

ENGLISH POLICY (LITERACY)

Chapel en le Frith C of E Primary School

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
01.10.03	06.10.14	Term 1 2017	Teaching and Learning Committee	6v	
	27.09.17	T1 2020	Teaching and Learning Committee	7	
	22.09.20	T1 2023	Full Governing Board	9.11	

Chapel-en-le-Frith C of E Primary School

Literacy Policy

AIMS

At Chapel C of E VC Primary School our aims are:

- To stimulate and motivate children to enjoy developing their skills in English
- To raise standards in the basic skills of reading, writing, speaking and listening
- To give our pupils access to the whole curriculum through successful teaching and learning of English
- To encourage children to be aware of their own learning and to know the next steps they need to take
- To commit ourselves completely to the principle of equal opportunities for all children, regardless of age, gender, race or ability
- To use ICT as an integral part of English teaching and learning, including developing children's visual literacy through use of on-screen text, pictures, film and photographs
- To involve parents, governors, support staff and the wider community
- To produce confident, literate young people who are able to think for themselves and develop their skills for an autonomous future

These aims will be delivered by:

- A united team with a common purpose
- The head teacher in conjunction with the literacy co-ordinators, providing on-going training, support and direction
- Regular, purposeful and targeted assessment
- Regular observations of teaching, followed by constructive feedback and action planning
- Flexible organisation of groups according to perceived needs
- Carefully differentiated teaching to all ability groups, addressing the needs of children occupying ERS places and gifted & talented children

TEACHING and CURRICULUM CONTENT

The teaching of English at Chapel C of E VC Primary School will:

- Follow the National Curriculum Programmes of Study as a basis
- Follow the DfES Early Years Foundation Stage guidelines
- Use similarly formatted planning documents across the school.
- Follow guidelines from Local Authority literacy consultant on the appropriate teaching sequence of objectives and on the ratio of time spent on reading, writing and speaking & listening activities
- Include high quality Phonics using the Read, Write Inc. (RWI) Programme
- Include the teaching of Drama skills within taught English time and seek opportunities for the development of Drama across the curriculum
- Be enhanced by a multi-sensory approach, aware of different learning styles including visual, auditory and kinaesthetic
- Use ICT in a variety of ways to introduce, reinforce and investigate literacy objectives

CURRICULUM CONTENT /continued/...

The teaching of English at Chapel C of E VC Primary School will:

- Follow a structured, diagnostic reading scheme (RWI) at EYFS and KS1. Children are encouraged to transfer reading skills to other books (levelled at the appropriate reading age) as well as reading scheme books. They then move to more specific reading tasks (e.g. skimming/ scanning/ contrasting) based on children's choice of reading material, initially supported, later free
- Deliver intervention programmes (e.g. Read, Write Inc., Toe by Toe, Beat Dyslexia, etc.) and meet the needs of particular groups of pupils (e.g. SEN, G&T and EAL)
- Total at least 5 hours teaching time per week
- Involve additional English time for handwriting, individual reading, additional phonics, drama, extended writing, ICT, library skills, etc., which may be taught through a cross-curricular approach
- Provide a stimulating, literate environment through interactive display
- Organise resources to enable all children equal, independent access
- Provide high quality teaching based on secure knowledge of the Primary National Framework together with on-going professional development
- Share and display daily learning intentions with the children

ROLES AND RESPONSIBILITIES

The successful delivery of English will lie with the SLT for English. This will include:

- Support for colleagues
- Encouraging professional development and sharing training whenever possible
- Liaising with external agencies
- Managing the literacy budget
- Organising resources
- Providing regular written and verbal reports to the governing body
- Providing an action plan and self-evaluation to the governing body
- Monitoring and evaluation, methods to include:
 - Data analysis to inform action
 - An overview of intervention strategies
 - Lesson observations
 - Work scrutiny
 - Monitoring short-term and medium-term planning

MONITORING AND EVALUATION

Monitoring and evaluation will be focussed on:

- The teaching of literacy throughout the school
- Standards of pupil attainment
- Resources provided for teaching and learning

Monitoring and evaluation will be undertaken by the Head teacher, literacy co-ordinator and OFSTED. It will follow formats recommended by the LA or national guidelines and within agreed union guidelines. It will result in immediate verbal feedback and a copy of any written observational materials.

ASSESSMENT

Assessment will take the form of:

- Daily constructive feedback to pupils on their achievement following marking policy
- Tracking grids to show class levels in reading and writing completed three times per year
- Class teacher tracking interviews with AHT/HT
- End of year group assessment and target-setting
- Personal Plans for children with special needs
- Foundation Stage Profile Y1 phonic screen, SATs at Y2 and Y6, end of year assessments at Y3, 4 and 5, Y4 tables check
- Annual data analysis to track class and cohort progress against local and national age-related expectations
- Annual report to parents sent out in Summer Term 6

MARKING POLICY

- Marking must relate to the objectives set for the lesson and progress made
- Marking must affirm success and offer constructive suggestions for improvement using the colour coded marking policy
- Marking of writing should be more detailed and assessed once each half term
- Blue fix it points must be responded to in a dialogue with pupils and teachers daily.

PROFESSIONAL DEVELOPMENT

Professional development will be implemented by providing:

- Whole school INSET training
- Continued training and briefing of literacy co-ordinators
- Opportunities for all staff within the performance management framework
- (e.g. training/ observation/ networking)
- Opportunities for the dissemination of good practice within school
- Opportunities for learning from and with other practitioners outside school

RESOURCES

There is a corporate responsibility to ensure the maintenance and availability of literacy resources. Planning will refer to Read, Write Inc. or Cornerstones as appropriate, together with additional material available in the storerooms and in the PPA room. Staff are encouraged to inform the Literacy Co-ordinator of their specific resource needs.

Reading books are organised in each year group by reading age, so that children may select from a range of appropriate texts. Texts for guided reading groups are kept separately in sets. The Library is organised and resourced to facilitate independent pupil participation. ICT resources are maintained as an integral part of teaching and learning. Resources to support intervention strategies are kept in specific areas in both KS1 and KS2.

PARTNERSHIP WITH PARENTS AND CARERS

It is school policy to keep parents and carers fully informed about their child's education. This is done through the use of:

- Home/school reading diaries
- Annual report
- Regular formal consultations and informal meetings
- Sharing information about literacy and targets
- Providing opportunities for parents to support learning in school
- Information and guidance on supporting children's learning in the home

School will make every effort to provide parents with the opportunity to attend adult literacy training, Family Literacy or other strategies.

HOMEWORK

- Will be given regularly
- Will be followed up
- Will include daily reading at KS1 and KS2
- Will include weekly spellings at KS1 and KS2
- Will include work related to current learning intentions at KS1 and KS2

PARTNERSHIP WITH OTHER AGENCIES

The teaching of literacy is enhanced at our school by engaging the help of:

- LA literacy team
- Learning Support Service
- Volunteer Reading Helpers
- The local library