonics Assessments according to need and next steps.</p> <p><i>**If a child is 'stuck' at a level due to 90% accuracy/fluency requirement on an assessment, try them on the test above first and move them up if they are able to cope with this text. Alternatively if the above is too challenging they must be reassessed on the band before.</i></p>

The Power of Reading (CLPE)

The Power of Reading puts quality children's literature at the heart of literacy learning and is built on years of research and best practice. The programme develops teacher subject knowledge and supports in raising engagement and attainment in language, vocabulary, reading and writing. This complete book-based approach evolves a high quality literacy curriculum that develops reading comprehension and writing composition whilst fostering a whole school love of reading and writing. It underpins our whole school curriculum design and unique approaches (Reading Nooks, Reading Forest, Reading Spine).

Talk4Writing Strategies (Pie Corbett)

The Talk4Writing strategies and approach is used when teaching writing. It is creative, yet rigorous approach developed by the author Pie Corbett. It is fundamentally based on the key principles of how children learn to become strong independent writers, readers and authors. Talk4Writing enables children to imitate the key language patterns they need for a particular text type orally before they try reading and analysing it. They learn how to orally rehearse the tune of the language they need to a successful writer, learn through shared writing with the teacher how to craft their writing in same style as the author of a model text and finally grow the confidence to become their own innovative author.

Adopted Schemes

Spelling Shed and Happy Handwriting has been adopted by the school to ensure a clear and concise programme is in place school wide for spellings and handwriting. The schemes are used in a progressive way and are succinctly followed by the teachers. Expectations handwriting and spelling is outlined in the JWIS Curriculum to ensure there is strong consistency school wide.

Implementation: Teaching and Learning

Curriculum Planning

A concise and well thought out progression of skills and knowledge is outlined in our bespoke Joydens Wood Curriculum. This curriculum was created by our team in July 2022 and was officially rolled out in September 2022. The main concept of our curriculum (fully aligned to National Curriculum), it to use high quality texts to deliver focus subjects intertwined with all aspect of English. The texts have been selected using CLPE's Power of Reading and this had led to over-arching topics being created to enable us to teach 'focus subjects' on a termly basis. All teachers are required to plan and assess using our curriculum as carefully considered 'milestones' for development have been outlined from term to term and year group to year group. The curriculum is a detailed, concise, sequentially planned curriculum that is fully embedded into the implementation of our strong curriculum design. As a result our children commit their learning to long term memory and are able to make links across many subject areas or interests.

Reading Curriculum




Consistency and robust implementation of reading is heavily embedded into the school and as a result our school's reading 'offer' is strong. All staff involved in reading are to ensure:

Aspect	EYFS	Year 1	Year 2	Interventions
Word Reading	Little Wandle Reading Eggs	Little Wandle Reading Eggs	Little Wandle for children who didn't pass PSC Vipers approach using Big Cat Books (same approach as Junior School) Reading Eggs?	Rapid Catch Up for all underachieving children across the school occurs daily. Led by a highly skilled TA.
Comprehension	Little Wandle Reading Forest	Little Wandle Reading Forest	Little Wandle Reading Forest	Rapid Catch Up for all underachieving children across the school occurs daily. Led by a highly skilled TA.
Love of Reading	Reading Nooks are implemented in all classrooms with a structure that is monitored by our Reading Leader. All classes have books that are linked to that term's Power of Reading text. The Reading Forest is used to foster a love of reading in a holistic and child-led way. It is not a 'library' but a centre of reading excellence that brings books to life in a way that captivates the children. All children have access to the reading forest			Some children use The Reading Forest as part of their own personalised plans to enable them to build on their vocabulary and language skills
Enhanced Child-Led Reading	Books are everywhere in the environment in EYFS and Year 1 Child Initiated Provision. They enable children to access resources at a greater level of understanding and depth. E.g. Art Studio uses many self selected art/dt books to inspire the children to provide them with tools/techniques to access a range of arts/crafts beyond their age		Books are used during Enquiry-Led Learning to further gain depth of knowledge around a specific subject matter.	
Reading developing Writing	Books are carefully chosen to underpin our curriculum. They are at the heart of the carefully planned teaching and learning. They enable our children to make links across subject matter and build their vocabulary in an authentic way that enables them to use and apply what they have read into meaningful written forms.			

Writing Curriculum

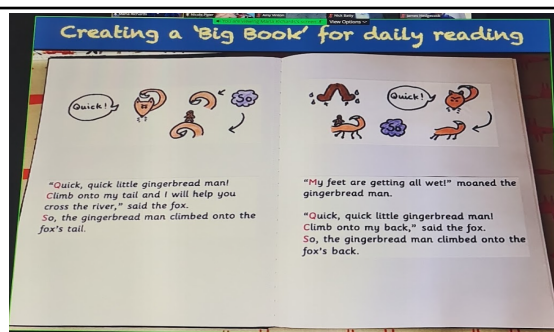
Our writing curriculum uses to proven and established approaches based on literacy excellence; Power of Reading and Talk4Writing. The implementation of these approaches in a 'hybrid' way have meant that our teachers are able to gain strong pedagogical knowledge on how to delivery a highly effective literary curriculum that meets the needs of our children. Our pedagogical approach across our curriculum is effective and therefore a 'set scheme' would not work for us.

How it works:

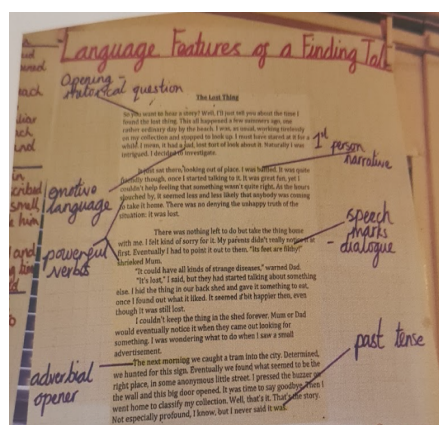
Power of Reading – CLPE	Linking the 2 approaches	Talk4Writing – Pie Corbett
1. Key text is selected that fits with our curriculum focus subjects and our 'milestones' of progression in each year group.		2. Cold task is selected that reflects the text type of the Key CLPE text E.g. characterisation, setting, description, openings and endings, suspense, action, dialogue) and milestones of progression that are required to be taught that term.
4. MTP Planning and STP is then adjusted accordingly both across English Lessons and Wider Curriculum		3. Cold Task is completed and then gaps in learning are identified. Teachers must then plan; what do the class need? What do specific groups need? What do individuals need? This must also link to the outline 'milestones' in progression of skills in the JWIS Curriculum and the text type 'toolkits' outlined in Talk4Writing.
5. Key text is introduced to the children using an exciting 'hook' that sparks awe and wonder <i>(sometimes the cold task will incorporate the 'hook' key text if a separate stimuli is not appropriate)</i>		6. Following the 'hook' this is when we transition fully into Talk4Writing approaches following these phases: Imitation: Knowing the model text Innovation: Writing a new version under direction of teacher ensuring you are teaching gaps in knowledge identified during cold task/required on JWIS curriculum <i>(During these 2 phases teachers may choose to do some additional sessions to add depth of knowledge following the CLPE sessions plans, if they enhance the children's knowledge and understanding however these must not detract from the Talk4Writing approach).</i> Independent Application: Writing a version independently using and applying techniques taught during innovation stage

Talk4Writing - 3 Step Process Overview

The two key elements of this part are the creation of the writers' toolkit.



- WRITER - Look for and discuss the underlying pattern, main scenes and notice simple writing tools such as Composition and Transcription that link to that text type e.g. characterisation, setting

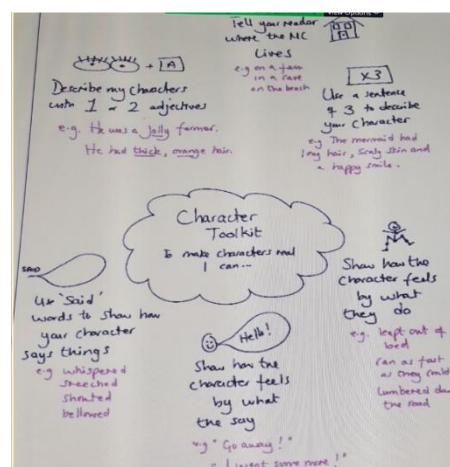


It is essential this phase enables you to build a writers' toolkit that will enable them to innovate

The creation of a toolkit is always collaborative and as such, teachers guide children through the process of looking at snippets of writing objectively and asking, 'What has the writer done here to achieve this effect?'

Writer's toolkits are presented pictorially. Not only does this remove the potential barrier of reading for children, the process of remembering the symbolic tools is more effective than reading written ones.

The symbols are presented in a circle rather than a list to emphasise that it's about choosing different options – it isn't a tick list!

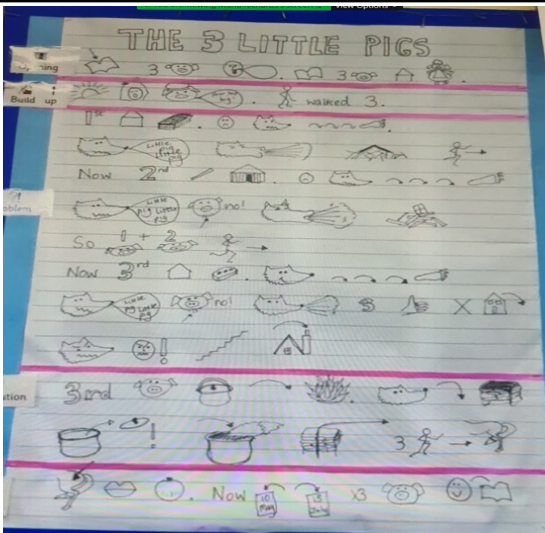


Boxing Up - Incorporating the Writers' Toolkit and applying it into a set structure

Just as with writers' toolkits, teachers and children collaboratively 'box up' the model text. Through this process, children are taught to identify the underlying structure. The boxed-up sections of the story then

EYFS and KS1 linear Boxing up can just be visually done using story mapping.

become a useful scaffold for planning during the innovation stage and work as a blueprint for the pieces of writing that follow.



Year 2 – as above or if ready, in written form below (two concepts can combine and have some visuals in with written form)

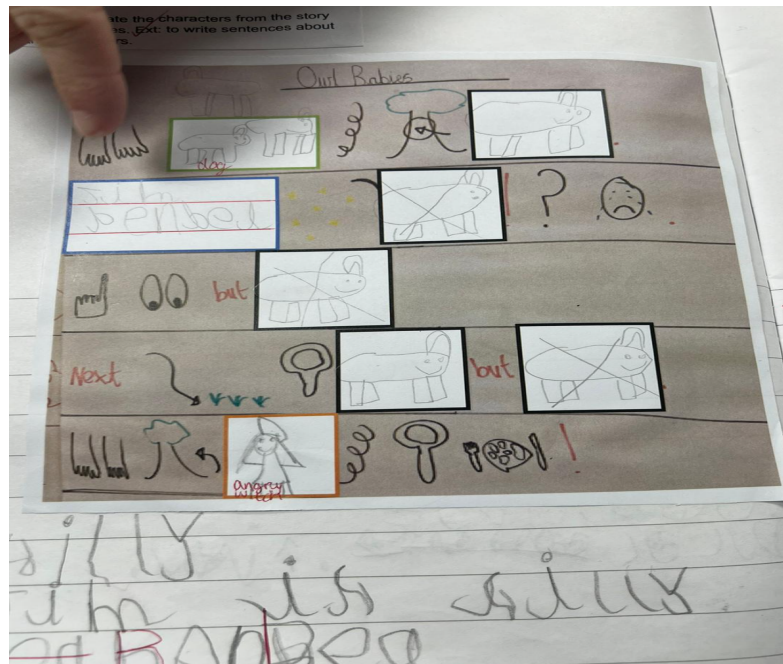
The Papaya that Spoke MC goes on a journey to look for something	Once upon a time, there was a farmer who lived in a village. One day, he felt hungry, so he went out to pick a papaya.
A strange thing happens (an object speaks)	To his amazement, the papaya spoke, "Hands off!" The farmer looked at his dog. "Did you say that?" said the farmer. "No," said the dog, "it was the papaya!"
Strange things keep happening x3	
Nobody believes the MC and they leave	
Another character sees the strange thing	



Daily spelling and sentences

Notice and practise spellings of common tricky words and sentence patterns needed to innovate.

EYFS/SEN/Lower Ability Example of Independent Substitution version focusing on character:



Daily spelling and sentence activities

Provide spelling cards of common tricky words for those writing, e.g. once, was.

- Model phonics in writing, tricky word spelling and careful handwriting.
- Orally rehearse sentences, using patterns from the model needed for the innovation, e.g. 'Once upon a time, there was ...'.

Independent Application - By the time the third stage, independent application, is reached, children should have confidently internalised three things:

- a model story
- a writers' toolkit
- the underlying structure (through boxing up)

These are the three vital elements that lead to quality independent writing. Drama plays an important role in understanding the key concepts of the story before the children begin planning. It is important then, that children are given the opportunity to plan their piece of writing and that time is invested so that children can gradually apply the skill and knowledge gained through the unit to create excellent compositions. Throughout Infant Phase it is acceptable for children to closely hug the class version created during innovation and make very minor substitutions. (for LA children they make do this with an adult as a guided process and all use the same new version)

Key process

Moving from telling to writing

Key points

Use playful situations to encourage children to revisit and develop known stories independently.

- Ensure there's a listener for the inventions.
- Model inventing stories – through play, storytelling, mapping and writing.

Provide a blank scaffold of a boxing up grid will enable children to act out their ideas against the structure of text before they invent their own version e.g:

The Papaya that Spoke	
MC goes on a journey to look for something	
A strange thing happens (an object speaks)	
Strange things keep happening x3	
Nobody believes the MC and they leave	
Another character sees the strange thing	



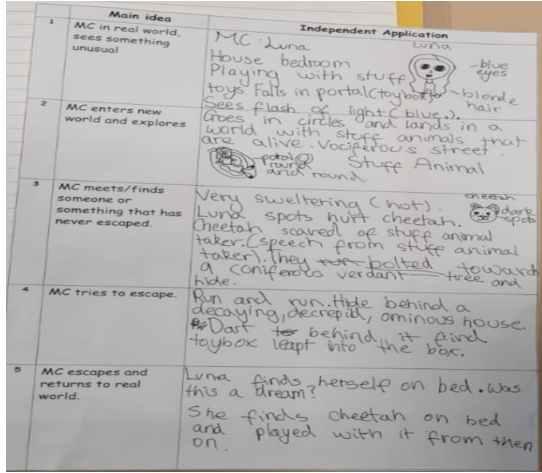
After innovating, lead children into developing their own versions more independently

After Innovation:

- Model how to draw and retell another new version.
- Model how to turn new version into writing, as appropriate; use shared/ guided recording/ writing.
- Encourage children to increasingly draw on all the stories that they know.
- Publish and celebrate inventions (spend a number of days doing the independent writing stages)

Talk & Writing story sequence	Defeating the monster tale	New Ideas
Opening	Main Characters are introduced	(Top Tip—use the ideas you have talked about)
Build Up	Main Characters leave to do something	
Problem	Villain introduced & tries to defeat Main Character	
Resolution	Main characters defeat villain	
Ending	Main characters live happily ever after	

Children in Year 2 that are confident innovators/inventors may use a less structure boxing up grid to plan their stories:

	
Daily spelling and sentences	Maintain daily spelling and sentence games to secure tricky words and phonics for spelling as well as speaking in Standard English

Enhancing Independent Application through CIP	
<p>Establish these 3 core practices:</p> <ol style="list-style-type: none"> Daily play at invention. Daily opportunity for several children to have a story recorded and shared. Weekly class or group story 	<p>Daily opportunities for children to 'play' at inventing stories. Adults model making stories up through play.</p> <ul style="list-style-type: none"> Set up a permanent writing area for children to draw, record or write stories independently. One or two children daily have their own story recorded and acted out. Hold a weekly session where a group, or class, invent a story which is mapped or written down and made into a Big Book for future retelling and reading. Alternatively, daily add another section to an ongoing story that stretches over a week. <p><i>(the above is progressive across the academic year in EYFS/Year 1)</i></p>

Vocabulary Rich Curriculum

The importance of spelling and vocabulary is woven into all lessons within our school. In the imitation and innovation of writing teachers are expected to use a vocabulary grids/bank. This can be displayed on a large scale in the classroom or printed to use as a table resource. Each grid should be created with the children to ensure firstly that the vocabulary being used is purposeful for the context of their writing but also to ensure children see this new vocabulary spelt correctly. An example of a vocabulary grid can be found below. This can be adapted to the different genres being taught.

<u>Similes</u>	<u>Subject specific vocabulary</u>
<u>Questions</u>	<u>Adjectives</u>
<u>Conjunctions</u>	

<u>Hear</u>	<u>See</u>
<u>Smell</u>	<u>Touch</u>

Vocabulary is explicitly planned for across the curriculum through tiered vocabulary approach which are shared as star words as the start of every lesson across the curriculum.

Spelling Curriculum

All children are taught to spell daily through Little Wandle Programme, shared writing, specific spelling lessons/games as well as the use of Spelling Shed. Spelling Shed is a robust programme that is done electronically with the children weekly. The spellings have been aligned with our phonics programme and national curriculum to ensure that the children are covering that of their age group. Specific importance on spelling is evident as this is reflected throughout English lessons and within the marking policy.

Assessment

Class Teachers continually monitor and evaluate the work of their pupils on a day to day basis. This informs planning, next steps and teaching.

Assessment takes place through:

- verbal feedback and modelling in the moment
- written observations carried out by adults and examples of children's work recorded on Class Dojo Portfolios. (EYFS/Year 1)
- Next Steps that can be explained/ modelled to the child orally and written on their Class Dojo portfolio or writing/curriculum books to inform future planning and assessments.

Marking follows the following format across all aspects of the curriculum:

- **Green** for LO Met and an example of this in children's books
- **Pink** for Think - e.g. rewriting a sentence to make it make sense
- **Yellow** for Spelling - max 3 e.g. linked to common exception words, application of phonics, HFW
- **Purple** pen for the child's response

Resources

- Displays- The displays should reflect the current topic and text/genre being taught. Any vocabulary children are expected to use on displays should be spelt correctly. Working wall styled formats are most appropriate e.g. ensuring story map is displayed, class boxing up, class vocabulary bank.
- Books- In Year 1 and Year 2 children's books should be lined with 1.5cm depth. Children write in a blue handwriting pen. The common exception words and High frequency words appropriate for that year group should be stuck in the front/back cover of children's writing books. Children are expected to use these and spell these words correctly in their writing. English Progression of Skills that are at that child's ability level should be stuck in the back of their writing books and tracked termly by teachers e.g. a Year 2 child working within Year 1 should have a Year 1 tracker stuck in.
- Vocabulary - At the start of each lesson teachers should display the 'Star Words'. These words should be subject specific tiered vocab words and be words the children will be expected to use in their learning.
- Table- On the tables, children should have access to age appropriate sound/word mats to support spelling. Children are expected to self-select resources such as dictionaries and thesauruses to use at their tables.

Impact

The Role of Subject Leader

	English Leader
Curriculum coverage	Ensuring that the Whole School Curriculum Overview is adhered to by: <ol style="list-style-type: none">1) Ensuring Medium Term Plans reflect the JWIS Curriculum and English Policy2) Ensuring that Short Term Plans reflect JWIS Curriculum and English Policy3) Ensure MTP and STP enable good evidence of progression within in the books4) Ensuring strong subject knowledge and pedagogy enables the delivery of JWIS Curriculum and English Policy through observations, planning scrutinies and book looks.
Monitoring and Feedback CPD	Ensure Termly monitoring is carried out through: <ul style="list-style-type: none">• Planning scrutinies and lesson observations of stand alone English lessons• Joint observations with other leaders to review the quality of progression in reading and writing across other subjects• Joint meetings and observations with the Phonics leader to ensure Phonics and Reading progression are reflective of one another• Provide CPD to staff and inform staff of any changes related to the subject.
Data Analysis	Check all data has been reported accurately and produce the data reports.

Vulnerable Learners

All pupils should be constantly supported/challenged as necessary. Careful consideration in the 'barriers to learning' will enable teachers to form a picture as to how a child's life experiences/opportunities hinder their development in each area of the curriculum.

- SEND and EAL pupils: resources and support should be planned for, as outlined in this policy, to enable all children to have access to the learning. Suitable aids that are relevant to the child should be reviewed for their suitability and impact. Where necessary a risk assessment should be undertaken.
- Disadvantaged pupils: children have external circumstances that affect their ability to access certain aspects of school. This could affect their punctuality, attendance or ability to access the curriculum. The school are expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL.
- In-year admissions and Persistent Absentees: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills. All children that are new/returned to school following a period of absence should be carefully monitored to ensure support is implemented without delay. In some cases, it may be necessary to undertake a risk assessment.