|  |
| --- |
| **English Policy**  Description: Description: C:\Users\User\Documents\school crest\boolavogue2 with name.jpg |
| **Rationale**  The purpose of this plan is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective physical education in our school. |
| **Vision**  We envisage that in English each child will be given the opportunity to develop their skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment.  **Aims**  We endorse and support the aims of the English Curriculum as follows:   * To promote positive attitudes and develop an appreciation of the value of language in   terms of the spoken word, the written word and in reading.   * To develop confidence and competence in listening, speaking, reading and writing * To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading * To enable the child to read and write independently. * To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences. |
| **Curriculum**   |  |  | | --- | --- | | **Strand** | **Strand unit** | | Oral | * Receptiveness to language * Competence and confidence in using language * Developing cognitive abilities through language * Emotional and imaginative development through language | | Reading | * Receptiveness to language * Competence and confidence in using language * Developing cognitive abilities through language * Emotional and imaginative development through language | | Writing | * Receptiveness to language * Competence and confidence in using language * Developing cognitive abilities through language * Emotional and imaginative development through language |   All teachers are familiar with the strands, strand units and content objectives for their class levels. Curriculum objectives area at the core of each English lesson, and teachers refer to the curriculum objectives in their own planning.  The content objectives are laid out on the following pages in the Curriculum Handbook.  Infant Classes pgs. 16-21  First and Second classes pgs. 24-32  Third and Fourth classes pgs. 36-45  Fifth and Sixth classes pgs. 48-57 |
| **Methodologies**  We will use a combination of the following approaches:  Direct teaching approach   * Guided discovery approach * Integration |
| **Assessment and Record Keeping**  Teachers report twice a year to children and parents/guardians through parent-teacher meetings and end of year school reports. Teachers report to relevant staff e.g Learning Support on an ongoing basis. Children may be asked to self-assess and peer assess where appropriate.  We will assess   * Willingness to participate in activities * Readiness to engage with a certain activity * The level of competence of a child in carrying out an activity * Interest in and attitude to activity * Willingness to cooperate in individual, pair and group activities   Our assessment tools are:   * Teacher observation * Teacher-designed tasks |
| **Differentiation**  We acknowledge that each individual child has particular needs and all are at different stages of their personal development. |
| **ICT**  Information and communication technology may be integrated with PE through the use of the Interactive whiteboard, digital camera, photo-copier, DVDs ,CDs and the internet. |
| **Organisational planning**  In accordance with the DES guidelines 3 hours is allocated to the teaching of English as a first language in the infant classroom.  4 Hours is allocated to 1st- 6th class for the teaching of English as a first language  In accordance with the Numeracy and Literacy Strategy 0007/2012 an extra minutes a week is now allocated to the teaching of Literacy. |
| **Resources**  The following facilities are available to the children and staff for the teaching of English.  Teachers keep literature, DVDs , CDs, tapes , books and lesson ideas in their own individual classrooms. The school will also use the CD of PE lesson plans prepared by the Primary School Sports Initiative. |
| **Linkage and integration**  Every attempt will be made to link the various strands of the English curriculum and to integrate the other subject areas with English , where appropriate. |
| **Code of ethics**  All teachers and coaches working in the school context will be expected to adhere to the school Child Protection Statement. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions should be guided by what is best for the child and carried out in the context of respectful and open relationships. |
| **Health and Safety**  Should an accident occur in the English lesson we will follow the procedures outlined for accidents in our Health and Safety policy. |
| **Individual teachers’ planning and reporting**  Individual teachers will design an English plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy and **progression grids** . This should ensure clear progression as children move from class to class.  Strands covered in English each month are recorded on the Cúntas Míosúil.  The Cúntas Míosúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years. |
| **Staff development**  The school will access the PCSP English Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands if necessary. Visiting teachers/guest speakers may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to English available in the area.. |
| **Parental involvement**  Parents have a responsibility to encourage their children to participate in all strands of the English curriculum.Parents may view the English policy in the school. |
| **Community links**  Local clubs and sporting organisations (See appendix) are invited to provide information on the services that they provide.We are very much aware of the school’s role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. |
| **Evaluating the policy**  Means of assessing the outcomes of the plan may include;   * Teacher/parent/community feedback * Children’s feedback regarding activity levels, enjoyment and skill development * Inspectors’ suggestions/WSE recommendations   **The criteria for evaluating the success of this policy will be :**   * The level of enjoyment exhibited by the children * The maximum participation by all children * The development of skills and understanding * A balance between competitive and non-competitive activities * A balance between contact and non-contact activities * The provision of opportunities for achievement for each child * The level of teacher satisfaction in teaching a broad, balanced curriculum. |
| **Ratification and communication**  This English policy was reviewed in April 2012 and ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_ and parents can inspect the policy in the school office. |