Kingsmills Primary School

Literacy Policy

September
2017

LITERACY POLICY

- **Principles**

- **Purposes**

- **Practices**

To include:

(a)   Planning, Monitoring and Evaluation

(b)   The Role of the Literacy Co-ordinator

- **Targets**

- **Policy Review**

WHAT IS OUR LITERACY POLICY?

It is a set of live, active principles being carried out each day in the classroom at Kingsmills PS. The principles are thought out, discussed, negotiated and agreed by all stakeholders. The principles and the practices of the school are explicit. These are:

- Our policy has a range of audiences, both internal and external, including governors, parents, teachers, assistants and the Inspectorate

- As a school we believe that our literacy policy is clearly, concisely written, without ambiguity or the inclusion of irrelevancies

- It is accessible to parents, who will be in some instances, invited to contribute to it and who will always have a role in implementing it;

- It articulates the approaches staff take to the development of Literacy in the school;

- It communicates the key ideas in a clear manner for new or temporary staff, or for students on placement;

- It has a role in terms of external accountability as it allows external agencies to assess how far the school is meeting its stated aims and intentions;

- The policy reflects what is happening in the school;

- It will be regularly reviewed and updated.

WHAT DOES OUR LITERACY POLICY DO?

- It defines aims towards the development of language both across the curriculum and within the area of study of English;

- It states the philosophies which underlie the development of language;

- It provides a framework for the schemes of work; not only for English, but across the curriculum;

- It outlines practice in relation to:

  - special needs
  - gifted and talented
  - staffing issues
  - equal opportunities
  - liaison with parents

- it defines the role of the co-ordinator;

- it provides a means of communication to staff, both teaching and non-teaching, visitors, parents, governors, DENI, ESA and other interested bodies;

- it indicates how resources are managed;

- it outlines monitoring and evaluation practices, including the setting of targets;

- it states how assessment, record keeping and reporting are approached;

- in indicates how liaison with external agencies such as feeder schools is carried out;

- it clarifies the responsibilities for all teachers in ensuring the support and development of language skills;

- it should reflect classroom practice.

PRINCIPLES OF OUR LITERACY POLICY

- The development of literacy skills is a basic human right – an entitlement for all pupils and therefore the responsibility of all teachers – the whole school – in partnership with parents, Boards of Governors, EA and other support agencies.

- Our understanding of literacy incorporates talking, listening, reading and writing. These elements of language are interdependent and integral to all learning. Literacy should therefore be promoted holistically.

- Literacy is fundamental to personal and social development and to life long learning.

- Literacy takes many forms – our understanding extends beyond basis decoding to critical reflection and, understanding how language works.

- All staff share responsibility for pupil literacy.

- All elements of the literacy policy should be reflected across the curriculum.

- Literacy in every parental tongue is to be valued.

- The literacy policy will reflect the needs of every pupil.

- The literacy policy will build on the strengths of existing practices and procedures.

- The literacy policy is seen as a key policy of the school

PURPOSES

What do we want children to achieve and experience and how best can we help and support them to it?

The Purposes of our literacy policy is to:

- To raise standards for all.

- To develop children's confidence as users of language.

- To enable them to make choices about the kinds of texts they enjoy.

- To develop children's key skills in all areas of language.

- To link language with thinking processes and so enable the strengthening of both in children.

- To develop children's knowledge of and familiarity with a wide range of literature, both fiction and non-fiction.

- To teach children to read fluently and with understanding, using reading methods that are appropriate to the material and to the writing purpose.

- To develop children's ability to use information texts and to locate, extract and use relevant information.

- To enable children to generalise beyond English to all areas of the curriculum in order to apply and develop further their language skills.

- To develop writing skills for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence.

- To promote a wide use of ICT as a medium for the further development of language both in English and across the curriculum.

- To enable children to communicate clearly and with assurance in appropriate forms of speech. They should be able to talk and listen in a variety of groupings and in both formal and informal contexts.

- To promote a shared view of literacy and literacy development across the curriculum and provide appropriate staff development.

- To develop literacy within the wider framework of the School Improvement Programme in school.

- To provide leadership and management of literacy at all levels in the school.

- To use effective models of planning, target-setting, development and action planning, to ensure common approaches and consistency across the school.

- To use agreed common approaches and strategies in identified areas for literacy development.

- To contribute to the development and implementation of a whole school literacy programme.

- To contribute to the monitoring and evaluation of language development throughout the school.

1   *Literacy is promoted across all areas of the curriculum by:*

- Providing a range of language experiences in talking and listening, reading and writing for all pupils.

- Valuing all pupils' efforts to read, write and talk. This will be demonstrated by pupil's work displayed in all classrooms, a positive agreed approach to assessment and marking, and the central role of self assessment in pupil's progress.

- Good teaching practice will be shared between classes

- Whole school format for teacher produced materials etc.

- Effective and shared use of existing resources and well informed selection of new resources.

2   *ICT is used across the curriculum to support and develop literacy by:*

- The use of electronic media eg fiction, non-fiction, drama texts, magazines, encyclopaedias, newspapers, reference books, dictionaries/thesaurus, internet, e mail, fax

- The availability of the following ICT resources to pupils at various levels:

   Word Processing software during writing lessons
   Talking books – on request after school

Simulations/Adventures – after school ICT club
E Mail
Language development software
Databases – during WAU lessons
Internet access – as appropriate to research topics in WAU
Ipads
Laptop/Stand alone computers

- The use of such technology for developing reading of a range of texts and the promotion of writing skills in a range of formats.

(4)   *Procedures for monitoring and evaluating pupils' achievements by principal are as follows:*

- sample review of pupil's work one per term

- other evidence used to inform such monitoring and evaluating may include:

    -    teacher's plans
    -    children's records
    -    peer and self-evaluations
    -    interviews with teachers' children, parents
    -    teacher assessment
    -    class profiles resulting from class conferences
    -    end of key stage assessments
    -    standardised testing
    -    whole school meetings held termly or to ensure consistency
    -    a focussed monitoring timetable

(5)   *Procedures for monitoring and evaluating pupil's achievements by teachers are as follows:*

- pupils' self-assessment written/oral

- ongoing formative assessments of classwork and homework

- standardised assessment tasks

- interviews with children and parents

- Annual standardisation at end of KS1/2

(6)   *The teaching approaches used consist of:*

Literacy Framework	Whole class teaching/modelling
Reading Partnership	Individual work
Paired Reading	Pairs – media strategies
Books	Project work
Peered Reading	Drama strategies
Talking and Listening: - Presentations - Class debates - Drama productions - Group discussion - Paired discussion - Role plays - Hot seating	Reading: - Teacher reading to the class - Shared reading - Reading round the class/group - Paired Reading - Silent reading - Withdrawal - Look and say - Phonic skills - Pupils reading own writing Writing: - Shared writing - Writing frames - Keywords - Restructuring text - Structured reflection on work through talk in a variety of contexts and discussions - Public speaking, presentations

(7)   *The arrangements for ensuring that all pupils make appropriate progress in literacy are as follows:*

- The use of reliable data for baselining and comparative assessment, formal assessment tasks from CEA and standardised test results

- The monitoring of progress through formal and informal assessments outlined above by class teachers and the review of teaching strategies as appropriate by the principal.

- IEP reviews of progress of pupils with special needs by SENCO.

- Internal moderation of pupils' work within the key stages and across the curriculum.

- Staff training in appropriate and well conceived strategies to address literacy difficulties of pupil.

(8)   The issue of literacy standards being achieved in the school is addressed by:

- In collaboration with whole staff, the literacy coordinator drafting a development plan and an action plan

- The provision of support for children with literacy difficulties

- A designated literacy period each day

- Literacy development as a priority issue for the Board of governors.

(9)   Targets for improving the performance of pupils are set and reviewed regularly using the following strategies:

- Whole staff review assessments using data from NILA and standardised test results (PIE/SWST)

- Teachers auditing of pupil's literacy needs and monitoring progress through yearly formal CEA assessments and reporting to parents.

- Establishing appropriate realistic and time-bound targets which arise from hard and soft issued identified through auditing process.

- Targets reviewed annually by Literacy Co-ordinator in light of formal English assessments.

(10)   The actions necessary to achieve targets consist of:

- appropriate and a well-conceived teaching strategies which address learning needs

- provision of an ICT programme for all pupils

- modelling and sharing good practice for all staff

- provision of support for pupils with literacy difficulties (ref: SEN policy)

(11) *Homework is used to support literacy development as follows:*

- all homework set will be in the forms of reading, writing, talking and listening

- all homework set will have a context and purpose

- pupils will receive constructive feedback from homework activities

- pupils set out personal targets as a result of feedback on homework (See Kingsmills PS homework Policy)

(12) *Parents' involvement in supporting learning at home takes the form of:*

- Signing home/homework diary
- Paired reading scheme
- Parent reading scheme
- Participation in evening programmes provided by the school which raise awareness of, learning/literacy issues

PLANNING, MONITORING AND EVALUATION

This section outlines how planning for the development and support of language is ensured at whole school, and at class level.

It shows how the school monitors the delivery of effective Teaching and Learning and evaluate achievement.

PLANNING

We identify areas for improvement at:

(a)   Whole school level by:

-     Using standardised test results and Formal CEA assessment tasks
-     Discussion at annual literacy review with all staff members
-     Reflecting on inspection findings
-     Reflecting on courses from the CASS team determining good practice

(b)   Class level by:

-     evaluating personal teaching plans
-     use of PRSD system
-     reflection on class assessment results both formative and

MONITORING

The structures in place in the school to facilitate this improvement are

- the Key Stage Two teacher is the literacy coordinator
- staff complete half term Literacy plans
- staff complete yearly overview of Literacy topics
- staff pass samples of work to Literacy co-ordinator
- the principal gives written feedback on plans
- all staff agree a focussed monitoring timetable
- staff build up an evidence file of good practice
- PRSD is used if appropriate to monitor literacy
- Classroom observation
- Review meetings to discuss action plans if appropriate

(a)   This information disseminated through:

- Regular staff meetings
- Written feedback by principal
- PRSD review meetings/feedback
- Parent interviews
- Planning meetings
- Board of Governor meetings
- School Newsletter

(b)   We try to ensure progression and continuity by:

- Literacy planning days
- Review of children's work
- Appropriate use of reading schemes
- Review of literacy planners by principal
- Cluster group meetings with other schools
- Tracking of individual children's standardised results

(c)   At Kingsmills PS We ensure work matches children's abilities by:

- A robust Special needs policy
- Drawing up IEP's for SEN children
- Ensuring good differentiation in class activities

- Appropriate use of available ICT hardware and software
- Parallel reading scheme for SEN children
- Challenging activities for more able children
- Using higher order reading activities for more able children

EVALUATION

(a)   What evidence is there of improvement?

(b)   How are the results of the monitoring and evaluation process fed back to staff?

TARGET SETTING

- Setting targets is a clear direct way for our school to state what it intends to do to raise standards.

- The quality of the evidence gathered at the audit stage will determine the quality of the targets it is possible to set.

- Tightly defined targets make clear the criteria for success.

- It raises expectations, directs efforts and demands the planned use of resources.

- It is potentially a powerful tool for improvement.

- Setting targets requires targeted action.

- Targeted action concerns:

  - specific improvements in pupil outcomes

  - changes in teaching practices

  - any modifications needed in whole-school provision and management arrangements to support developments in the classroom.

TARGET SETTING

The range of quantitative/qualitative data which we can collect comes from:

- Baseline information about pupils (SWST/PTE, End of Key stage levels

- Teacher assessments/observations

- Historic information about total pupil performance in the range of subjects

- Benchmarking data (CASS)

- SEN information

- Analysis of written documentation

- Eg lesson plans, minutes of meetings/policy document

- Work sampling/book scoops

- Group discussions/interviews/feedback

- eg with pupils, groups of staff, parents

- Questionnaires

- Classroom observation and environments

The data stated above is used as effective monitoring strategies in Kingsmills PS

POLICY REVIEW

The Literacy Policy will be:

- Regularly reviewed and updated.

- Presented to the Board of Governors regularly

- Shared with parents

- In line with whole-school policy