



The Poplar Adolescent Unit
Therapeutic Education Department

ENGLISH POLICY

Accepted by the Management Committee	December 2019
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Poplar Education Provision's English Policy

1 Aims and objectives

1.1 In the Poplar Education Provision (PEP) we believe that English has a great part to play in the development and wellbeing of our students. The study of English develops students' ability to listen, speak, read and write for a wide range of purposes.

The aims of English at Poplar are:

- To aid in the reintegration of students into their mainstream schools/colleges and therefore work closely with the student's mainstream schools.
- To help prepare for college placements or employment.
- To provide opportunities to gain accreditation and to try to keep up with the student's mainstream programmes of study e.g. by facilitating controlled assessments and arranging transfer of public examinations.
- To raise self-esteem.
- To learn and practise basic literacy skills.
- To make a positive contribution to the Poplar community.
- To give students the opportunity to express themselves through either speech or the written word.

2 Teaching and learning style

2.1 There are two one-hour English lessons a week. The three key teachers plan and manage these English lessons with the help and support of the lead teacher for English. After completing the initial two week assessment phase, the primary purpose of this time is to enable students to do the work that has been set by their mainstream school/college. The teacher will be using the material and medium term planning provided by the school. However, it is expected that the key teacher will need to add to the material provided by the school - obviously teachers in mainstream can only provide the text books/resources and are unable to apply the teaching methods that they would use with the students in their own classroom.

2.2 The English and literacy work that is carried out in lessons is based on the idea of 'Personalised Learning'. The work that is carried out in English is not 'Teacher led' in the traditional sense of whole class teaching. There is a 'workshop' atmosphere as students are working on different things. All students will be working on their own schoolwork but will be given opportunity to study alternative English activities if deemed appropriate to their individual circumstances. Some students receive 1:1 support; others are encouraged to work independently if they are capable of doing so. Once the initial assessment phase has been completed, learning becomes more personalised and young people are encouraged to take ownership of the work they are doing. The students are encouraged to communicate with their mainstream English teachers via school websites if possible.

2.3 Some students may begin their English lesson with a starter activity if deemed appropriate by the key teacher. However, due to the patients' state of mind, they often like to keep things as simple and as low key as possible. Often lessons are started with a more relational approach e.g. how are you

doing? Or, how are you feeling? Or, how did your visit go last night? This can then be followed by a starter activity or they can move straight onto the main activity.

- 2.4 Related to the above point, opportunities are given for private reading if a student feels that they would like to do this. It is seen as a good distraction technique from mental and emotional health concerns and anxieties.
- 2.5 Learning objectives will be reviewed at the beginning and the end of lessons. At times the learning objective may primarily be a mental health one, as well as an English one and therefore tie in with their IEP targets e.g. not get up and pace around the room for at least 20 minutes.

3 English/Literacy Curriculum Planning

3.1 English is a core subject in the National Curriculum. The English planning at Poplar is based on the idea of provision and reintegration for all students regardless of their age, ability or circumstances. Long term, medium and short term planning has to try to cater for all three Secondary Key Stages and be highly differentiated within that. At all times as teachers we need to remember that our students are also patients in a hospital.

3.2 **Long Term Planning** - At Poplar our long term planning is not based on an annual cycle in the traditional sense, but based on the notion that most young people will be in some form of education outside the hospital. Therefore, our English time is given over to that means: to assist in reintegration. However, we have a pathway of provision that can be followed at Poplar to ensure that students are given the opportunity to practise/learn basic skills, express themselves creatively through written words and speech, gain accreditation and follow the national curriculum even if they are not in mainstream schooling.

Even if students are following their mainstream school SOW, we still need to record our own data and provide ways of creating a school culture of our own in order to create a sense of belonging, security and making a positive contribution to the community and to raise self-esteem.

How is this achieved?

- Initial baseline 2 week assessment phase, writing and reading levels are obtained.
- Functional skills work and possible examination for Entry Level 3, Level 1, Level 2.
- Poplar Education Provision to act as a host centre for GCSE exams for patients that cannot leave hospital site.
- Organise work into folders and include certificates if obtained.
- Create work for displays.
- Poplar Press.

3.3 **Medium Term Planning** - Due to the fact that the aims of the English time are to carry out the work set by mainstream schools, there is no annual/mid-term curriculum for KS3, 4 and 5 in the traditional sense e.g. "this half term we will be studying a novel." However, we assess reading and writing, where applicable, at the end of each CPA cycle, rather than at the end of each half term.

Q. What do we do if the students have completed the Poplar Pathway for English and still have no educational placement or mainstream schoolwork?

A. The English teacher will need to plan a SOW that best matches the need/interest and stage of the individual student. E.g work related learning

Q. If a student is post-16 do they have to do English?

A. No, not if the student already has a good GCSE grade (4 or above) that they are happy with and they are not studying English for AS or as part of a college course. For example, if a student is doing 3 AS and has a good GCSE in English then clearly they need to have the time to get on with their own personal academic work. A lot of college courses have an English Functional Skills requirement alongside another area of study e.g. hair and beauty and we can support our post-16s with this.

But, yes, if the student has no English qualifications at all, in this instance they can work towards sitting a Functional Skills exam.

3.4 **Short Term Planning** - For short term planning we use the Poplar daily sheet. This lists the specific learning objectives/activities for each session and the outcomes as well as detailing the mental state.

4 Contribution of English/Literacy to the teaching in other curriculum areas.

4.1 English and Literacy are used across the curriculum e.g. Song Writing project, PSHE, Beliefs and values/Humanities, Poplar Press.

5 Contribution of English to the teaching of other subjects/initiatives/PLTS, and the contribution of other curriculum areas to reinforce the teaching of English.

5.1 Personal, social and health education (PSHE)/ citizenship/Personal Development.

As an education centre we see the subject of English within the framework of the whole child's development. (Please see Every Child Matters section in policy). There are some creative writing tasks that aid in the self-reflection and emotional health and well-being. Work on characterisation in literature can assist in becoming more emotionally literate and aid in developing empathy as readers identify with characters and their dilemmas.

Reading is a pleasurable activity for some students, which aids in relaxation, which is good for emotional health and well-being.

Also, the PSHE programme explores the use of media and provides an opportunity to reflect on self-esteem and how we are manipulated by media images. We can explore how this can impact on health such as extreme dieting and therefore emphasise the need for healthy eating etc.

Our community: -

- Students/patients are encouraged to take the opportunity to join and visit the local Essex County Council Library, if they have local leave.
- Students are given the opportunity to make a contribution to the Poplar Press each week.

5.2 Spiritual, moral, social and cultural development

Through teaching English, students/patients are given opportunities to develop in this way. Literature provides a platform for a lot of discussion on spiritual, moral, social and cultural issues. For example,

studying poetry from various cultures and traditions can enrich our student's sense of awareness of cultures different to their own.

5.3 **Personalised Learning** The way English has been set up at Poplar is based on the concept of supported personalised learning in partnership with their schools.

5.4 **Thinking Skills** Students are given the opportunity to participate in thinking skills lessons. Students are given the opportunity to explore use of simile/metaphor and mnemonics etc. They are also encouraged to discuss a range of topics with peers.

5.5 **Functional Skills** The key themes of applying knowledge to everyday life and becoming good citizens in the community are explored in Poplar. For English this includes Reading, Writing and Speaking and Listening. The QCA 2007 Functional Skills Standards booklet says;

"It is important that these skills can be used in ways that are appropriate to their context, as this is what makes them 'functional' in real-life situations." (pg. 8).

At Poplar the students are given unique opportunities to develop their speaking and listening skills in real life situations such as community meetings and CPA meetings as well as within group sessions.

6 **Assessment and recording**

6.1 **2 week initial assessment phase to tie in with Rochford Hospital, Poplar Ward's medical initial assessment phase.**

Initially students will be asked to write a narrative, rant or autobiographical piece so we can observe their attitude/response/behaviour etc. and attain a 'raw' writing grade based on the current National Curriculum GCSE grading system (U-9). This will then help us ascertain a potential target for the IEP/English lesson objectives. These marks will be recorded and a paper copy will be stored. Using the NGRT on-line assessment tool, students are also assessed for reading comprehension and are given a reading age and a reading ability baseline score. Additionally, a paper-based Reading comprehension in the approximate format of the GCSE English language paper 2 is also completed to assess a written response to a Reading comprehension.

***Currently reading is only assessed as a baseline using the NGRT assessment which does not offer appropriate follow up assessments to monitor progress. Additional alternative paper-based reading assessments are being trialled on an on-going basis from September 2019 by the Teacher in charge of English. **

CB responsible for implementing and marking the writing assessment

HLTA (position TBC) responsible for implementing the reading assessment (NGRT)

6.2 If Students/patients have been admitted into hospital and have therefore entered **Phase Three – Treatment Phase** then students/patients will be working on the work set by their school/college. Or they will be working on functional skills or similar appropriate work provided by Poplar. All students will participate in Poplar Press.

6.3 At this stage we have probably also obtained the KS2 and relevant school data/marks from the mainstream schools of our students/patients. This will be inputted onto SIMS.

- 6.4 Pieces of completed work are kept in the students' folder in the classroom or returned to their home school whenever possible. Some pieces of written work are given a NC Grade if deemed appropriate and can be used for the CPA assessment phases.
- 6.5 As every CPA approaches a reading and writing assessment level may need to be done, where appropriate. Writing can be assessed using a number of written pieces. Reading comprehension is currently assessed using general school work and using the new Reading comprehension assessment currently being trialled.
- 6.6 Key Teachers or CB mark and level the majority of the English work or it is returned to the home school for marking. CB is available for 1:1 work with students e.g complete initial assessment, CPA writing assessments and to help with marking Functional Skills, GCSE exam papers, basic skills and when students need extra help etc.
- 6.7 Some students may be entered for the OCR Functional Skills exam Level 1, 2. These exams usually take place at the end of the half term. Our education administrator is also our exams officer.

7. Resources

- 7.1 There are worksheets, set texts, textbooks, workbooks and DVDs available for the teaching of English.
- 7.2 We are registered with *Teachit*, an up to date English resource site.
- 7.3 We are provided with resources by the patients/students own schools.

8. Possible areas for development

- 8.1 To introduce Functional Skills Entry level 1,2,3.
- 8.2 To purchase some more resources for Functional Skills (Entry Levels 1-3)
- 8.3 To continue to investigate alternative Reading assessments which offer assessment beyond the baseline and at regular intervals throughout the admission process.
- 8.4 To increase SEN resources.

This policy was updated by Charlotte Baulch in conjunction with the Teacher in Charge in December 2019.

Date: December 2019

Every Child Matters:

Be Healthy: Through the study of literature and discussions on various characters, the patients/students are encouraged to reflect upon their own emotional and mental health. For example, the young people could do a piece of work around how Tybalt's behaviour reflects his feelings of anger in Shakespeare's 'Romeo and Juliet'. Or, they could look at Macbeth's mental health in his soliloquies as he decides what choices to make. Also, poetry can be used to reflect on the patients' personal mental and emotional health. Poetry is often the chosen medium for young people to express themselves as part of the therapeutic process. They also enjoy looking at song lyrics and find a general sense of wellbeing by identifying to words in the songs.

Stay Safe: The patients are given a 'safe' place in the classroom in order for them to feel secure and cared for. Risk assessment is a major part of the patients stay in hospital and as teachers it is an important part of our lesson planning. We are having frequent conversations with our students about keeping themselves safe and taking responsibility for their general wellbeing, health and safety, whilst in the education unit, and as preparation for return to school.

Enjoy and Achieve: Through displaying work on the classroom wall, various levels of accreditation, organising their English work in folders and keeping up with their own mainstream school work, young people will enjoy and achieve. Students are given the opportunity to enter their poems into poetry competitions.

Make a Positive Contribution: Young people are encouraged to produce work for the classroom displays in order to take pride in their environment. Also, they are encouraged to make a contribution to the Poplar community, by producing work for 'Poplar Poems' and 'Poplar Press', as well as, for their own sense of self-esteem. They are also praised and recognised for what they are doing well and who they are, in order to increase their confidence as individuals. Also, they are encouraged to make positive contribution in-group discussions both in school and on unit in community meetings.

Achieve Economic Well-Being: Through the study of English young people are given the opportunity to increase their basic literacy and communication skills. They are given opportunities to sit exams that will help them gain employment in the future. For example, the English Functional skills exams demonstrate a basic competence for an employer to see. Also, some of the tasks in English allow the students to explore potential career choices and work related learning activities, such as, application forms and interview techniques.

Inspecting the impact of the teaching of literacy including reading

171. Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.

172. Inspectors will consider the impact of the teaching of literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially for pupils at risk of underachieving.

174. Inspectors should decide which pupils they will listen to read, taking into account the school's progress information and published data on reading and other information such as lesson observations. In addition to the lower-attaining pupils, inspectors should listen to some of the most able pupils read. Inspectors should hear children read from books that are appropriate to their age, including from previously unseen books. When listening to younger children read, inspectors may use the national phonics check material⁵⁹ to help them make their judgements about the impact of phonics teaching. Wherever possible, inspectors should listen to children reading within a classroom or in an open area with which pupils are familiar.