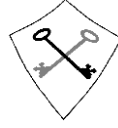




**Town Lane Infant School**



## **English Policy Document**



**September 2026**

**Rights Respecting School**

Article 28- Every child has the right to an education. Primary education must be free. Discipline in school must respect children's dignity. Richer countries must help poorer countries to do this.

Article 3- The best interest of the child must be a top priority in all things that affect children.

Article 4- Governments must do all they can to make sure all children can enjoy their rights.

Article 5- Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up so that they can enjoy their rights properly.

Article 12- Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Article 13- Every child must be free to say what they think and to seek and receive all kinds of information, as long as within the law.

Article 15- Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people enjoying their rights.

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Subject Leadership**

We have developed a team approach to the leadership of English. The person currently responsible for the leadership of English is Katy Holmes who works closely alongside Sarah Price EYFS lead.

**Audience:**

This document is intended for use by all teaching staff and for information for non-teaching staff, Governors and Trustees.

**Policy Statement**

This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage Framework and the National Curriculum. These set out the rationale for teaching each area of the English curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English team and with the staff.

**Intent**

At Town Lane, we believe a quality English curriculum should develop a love of reading, writing and discussion. We aim to inspire an appreciation of literature through our carefully chosen texts and promote a habit of reading widely and often. Our goal is for the children to learn to read so they can read to learn and access exciting wider learning opportunities. Through our book led curriculum, we foster pupils' interest in writing and offer a context, which enables the children to write for a purpose and an audience. We encourage pupils to write creatively and be adventurous with their use of language. For these aims to be realised, it is our intent to equip our pupils with the knowledge and skills of spelling, punctuation and grammar to enable them to write confidently, fluently and with enjoyment. We aim to develop the children's competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. We understand the importance of parents and carers in supporting their children to develop reading, writing, speaking and listening skills and encourage a home-school partnership, which enables parents and carers to understand how to enhance the skills being taught in school.

We believe that all children should have equality of opportunity and should be able to access the curriculum regardless of race, religion, gender or ability.

### **Implementation**

We believe that the learning environment extends beyond the classroom. At Town Lane Infant School:

- we believe that our children deserve the opportunity to explore and enjoy a wide range of genres and texts in a safe, secure environment where they are not afraid to experiment and make mistakes.

- we believe that staff should always model a passion for reading, research, books and literature to inspire and enthuse the children to develop a love of literacy.

- our creative, thematic approach to English engages children and promotes learning links and connections.

- each classroom has an engaging, inviting reading / role play area to support, stimulate and challenge children to apply their learning.

- we provide a language-rich learning environment which supports current learning and where the written word is displayed in a variety of print.

- working walls are used to display current learning and show progression through units of work.

- displays throughout the school are frequently updated and maintained at a very high standard to celebrate the rich variety of learning taking place across the school.

- we believe that writing should be a creative/developmental process at a functional and imaginative level. Compositional and transcriptional skills are taught alongside creative aspects.

- Children are taught and given opportunities to self- and peer-assess, enabling them to become more reflective and supportive learners.

### **Teaching approaches**

Teaching across the school includes an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum. Teaching strategies include whole-class teaching, guided group work and one-to-one support. In the Foundation Stage, the children also learn through directed and self-initiated play.

Teachers in the Foundation Stage follow the *Communication and Language strand and Literacy strand of the Development Matters* curriculum.

In Key Stage 1, teaching and learning of reading, writing and phonics is based on the National Curriculum for Reading and Writing. There are five English teaching sessions a week and an additional weekly handwriting session. There are daily phonic and reading sessions for all pupils.

We use the **Read, Write Inc** programme to teach reading and phonics in our early years classes, Year 1 and for some children in Year 2.

Children are assessed against the Early Learning Goals and national age-related expectations.

We aim to provide for all children to reach their full potential in English. Pupil provision is personalised to the needs of the child through differentiated planning. Every child is given the opportunity to work with the teacher on a regular basis. Children in need of further support are identified through ongoing assessment and targeted support is provided where appropriate.

### **Speaking and Listening**

At Town Lane Infant School, Speaking and Listening is a key feature of our English Curriculum. Speaking and listening skills are explicitly taught and there are a range of opportunities, both planned and incidental, for children to revisit, apply and extend these skills. Interactive teaching strategies are used to engage all pupils to develop effective communication skills and raise reading and writing standards.

We aim to develop the children's competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. We plan opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. We aim to have pupils who are developing an understanding about taking turns and know when and how to participate constructively in conversations and debates.

Our teachers pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing our more able pupils with a broader, deeper and richer vocabulary.

We ensure that teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures. We give support to pupils whose oral language skills are insufficiently developed. Town Lane Infant School uses the WellComm speech and language programme, for diagnostic purposes and to address any identified language gaps. The National Curriculum sets out clear statutory guidance and pupils will be taught the skills and knowledge they require to meet the expectations set out in Appendix 1 and Appendix 2.

The children are encouraged to use their speaking and listening skills at all stages of the reading and writing process – when responding to a book, before and after writing and in guided reading and writing sessions. This either takes the form of a discussion between the teacher and the class, small group or paired talk supported by an adult or independent children’s talk. The children learn to retell familiar stories, sometimes using actions to help them to remember story sequences. They are taught how to share their ideas about books they have read, they learn to evaluate and revise their ideas, respecting the contributions of others. Open questions are used by the teacher to encourage thoughtful responses from the children. Role play is a valuable tool used to help children to identify and empathise with the characters they are studying. We aim for each classroom to have an effective role play area which is changed regularly to support the current topic in the year group.

### **Phonics and Reading**

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. This is why we teach phonics as the primary strategy in the early teaching of reading.

The teaching of phonics and spelling is based on the phonics programme ‘Read, Write, Inc.’ In Reception and Key Stage 1, all children engage in a daily 40-minute interactive phonics/spelling and reading session. Children follow a systematic structured programme to introduce graphemes in three sets and apply their knowledge through the daily reading of Read Write Inc phonically decodable texts. These books are also sent home for the children to consolidate their phonic skills. By the end of Year 2, we expect the majority of children to have completed the programme and move on to the ‘*Ruth Miskin spelling*’ programme. All the children are regularly assessed and grouped according to their current level of phonic knowledge and skill. These groups are fluid and children will move between groups throughout the year.

Through our close monitoring and assessment systems children who are struggling with phonics are quickly identified and teachers and teaching assistants work with individuals and small groups throughout the year to boost progress and to extend children’s learning.

In Year One the children take part in a statutory phonics screening check in which they apply their phonics knowledge to read real and pseudo words. This is repeated in Year 2 for children who have not reached the required standard or children who were not eligible/in our education system at the time of the year 1 phonics test. The phonics screening check is designed to give teachers and parents information on how a child is progressing in phonics. It helps to identify the children who need additional support at this stage so that they do not fall behind in this vital early reading skill.

Every year, Town Lane Infant School invites parents and carers to our curriculum evenings where we explain how phonics is taught in our school and give ideas of how to support children with phonics in a fun and engaging way at home.

### **Phonics in the Learning Environment**

Teachers and support staff train children to access and make use of phonics materials in the learning environment. These include:

Displays of all phase-appropriate graphemes.

Sound mats to support reading and writing, appropriate to the phase being taught.

A wide selection of books which support the phonics phase children are working on.

Word walls.

## **Reading**

Town Lane Infant School offers a coherent reading programme following the principles outlined in the EYFS framework and by the National Curriculum. The application of phonics is taught as the primary strategy in the teaching of reading. Quality, theme-related core texts are used as models for English units. Teachers read aloud on a regular basis from a carefully selected and devised 'read aloud' programme. This is an opportunity to share a common enjoyment of books and an interest in stories and to extend pupils' knowledge and appreciation of literature. Books read aloud to children may provide a stimulus for other thinking and discussion in class. Teachers model reading strategies and behaviours through regular shared reading opportunities. Shared reading is vital for the demonstration of the application of skills and to stimulate discussion around language and literary features.

Children accessing the Read, Write Inc programme have daily reading sessions of phonically decodable books at their reading level. They also have the opportunity for further individual reads with their class teacher throughout the week. The children take two corresponding RWI books per week, which are closely matched to their current phonic knowledge. The aim is to read the books as many times as they can and to be reading the books fluently by the end of the week. These books are supplemented with two books from our library (fiction and nonfiction). These books will probably not be fully decodeable so the expectation is not for the children to read these books themselves but to share them with an adult.

Whole class reading sessions for the children who have exited the Read Write Inc programme take place weekly. For the more advanced readers, our books are banded into levels following the 'Book Bands for Guided Reading' (Reading Recovery National Network Institute of Education). Children have the opportunity to take home a practice book daily at the same level as the text they are reading during guided reading sessions.

Home school reading record books are used to communicate effectively with parents about their child's reading success and specific areas or strategies that require practice and improvement. Parents are encouraged to record when they have read with their child at home and have the opportunity to write comments in the book regarding the progress they feel their child is making.

Information for parents is given on how to support children in reading at reading workshops, parent meetings and in curriculum letters.

Those children who experience particular difficulties with their reading will read more regularly. Precision teaching of common exception words is used for children that are identified as struggling with their sight vocabulary.

### **Reading for Pleasure**

Town Lane Infant School aims to develop happy, healthy and curious learners who read confidently and independently. We want our children to develop a lifelong enjoyment and pleasure in reading where they can 'walk through doors to the past, to the future, and to other worlds both real and imagined'.

As a community of readers, we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ *A daily dedicated time allocated for a quality shared story time*
- ✓ *Promotion of 'Author of the Month' books in all classes*
- ✓ *High quality reading spine used in all year groups*
- ✓ *Reading timelines displayed in each classroom*
- ✓ *Shared and guided reading within all classes*
- ✓ *Daily interactive phonic sessions*
- ✓ *Reading with individual children, pairs and groups*

Town Lane Infant School provides a wide range of high-quality books, both fiction and non-fiction, which are easily accessible to children in the attractive reading areas in the classrooms and in the school library. The children visit the library each week to borrow books.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. World Book Day,, extreme reading challenge, reading buddies across KS1, author visits, promotion of book fairs and summer reading challenges.

Within the school library, there is an 'Author of the Month' display which is used to encourage awareness of authors. The author of the month is launched during assembly time and books by the author are shared with children during class story time.

We encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

### **Writing**

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.

Children are provided with opportunities to write for a variety of different purposes and audiences. In the Foundation Stage, writing is taught through Drawing Club and through Continuous Provision and planning is based on the objectives set out in the Early Years Foundation Stage Framework. In Key Stage 1, planning is based on the National Curriculum and covers narrative, non-fiction and poetry. Writing targets are based on the children's previous learning and are in line with the objectives for the unit of work being covered.

English lessons include a whole class session of shared writing, individual or small group work including guided writing and a plenary session. Children are taught the skills which will enable them to become confident and independent writers. They learn to take ideas from literature and use them in their own writing, how to structure their writing, and how to improve their writing by using a variety of adjectives and connectives. The techniques taught in English lessons are practised and reinforced through other areas of the curriculum. The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing.

Within the National Curriculum, it is acknowledged that pupils' writing during year 1 generally develops at a slower pace than their reading. This is because pupils need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Any pupils who have entered year 1 who have not yet met the early learning goals for literacy will continue to follow our school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, our pupils will follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If our pupils continue to struggle to decode and spell, they will be taught to do this urgently through rigorous and systematic phonics, reading and writing programmes. We use the Read, Write, Inc. programme for children to catch up rapidly.

### Handwriting

At Town Lane Infant School handwriting is taught using a scheme prepared by staff members. The scheme is based on the work of Ruth Miskin's programme: Read Write Inc 'Get Writing' and clearly sets out progression in acquiring a fluent joined handwriting style. We aim to develop all children's ability to communicate in writing, from the initial stages of mark-making to presenting texts in a variety of forms.

Commented [1]: this is what we had originally

### Intent

At Town Lane Infant School, handwriting is taught through a structured scheme developed by staff and based on the principles of *Read Write Inc: Get Writing*. The scheme provides clear progression from early mark-making to fluent joined handwriting by the end of Key Stage 1.

We aim to ensure all pupils develop the transcription skills necessary to write confidently, legibly and efficiently, enabling them to communicate ideas effectively across the curriculum.

## Aims

We aim for pupils to:

- develop correct pencil grip, posture and paper position
- form letters accurately and consistently
- progress to a fluent joined handwriting style
- write with increasing speed and stamina
- present work neatly and take pride in their writing

## Implementation

### Approach

- Handwriting is taught explicitly and progressively from Reception to Year 2.
- Teaching follows the *Read Write Inc Get Writing* structure and letter formation guidance.

### Early Years

Developmental and socio-cultural perspectives: As Sally Neaum highlights, early writing should be understood as a process of making meaning, not just transcription. We therefore ensure children have opportunities to write for a purpose in play, using a wide range of media, and we scaffold their developing sense of themselves as writers. This approach is endorsed in the DFE writing framework. When teaching handwriting explicitly, we emphasise correct postural and motor control and letter formation. In emergent writing, we use our professional judgement based on the needs of the child and our knowledge of developmental trajectories.

Our expectations of correct letter formation align with the statutory EYFS, the Early Learning Goals and the National Curriculum.

This approach explicitly fulfils the EYFS statutory requirement to develop both gross and fine motor control under 'Physical Development', in addition to the writing requirements of the EYFS and supports the writing framework's emphasis on secure transcriptional skills and composition.

Our pedagogy positions physical development and embodied cognition as essential building blocks to meet national expectations in writing. By making this developmental rationale explicit, we ensure children are not only technically competent writers, but also motivated, confident and resilient writers.

## Key Stage 1

Our approach to handwriting in Key Stage 1 is informed by developmental, cognitive and educational research which recognises transcriptional fluency as a critical foundation for successful writing. As pupils progress through KS1, handwriting becomes increasingly automatic, enabling them to devote greater cognitive capacity to composition, vocabulary choice and sentence construction.

Teaching is explicitly structured and progressive, building on the physical and motor foundations established in the Early Years. Pupils are taught to write with increasing accuracy, fluency and stamina, developing secure control of letter formation, orientation, spacing and joins.

In line with the DfE Writing Framework, we recognise that secure handwriting is essential to reduce cognitive load and support pupils in becoming confident and independent writers. Handwriting instruction is therefore systematic, clearly modelled and regularly practised.

Explicit teaching focuses on:

- correct posture, pencil grip and paper position
- accurate formation of lower-case and capital letters
- consistent letter sizing and orientation
- appropriate spacing between words
- the progressive introduction and application of joins

Handwriting is taught discretely and applied meaningfully across the curriculum, ensuring pupils understand its purpose as a tool for communication rather than an isolated skill.

Teaching aligns fully with the National Curriculum requirements for handwriting in Key Stage 1, including expectations that pupils write legibly, form letters correctly and develop a fluent joined handwriting style by the end of Year 2.

Teachers use professional judgement to adapt instruction based on pupils' developmental readiness, fine-motor control and writing stamina. Where necessary, additional support and intervention are provided to ensure all pupils can make progress while maintaining high expectations.

Our pedagogy positions handwriting as a bridge between physical skill and cognitive composition. By securing transcriptional fluency, we enable pupils to focus increasingly on meaning, structure and audience

## EYFS

- Focus on gross and fine motor development.

- Opportunities for mark-making using a wide range of tools.
- Explicit teaching of letter formation alongside phonics.

### **Year 1**

- Correct letter formation (lower-case and capitals).
- Consistent orientation and spacing.
- Preparation for joining letters.

### **Year 2**

- Introduction and development of joined handwriting.
- Increased fluency, speed and legibility.
- Consistent letter sizing and presentation

## **Impact**

By the end of Key Stage 1, pupils will:

- write legibly and fluently
- use appropriate joins
- demonstrate pride in presentation
- meet national curriculum handwriting expectations

Secure handwriting skills support improved writing stamina, composition and outcomes across the curriculum.

## **Spelling**

In Foundation Stage, we emphasise the alphabetic code. In Foundation Stage 2, the pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This learning is consolidated daily. Pupils have frequent practice in reading common exception words with irregular spellings.

In KS1, spelling rules outlined by the National Curriculum are taught as part of the English Curriculum, both discretely and as part of English lessons in starters and shared, modelled and guided writing. In Year 2, the Ruth Miskin spelling programme is taught in daily spelling/phonics sessions. Key word spellings are addressed daily in Key Stage 1 using the Look, Cover, Write, Check approach. Each child's individual spelling list, of up to ten words, is sent home for the children to practise each week. Phonics skills and key word spellings are assessed regularly and are used to inform future planning.

### **Planning, Evaluation and Monitoring**

In the Foundation Stage, long term planning is based on the Early Years Development Matters Framework. Medium term planning incorporates the learning goals for each learning area of the curriculum and shows the details of lesson content throughout the half term. Planning is topic based and flexible, allowing work to be led by the children's own interests. Short term planning is completed on a weekly basis by F1 and F2 staff. Objectives for each area of the curriculum are included on the plans and work is adapted to suit the various needs of the children.

In Key Stage One, National Curriculum is the basis of all planning. Objectives are used to plan high quality lessons and are used with assessment techniques to create next steps for children in their learning. Short term planning includes details of whole class activities, independent activities for each ability group, the teacher focus for each lesson, learning objectives and the assessment criteria. Planning is focussed and creative, considering whenever possible, the interests of the children and linking to other subjects in the curriculum. Moderation and evaluation of teaching and learning is ongoing and takes place during planning meetings. The results are used to inform future planning and from this, individual and group targets can be set accordingly.

Monitoring of the standard and quality of teaching and learning in English throughout the school takes place regularly by the subject leads and members of the Senior Management Team through:

- Team teaching
- Observations, coaching opportunities
- Work sample monitoring
- Monitoring of planning
- Pupil voice
- Staff feedback
- Data analysis
- Supporting moderation of work within year groups, transition
- English leads annual action plan
- School Development plan

### **Assessment**

Throughout the year, the children will be assessed against the EYFS and NC objectives for reading and writing. Teachers use INSIGHT to input summative assessment information in all areas of

English. Teachers will gather individual pupils' achievements across a series of lessons through formative, ongoing assessments, to make an overall judgment, to inform summative assessment.

Assessment for Learning (AFL) takes place daily by using strategies such as questioning, observing and discussing work with the children. The results are recorded in a variety of ways including post-its, tracking sheets, photographs and through the marking of children's work. The following assessments are also carried out to ensure that staff know where children are in their learning and can plan next steps effectively:

**Reading:**

Teacher Assessment Framework  
Foundation Stage assessment  
Running records using PM Benchmarking Scheme  
Phonic assessments (Read, Write, Inc)  
Key Word assessments

Reading assessments are recorded each term using class progress trackers and Classroom Monitor

**Writing:**

Teacher Assessment Frameworks  
Key word assessments  
Phonic Assessments- Y1 Phonic Check, RWI  
National Curriculum tasks and tests

Writing assessments are recorded each term using class progress trackers and Classroom Monitor

**Inclusion and Participation**

To ensure that all pupils can access the curriculum, work is adapted so all children can succeed. Teachers and teaching assistants effectively support children who are working below the expected level of achievement at an individual level or within small groups

In Key Stage 1, intervention groups that follow a similar approach to the RWI Get Writing Programme are used to increase children's confidence and accelerate the progress of their learning. We endeavour to ensure that children that are not achieving age related expectations have additional reading time wherever possible. We provide extra phonic sessions for children that are not making sufficient progress in reading. Children with SEND have specific English targets incorporated into their Learning Plans.

Lessons are organised in a variety of ways to take account of different learning styles and include visual, auditory and kinaesthetic activities. It is also recognised that children come from different social, moral, spiritual and cultural backgrounds and this is considered when planning units of work.

**Resources**

Resources are regularly audited and updated by the English team. The budget is allocated based on need. Allocation considers the requirements of all year groups, across all aspects of the English curriculum as well as any particular aspect of English detailed in the School Strategic Development Plan.

### **Parental/Carer and Community involvement**

There are strong links with parents and carers, with regular communication between home and school. Parents are invited into school three times a year to discuss their child's progress. Additionally, parents are updated on the teaching and learning of English in school during the both the Foundation Stage and the Key Stage 1 curriculum evenings. A reading talk is also given for parents of Foundation Stage children in the Autumn Term. Parents are given an overview of how children learn to read and receive a copy of the **Guidelines for Shared Reading to** help them support their child at home. Topic letters are sent home each half term to inform parents of the aspects of English being taught in each year group. Parents are invited into school to hear readers or read to the children as a 'secret reader'. The school website gives more information on how parents can support their children and become more involved in the life of the school. Home/school reading books enable parents to comment on their children's progress and further feedback is encouraged.

### **Homework**

It is school policy to provide parents and carers with the opportunity to work with their children at home. Children have the opportunity to change their reading books weekly (following the Read Write Inc cycle) and informative comments are stuck in the home/school record book so that parents can support the objectives being taught. Individual spelling lists are sent home weekly, together with advice on how to practise reading and writing key words. In FS2, children may be given individual phonemes to learn, when appropriate. Children in KS1 are provided with an individual 'Learning Log' where they produce research-based homework regarding various cross curricular themes. This homework promotes speaking and listening through discussion, reading through research and is recorded in various ways by the children. Children on **the SEND register have homework activities based on their individual targets which are regularly sent home**

### **Other Points of Reference**

|                                     |                   |
|-------------------------------------|-------------------|
| Foundation Stage Framework          | Marking Policy    |
| Developmental Matters (EYFS)        | Assessment Policy |
| National Curriculum for Key Stage 1 | Homework Policy   |
| Planning files                      | SEN Policy        |
| Handwriting Policy                  | EAL Policy        |
| School's Equality Plan              |                   |
| Read, Write, Inc. Handbooks         |                   |

### **Review and Evaluation**

*This policy will be reviewed annually by the English Subject Leadership Team and amended where necessary after consultation with staff and governors.*