

English/Literacy Policy

Last reviewed: September 2025

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We do things differently.....

H.E.R.E

*High Standards
Empathy
Resilience
Emotional Response*

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Aims

At The Kassia Academy, we recognise literacy as a fundamental life skill that underpins students' ability to read, write and communicate effectively across all areas of the curriculum. Secure literacy skills enable learners to access learning, express ideas with confidence and engage meaningfully with the world around them. As such, strong literacy competence is closely linked to future academic, personal and professional success.

We acknowledge that the development of literacy has a significant positive impact on students' self-esteem, motivation, behaviour and overall attainment. Reading plays a vital role in supporting cognitive development, language acquisition and social communication. Research also highlights the wider benefits of reading, including improved wellbeing and the development of empathy and compassion for others.

Our aim is to support every student in realising their full potential, with a clear ambition for learners to read at, or above, their chronological age wherever possible. Robust baseline assessment data is used to identify individual starting points and to inform targeted interventions that meet the specific needs of each learner.

At The Kassia Academy, we are committed to:

- Promoting and celebrating reading for pleasure and enjoyment
- Explicitly teaching subject-specific vocabulary across the curriculum
- Implementing effective, evidence-informed strategies to support reading comprehension and vocabulary development
- Encouraging purposeful classroom talk to support thinking, articulation and the production of high-quality written work

Legislation and Guidance

This policy has been developed in line with the following statutory guidance and legislative requirements:

- *Special Educational Needs and Disability (SEND) Code of Practice (2014)*
- *Equality Act (2010)*
- *National Curriculum Programmes of Study for English*

Our Vision for English and Literacy

At The Kassia Academy, our vision for English and literacy is integral to our wider curriculum and Teaching and Learning approach. We believe that high-quality literacy provision is essential in enabling learners to re-engage with education, develop confidence in expressing

their views and make sense of themselves, others and the world around them.

Through our English curriculum, we aim to foster strong, respectful relationships between learners and staff, underpinned by consistently high expectations. We are committed to ensuring that learners feel valued, supported and motivated, and that they are encouraged to develop aspirations for their futures beyond The Kassia Academy.

We recognise literacy as a key driver of academic success and personal development. English plays a central role in enabling learners to access the full breadth of our bespoke curriculum offer and to develop the reading, writing, speaking and listening skills required for success in education, employment and life.

Our English curriculum is designed to be accessible, inclusive and carefully structured. Learning is broken down into clear, manageable steps, with explicit guidance and modelling to support understanding and progress. Within this structured framework, flexibility is built in to allow staff to respond to individual learner needs, ensuring that learning is personalised, engaging and appropriately sequenced across Key Stages 3 and 4.

Progression is carefully planned to ensure that knowledge and skills are revisited, built upon and secured over time. The curriculum reflects our trauma-informed approach, supporting learners to experience success, build resilience and develop confidence as readers, writers and communicators.

The English curriculum is underpinned by one or more of the following **eight Golden Threads of learning**, which are embedded to enrich learning, provide coherence and promote ambition:

- Writer's Craft
- Symbolism
- Cultural Perspective
- Literary Canon
- War and Conflict
- Expression
- Critical Thinking
- Ambition

Kassia's Golden Threads

Kassia's Golden Threads are core concepts that are deliberately woven throughout the English curriculum. They transcend individual units of study to ensure that all learners experience a broad, balanced and coherent curriculum, regardless of the point at which they join The Kassia Academy. The Golden Threads provide continuity, depth and ambition, supporting learners to make meaningful connections across texts, themes and ideas over time.

Guiding Principles for Teaching English and Literacy

At The Kassia Academy, we believe that English and literacy are taught most effectively when the following principles are embedded consistently across the school:

- A positive and joyful culture of reading is actively promoted, where learners are encouraged to read for pleasure and feel confident to articulate and share their opinions.
- All staff are supported to develop the knowledge, skills and confidence required to deliver high-quality English and literacy teaching, with access to ongoing professional development and guidance.
- Assessment is purposeful, regular and robust, using both formative and summative approaches to identify progress, inform planning and support next steps in learning.
- Learners are exposed to a wide range of high-quality, engaging and curiosity-driven texts, including through carefully curated classroom reading corners that promote exploration and discussion.
- The English curriculum is coherently planned, carefully sequenced and progressive across Key Stages, ensuring knowledge and skills are revisited and built upon over time.
- Learning gaps are identified through thorough on-entry assessment and ongoing monitoring, with targeted interventions implemented to address individual needs.
- Teaching resources are current, diverse and appropriate, reflecting both curriculum intent and the needs of our learners.
- High-quality classroom talk is prioritised across the curriculum, with structured opportunities for meaningful back-and-forth interactions that support vocabulary development and deeper understanding.
- New vocabulary, language structures and accurate grammar are explicitly modelled by staff to support learners' confidence and competence in communication.
- Learners with speech, language and communication needs are supported through targeted strategies and intervention programmes.
- Learners are provided with frequent and varied opportunities to develop their speaking and listening skills, including small-group work, emotional literacy interventions, guided reading, one-to-one reading sessions with learning mentors, and therapeutic interactions such as reading with the school therapy dog.

Roles and Responsibilities

The Headteacher

Glenn Prime, Headteacher, is responsible for providing strategic leadership for English and literacy across The Kassia Academy. This includes:

- Building and sustaining a team of skilled and knowledgeable teachers who understand the processes that underpin effective reading, writing and communication.
- Ensuring that teachers are provided with appropriate training, professional development and high-quality resources to enable the consistent and effective delivery of the English curriculum.
- Creating and maintaining a stimulating, literacy-rich school environment in which learners are exposed to a wide range of reading materials, including high-quality displays, books, dedicated reading areas, magazine subscriptions and other purposeful literacy resources that promote engagement and reading for pleasure.

Head of Department (English and Literacy)

The Head of the English and Literacy Department is **Jessica Holmes**. She is responsible for providing strategic leadership and day-to-day management of English and literacy across The Kassia Academy to ensure:

- High-quality teaching and learning through strong subject knowledge and effective pedagogical practice across the department.
- A coherently planned, carefully sequenced and progressive English curriculum that meets the needs of all learners.
- Consistent assessment practices and accurate teacher judgements within English and literacy, informing planning, intervention and progression.
- A whole-school approach to literacy and reading, ensuring consistency and shared responsibility across all subject areas.
- The effective selection, use and monitoring of resources to support curriculum intent and learner outcomes.

Teachers

Teachers are responsible for the effective delivery of English and literacy through high-quality teaching and learning. This includes:

- Planning and delivering engaging, purposeful and appropriately sequenced English and literacy lessons that meet the needs of all learners.
- Providing regular and meaningful opportunities for learners to apply their English and literacy skills across a range of contexts and activities.
- Completing assessment, marking and feedback in line with whole-school and departmental policies, ensuring that feedback supports progress and informs next steps in learning.
- Ensuring that support staff are provided with access to relevant planning documentation and resources, and that they have the necessary information,

guidance and understanding to effectively support and challenge learners within lessons.

Curriculum

The aim of the curriculum at The Kassia Academy is to provide a bespoke, high-quality and engaging educational offer delivered through trauma-informed approaches. Our curriculum is designed to re-engage learners with education, have a positive impact on all young people, and support the development of empathy, resilience and strategies to manage emotional responses. We believe that this approach prepares learners effectively for their future pathways.

English and literacy sit at the heart of our curriculum offer and are essential in enabling learners to access learning across all subject areas. Alongside core qualifications in English, Mathematics and Science, some learners require access to a range of vocational and alternative qualifications. Our broad and balanced curriculum is a key strength of The Kassia Academy and provides learners with opportunities to achieve a wide range of qualifications, equipping them with the knowledge, skills and confidence needed to succeed in post-16 education, training or employment.

Intent and Progression

Our vision and purpose for Teaching and Learning and the curriculum at The Kassia Academy are informed by Biesta (2009), who identifies three key components for learner success:

- **Qualification** – enabling learners to progress into employment, citizenship or further education
- **Socialisation** – supporting learners to become active members of society through the development of knowledge, values and social norms
- **Subjectification** – enabling learners to develop a sense of self, understand others and recognise their place in the wider world

These principles underpin the design and delivery of the English and literacy curriculum. All learners are expected to leave The Kassia Academy with a recognised English and/or literacy qualification. Pathways are carefully structured to support progression from Entry Level or Functional Skills qualifications through to full GCSE qualifications in English Language and/or English Literature, delivered through AQA and/or Edexcel, as appropriate to individual learner needs.

Further information regarding the wider curriculum offers and progression pathways can be found in the **Curriculum Policy**, which is available on the school website under *Curriculum and Key Policies*.

Timetabling

English and literacy provision at The Kassia Academy is carefully timetabled to ensure regular, structured and meaningful opportunities for learners to develop their reading, writing, speaking and listening skills.

- At Key Stage 3, learners' access five English/ literacy lessons per week. This allocation includes one dedicated literacy intervention session and one focused comprehension lesson to support reading accuracy, fluency and understanding.
- At Key Stage 4, learners access a minimum of four English/ literacy lessons per week, with lesson allocation dependent on individual pathways and qualification routes.
- All learners participate in a weekly one-to-one session with a learning mentor, with a focus on developing emotional literacy, communication skills and self-regulation.
- Learners also engage in dedicated reading time during morning tutor group, during which an adult reads an age-appropriate or topical text to promote discussion, comprehension and vocabulary development.
- Learners have weekly access to a library, supporting reading for pleasure and independent engagement with a wide range of texts.

Cross-Curricular Links

At The Kassia Academy, we actively promote the development of English and literacy skills across the wider curriculum. Cross-curricular links are carefully planned to ensure that connections between English, literacy and other subject areas are purposeful, meaningful and authentic, rather than forced.

This approach is achieved through coherent planning and sequencing of topics and learning activities across subjects. Opportunities to apply English and literacy skills are embedded within a range of curriculum areas, including through:

- Annotating and interpreting a range of sources
- Structured group discussion and collaborative talk
- Reading comprehension activities
- Topic-based research tasks
- Project-Based Learning (PBL) approaches

Project-Based Learning aligns closely with the English and literacy curriculum, providing meaningful opportunities for learners to apply reading, writing, speaking and listening skills within engaging, real-world contexts.

Differentiation

At The Kassia Academy, we are committed to ensuring that all learners make maximum progress in English and literacy. Teaching is adapted and differentiated to meet individual needs, with appropriate support and challenge provided to enable all learners to succeed.

This is achieved through the following approaches:

- Identifying learners who require specific support with aspects of English and literacy, including those with identified needs such as dyslexia or other literacy-related difficulties.
- Providing appropriate scaffolding resources, such as writing frames and structured supports, to enable learners to access learning and develop independence over time.
- Using assessment and on-entry screening to identify learners who would benefit from additional targeted support. Small-group or individual interventions are implemented where appropriate to support progress and attainment. These interventions are closely monitored, with learners moving in and out of support as their needs change.
- Ensuring that learners who require greater challenge are appropriately extended through the use of more demanding, open-ended tasks and planned challenge within lessons.
- Designing learning activities and tasks that are matched to learners' current ability and need, rather than solely to age-related expectations.
- Schemes of Learning include a 'Differentiated Outcomes' resource, which clearly identifies expected outcomes for learners based on factors such as year group, ability and individual learning needs. This ensures that planning remains inclusive, ambitious and responsive to all learners.

Reading

At The Kassia Academy, our aim for reading is to develop learners' fluency, accuracy and contextual understanding, while strengthening comprehension skills, including empathy and emotional literacy. We recognise that difficulties in these areas' present significant barriers for many of our learners. As such, reading provision is designed to support learners in making meaning from texts and in developing their oracy through purposeful engagement with language.

Learners are provided with frequent and meaningful opportunities to access texts that are relevant, engaging and appropriate to their learning needs. Reading is used to support not only academic progress, but also communication, emotional understanding and confidence in expressing ideas.

We acknowledge that many learners face barriers in learning to read, including gaps in phonics knowledge, limited reading experiences and previous negative associations with reading. It is our responsibility to support learners in overcoming these barriers by developing their ability to decode, read fluently and comprehend the written word. Equally, we recognise the importance of inspiring learners to value reading and to experience it as an enjoyable and purposeful activity.

Many learners require targeted support to identify genres, authors or styles of writing that engage them. Staff play a key role in guiding learners towards texts that promote enjoyment, while also broadening their interests and exposing them to a diverse and ambitious range of literature.

To ensure comprehensive and inclusive reading provision, The Kassia Academy implements the following strategies and reading interventions:

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- All learners participate in a weekly one-to-one reading session with a learning mentor, incorporating directed questioning to support decoding, literal comprehension and reorganisation skills.
- Learners have regular access to the school library, enabling them to select texts independently and develop reading for pleasure.
- Weekly shared reading activities are embedded across the wider curriculum to reinforce reading skills and support subject-specific literacy.
- An adult-led class reading session takes place during Tutor Time, modelling fluent reading and supporting comprehension and discussion.
- Opportunities are provided for learners to access and read topic-related texts within English lessons and through Project-Based Learning (PBL).
- Learners participate in weekly Accelerated Reader sessions, where they are guided to select appropriate texts and complete engaging quizzes and activities. This supports authentic reading practice, tracks progress and promotes a culture of reading through informed choice.
- ‘Reading for Pleasure’ areas are available within each unit, providing learners with access to books during free time, intervention sessions or as a supportive time-out option.
- Monthly newspaper and magazine subscriptions are provided to enable learners to stay informed about local issues, current affairs, hobbies and personal interests.
- The Literacy Leader board – ‘A Book for a Book’ initiative is used to motivate learners and celebrate achievement by rewarding engagement with a range of age-appropriate texts.
- Learners are given the opportunity to participate in the Annual Cheshire Book Awards, a pupil-led initiative that allows learners to vote for and share their views on their favourite books.
- The school celebrates World Book Day annually, engaging the whole school community in activities that promote reading for enjoyment and a positive reading culture.

Phonics

At The Kassia Academy, we regularly welcome learners who require targeted support to develop their literacy and reading skills. All learners’ reading is baseline assessed on entry to the school using appropriate standardised and diagnostic assessments. This enables staff to accurately identify reading ages, gaps in phonics knowledge and specific decoding needs.

Learners whose reading ages are significantly below age-related expectations are identified through this baseline assessment and ongoing termly reading assessments. Where appropriate, learners are placed into targeted intervention through our Fresh Start phonics programme.

Fresh Start is a systematic synthetic phonics programme designed for older struggling readers aged 9–13+. The programme is actively implemented across the school and delivered by trained staff to ensure consistency, fidelity and impact. Learners are taught at their individual challenge point, enabling them to develop accuracy and fluency in reading at an appropriate pace.

Through Fresh Start, learners are explicitly taught new letter–sound correspondences while regularly revisiting and consolidating previously taught sounds and high-frequency words. Learners apply their phonic knowledge through reading carefully structured, age-appropriate stories and non-fiction texts that are closely matched to their current phonic understanding. This approach supports confidence, engagement and rapid progress. By the end of the programme, learners are able to read these texts accurately and fluently.

Progress within the Fresh Start programme is closely monitored, with reading data reviewed on a termly basis to ensure learners are making expected progress. This information is used to inform next steps, including continued intervention, adjustment of support or planned exit from the programme when appropriate.

In addition to Fresh Start, targeted decoding resources such as ‘Toe by Toe’ are used where required to further support learners with dyslexia or those who continue to experience difficulties with decoding. These interventions are implemented flexibly and reviewed regularly to ensure they remain appropriate and effective.

The Literacy Leader board – ‘A Book for a Book’

The Literacy Leader board – ‘A Book for a Book’ is a bespoke initiative designed to actively incentivise reading while ensuring that learners engage with a broad and appropriate range of texts. The programme promotes reading for pleasure, supports progress and encourages learners to explore different genres and authors that are matched to their individual reading ability.

As part of learners’ weekly one-to-one reading interventions, a carefully selected range of texts is offered, allowing learners to make informed choices about their reading. During these sessions, learning mentors:

- ✓ Set and discuss individual reading SMART targets
- ✓ Listen to learners read aloud to support fluency and confidence
- ✓ Use effective questioning and decoding strategies to develop comprehension
- ✓ Record progress and next steps within individual reading records
- ✓ When a learner successfully completes a book, they are rewarded with a voucher, which enables them to select and take home a book of their own. This reinforces positive reading

behaviours and promotes ownership and enjoyment of reading beyond the school environment. The initiative reflects the ethos of the programme's title 'A Book for a Book' by celebrating achievement and fostering a lifelong engagement with reading.

Accelerated Reader

Accelerated Reader (AR) is an online reading programme that supports learners to develop confidence, fluency and comprehension by ensuring they read texts that are appropriately matched to their individual ability. Through regular assessment and carefully structured practice, learners access a wide range of fiction and non-fiction texts within their Zone of Proximal Development (ZPD), enabling them to make secure and sustained progress in reading.

To ensure a clear and progressive pathway to success, Accelerated Reader is implemented through the following structured phases:

Phase 1 – Baseline Assessment

Learners complete STAR Reading assessments on entry to The Kassia Academy to determine their initial ZPD and inform appropriate book selection.

Phase 2 – Guided Reading and Curriculum Integration

Learners select and read appropriately levelled texts from the School Library and engage in weekly dedicated Accelerated Reader sessions that are embedded within the curriculum. During these sessions, learners are supported to read independently, complete quizzes and reflect on their progress.

Phase 3 – Review, Progression and Resource Development

Accelerated Reader reports and data are reviewed regularly to monitor progress and inform next steps. This data is used to guide the selection and ordering of new texts from the ELS, ensuring that reading materials continue to appropriately challenge learners while supporting engagement and enjoyment.

Phase 4 – Ongoing Review and Reassessment

The process is repeated through regular reassessment and review, allowing ZPDs to be updated and provision adjusted accordingly. Over time, this approach supports increased reading stamina, vocabulary exposure and progression in reading age, with data indicating growth in learners' ZPDs towards national averages and an increase in the volume of words read per learner.

Writing

At The Kassia Academy, we recognise that every learner is unique and bring this understanding into the teaching of writing. The writing curriculum is designed to expose learners to a broad range of text types, with a consistent focus on analysing Purpose, Audience and Form (PAF). This approach supports learners to make informed choices in their writing and to communicate effectively for different contexts.

Learners are provided with clear success criteria and checklists to support their

understanding of expectations and to scaffold the writing process. This enables learners to develop confidence and independence in meeting task requirements and applying key skills.

Across the curriculum, learners are exposed to a wide range of writing forms, including transactional writing, narrative writing and poetry. There is a continuous and explicit focus on the development of handwriting, spelling, grammar and punctuation, recognising these as essential foundations for effective written communication. These skills are revisited and built upon over time, enabling learners to develop accuracy, fluency and confidence in expressing their ideas through writing.

As learners' understanding and competence across these core areas develop, they become increasingly confident, articulate and purposeful writers.

Lesson Structure

English writing lessons at The Kassia Academy follow a clear and consistent structure to support engagement, reduce cognitive load and promote progress:

- **Do Now**
Activates prior learning and provides learners with a clear understanding of the lesson focus and expectations.
- **Vocabulary Task**
Addresses misconceptions and explicitly teaches key terminology, supporting learners to confidently use subject-specific language within and beyond the classroom.
- **Retrieval Task**
Supports long-term learning by requiring learners to recall previously taught knowledge and skills.
- **Chunking of Information**
Learning is broken down into manageable sections to support understanding and reduce cognitive overload.
- **Hinge Questions**
Used as a formative assessment strategy to identify misconceptions and highlight learners who may require additional support or challenge.
- **Modelling**
Teachers explicitly model high-quality examples to clarify expectations and reduce uncertainty around outcomes.
- **Shared Writing and Differentiation**
Through the '*I do, we do, you do*' approach, learners observe, collaborate and practise together before applying skills independently. This supports the development of richer vocabulary and sentence construction.

- **Independent Practice**
Learners are provided with dedicated time to apply their knowledge and skills independently through extended writing tasks.
- **Exit Ticket**
Used to assess understanding, address misconceptions and inform planning for subsequent lessons.

Oracy

At The Kassia Academy, we believe that effective communication is fundamental to success. The ability to articulate ideas, listen actively and engage in meaningful dialogue underpins academic achievement, personal development and future employability. As such, oracy is a core component of our English and wider curriculum.

We are committed to equipping learners with the language, confidence and communication skills they need to succeed beyond The Kassia Academy. We recognise that many of our learners may not have always felt heard or valued, and we place strong emphasis on ensuring that every learner is given a platform to express their views in a safe, respectful and supportive environment.

Implementation

Oracy is developed intentionally and consistently across the curriculum through the following principles:

- **Empowering Student Voice**
We foster a culture in which learners feel confident, supported and encouraged to express themselves clearly and articulately.
- **Your Voice Matters**
Learners are supported to understand that their opinions and experiences are valued. Structured opportunities are provided to ensure all learners are heard and respected.
- **Time and Place**
Learners are taught that effective oral communication varies according to context, audience and purpose. They are supported to adapt their language and tone appropriately across a range of formal and informal situations.
- **Developing Communication Skills**
Opportunities to practise speaking and listening are embedded across all curriculum areas, supporting fluency, clarity and confidence.
- **Promoting Active Listening**
Learners are explicitly taught active listening skills, encouraging respect for differing viewpoints and promoting meaningful dialogue.

- **Enhancing Critical Thinking**
Oracy-based activities are used to deepen understanding, challenge thinking and support learners to justify, explain and evaluate ideas.
- **Preparing for Life Beyond School**
Learners are equipped with the communication skills required for success in further education, employment and everyday life.
- **Managing Disagreement Respectfully**
Learners are taught that differing opinions are a natural part of life. Staff model and explicitly teach respectful strategies for expressing disagreement, resolving conflict and engaging in constructive discussion.

Listening Skills

At The Kassia Academy, we recognise that effective listening requires learners to do more than simply hear spoken language. Learners are taught to actively listen by taking in information, processing it and demonstrating understanding. Strong listening skills support improved comprehension, strengthen communication and enhance learners' confidence and enjoyment when participating in spoken interactions.

Listening is explicitly taught and modelled within the classroom. Teachers use the 'thinking aloud' strategy to make cognitive processes visible, modelling reasoning, logic and decision-making to support learners' understanding of how meaning is constructed. This approach enables learners to engage more deeply with spoken language and to develop metacognitive awareness.

In addition, teachers consistently model the language structures and vocabulary expected during discussions and responses. Through this intentional modelling, learners gradually build a rich and expanding bank of vocabulary, enabling them to participate more confidently and effectively in group discussions, classroom dialogue and structured talk activities.

Marking and Feedback

At The Kassia Academy, effective marking and feedback are essential in supporting learner progress and informing high-quality teaching. Marking is used primarily as a form of formative assessment, enabling teachers to monitor understanding, identify misconceptions and adapt teaching accordingly. This assessment takes place both during lessons and following the completion of learning tasks.

Teachers aim to mark learners' books or folders regularly and frequently, where appropriate, to ensure that feedback is timely and meaningful. Live marking is actively encouraged as part of classroom practice, allowing misconceptions to be addressed promptly and enabling immediate support and challenge.

Within English, teachers follow the whole-school marking and feedback code as outlined in the Teaching and Learning Policy, which is available on the school website. This ensures

consistency and clarity in feedback across the department.

At the end of each term, learners' complete formative assessments based on extended written work to support evaluation of progress over time. At Key Stage 4, formative assessment is embedded through the regular completion and marking of exam-style practice questions. These assessments are used to identify strengths, gaps and areas for development, enabling teachers to plan targeted support and allowing learners to reflect on next steps to improve their outcomes.

Monitoring, Assessment and Moderation

Monitoring

At The Kassia Academy, the Senior Leadership Team works closely with the English and Literacy Lead to monitor the quality and impact of teaching and learning. Monitoring processes are designed to ensure that all learners make strong progress from their individual starting points, as identified through on-entry baseline assessment.

The impact of teaching on learners' progress and outcomes is evaluated through a range of agreed monitoring activities, including:

- Termly learning walks, focused on identified priorities such as literacy strategies, oracy and curriculum implementation.
- Regular review of marking and feedback, ensuring consistency with whole-school and departmental policies.
- Termly pupil progress meetings, where attainment, progress and intervention impact are reviewed and next steps agreed.
- Book scrutiny, undertaken to evaluate curriculum coverage, progression, presentation and the effectiveness of feedback.
- Lesson observations, used to support professional development and reflective practice in line with performance management procedures.
- Performance management processes, ensuring accountability while supporting staff development and high-quality teaching practice.

Assessment

At The Kassia Academy, learners' progress through the curriculum is tracked using a combination of formative and summative assessment approaches. Formative assessment is used regularly within lessons to monitor understanding, identify misconceptions and provide timely feedback that supports both teaching and learning. Summative assessment is used to evaluate learners' knowledge and skills at key points by measuring outcomes against agreed standards and benchmarks.

All learners complete a range of baseline assessments on entry to establish starting points and inform appropriate pathways and provision. Progress is then reviewed through termly assessment cycles, ensuring that learners remain on track and that predicted outcomes are

accurate and aspirational.

At Key Stage 4, summative assessment includes a combination of in-school assessments, such as termly tests and mock examinations, alongside formal summative assessment through GCSE and equivalent qualification past papers. These assessments are used to inform planning, intervention and qualification entry decisions.

Learners are provided with clear, regular targets, which are set and reviewed during termly pupil progress meetings in collaboration with parents/carers and dual schools, where applicable. The Kassia Academy provides termly written reports, which are shared and discussed with learners, parents/carers and dual schools.

School reports provide structured commentary on:

- Attendance
- Behaviour
- Skills for learning
- Academic achievement, broken down into incremental steps to demonstrate progress over time
- Predicted outcomes at the end of Key Stage 4

This approach ensures that assessment information is transparent, purposeful and used effectively to support learner progress and achievement.

Moderation

At The Kassia Academy, moderation is used to ensure consistency, accuracy and fairness in assessment judgements across English and literacy. Where possible, moderation is standardised through paired marking by subject specialists. Where this is not feasible, staff are supported and encouraged to mark in line with the requirements of their relevant exam boards.

Writing samples are regularly moderated and standardised to demonstrate how learners' work meets National Curriculum attainment expectations at both Key Stage 3 and Key Stage 4. This process supports accurate assessment, informs planning and strengthens confidence in teacher judgements.

Key Stage 3

At Key Stage 3, learners' access three English lessons per week, covering key criteria outlined in the National Curriculum. Texts studied are broad, ambitious and inclusive, with alternative formats provided where appropriate to support learners working below age-related expectations.

The curriculum is carefully sequenced and includes a balance of fiction and non-fiction texts, providing opportunities to explore themes linked to British Values, cultural awareness and moral understanding. Further detail regarding curriculum sequencing and text selection can

be found in the English Curriculum Map, available on the school website.

Every third lesson incorporates retrieval and recall tasks to support monitoring of learners' progress and retention of knowledge. SMART targets are used daily to provide clear success criteria and to support both learners and teachers in tracking progress.

Marking is completed in line with the whole-school Marking and Feedback Policy, with highlighting used to identify strengths and areas for development. Assessment criteria linked to SMART targets are aligned with National Curriculum expectations and focus on:

- Reading and understanding
- Spelling, punctuation and grammar
- Creativity, engagement and expression

At the end of each unit, learners complete an independent assessment to monitor progress. The level of support provided is recorded using the 'WS / I' indicator within the SMART target. These assessments are completed under controlled classroom conditions to support accurate evaluation.

Key Stage 4

At Key Stage 4, learners follow GCSE English Language and/or Literature pathways, studying a range of text types and applying prior learning. Texts are selected to be meaningful and relevant, with consideration given to historical context alongside contemporary social and moral issues.

Assessment includes ongoing formative checks within lessons, alongside regular GCSE-style practice questions. These are marked in line with official exam board mark schemes to ensure accuracy and consistency. Support is provided in line with individual access arrangements and is clearly recorded through the SMART target system.

Learning Environment

English and literacy learning at The Kassia Academy takes place in environments that are carefully designed to meet learners' needs. These spaces:

- Have smaller group sizes
- Provide a higher level of adult support
- Are well-organised and purposeful
- Contain high-quality, accessible resources that learners can easily refer to
- Are quiet and calm, supporting focus and engagement

Learning environments adhere to trauma-informed practice, ensuring they are clean, tidy

and thoughtfully designed. Distractions are minimised, decoration is purposeful, colours are neutral and calming, and resources are accessible to promote safety, regulation and readiness to learn.

Resources

Books

In addition to the core texts specified within the GCSE programmes of study, The Kassia Academy carefully selects and utilises books within the school library and classrooms to support engagement, inclusion and progression in English and literacy.

Books are selected to ensure that they:

- Engage learners emotionally and encourage personal connection to reading
- Cover a broad and diverse range of subjects and themes
- Elicit strong responses, such as curiosity, excitement, humour, empathy or thoughtful reflection
- Contain strong narratives that support sustained engagement and re-reading
- Extend and enrich learners' vocabulary
- Include illustrations that are engaging and representative of learners from a wide range of backgrounds and cultures
- Support learners in exploring identity and understanding themselves
- Develop understanding of the lives, experiences and perspectives of others, including those different from their own
- Include texts set both within the United Kingdom and internationally
- Represent a balance of modern and traditional literature
- Include both fiction and non-fiction texts
- Include texts written by, or representing, LGBTQIA+ individuals and experiences
- Include topic-based texts that support Project-Based Learning (PBL) and align closely with English and literacy curriculum themes

All English classrooms include a dedicated reading area, providing learners with access to a varied and carefully curated selection of books to support reading for pleasure, intervention work and independent reading opportunities.

Dictionaries and Thesauruses

To support the development of spelling, vocabulary and independent writing skills, The Kassia Academy ensures that learners have regular and meaningful access to dictionaries and thesauruses. This is achieved by:

- Ensuring that all English classrooms are equipped with an accessible set of dictionaries and thesauruses for learner use.

- Allowing learners to use ICT, where appropriate and available within lessons, to look up word meanings, spellings and synonyms in order to support accuracy and vocabulary development.

Review

This policy will be reviewed annually by the Head of School in collaboration with the English and Literacy Lead, ensuring that it remains current, effective and reflective of best practice and statutory guidance.

Links with Other Policies and Documents

This policy should be read in conjunction with the following policies and documents, all of which are available on the school website:

- Curriculum Policy
- SEN/SEND Policy and Information Report
- Teaching and Learning Policy
- Curriculum Maps