



Literacy Policy

Reviewed January 2018

Cross-Curricular Communication and Literacy Policy

Introduction

Communication and literacy are fundamental prerequisites for thinking, learning and interacting in personal, social and work contexts throughout life. The development of communication and literacy are central to teaching and learning in Cedar Lodge. Pupils will be supported to achieve the highest level of success of which they are capable.

The policy sets out the principles and approaches which are used to develop communication and literacy in Cedar Lodge School.

Aims

The aims for communication and literacy are consistent with the school Ethos and Vision Statements.

1. To support and develop the communication, language and literacy of the pupils as appropriate to the individual child;
2. To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching the style and response to audience, context and purpose;
3. To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning;
4. To enable children to communicate using written language effectively, making and shaping text appropriately, according to context, purpose, reader or audience;
5. To enable pupils to access all areas of the curriculum;
6. To enable pupils to participate, achieve and progress;
7. To develop pupils' powers of imagination and invention.

Child Centred Provision

Curriculum Planning

Language and Literacy Curriculum planning takes place each half term and the plans detail how statutory requirements are delivered daily structured Literacy Period and English classes. Individual Education Plans also detail interventions and support which are in place to meet the additional educational and other needs of pupils.

Pupil Learning Plans

The provision for communication and literacy is child-centred and responds to the individual needs of each pupil in Cedar Lodge. IEPs are reviewed annually and include targets for improvement in communication and literacy. Learning plans are adapted as needed to inform planning with clear expectations that all pupils will achieve to the best of their ability. Targets for communication and literacy are shared with pupils and parents.

Equality of Opportunity and Respect for Diversity

A clear commitment exists to promote equality of opportunity, high quality learning, with a concern for individual pupils and a respect for diversity.

Supporting Children with Dyslexia

In Cedar Lodge School, pupils with dyslexia have access to the full curriculum at each key stage.

- All staff are responsible for meeting the needs of the pupils with dyslexia.
- Multi-sensory techniques are used to facilitate learning and dyslexia friendly materials are used.
- Pupils access the curriculum through differentiated tasks, outcomes and resources.
- Within classroom practice; pupils are given clear instructions in sequence and the use of routine and structure in an organised classroom supports learning.

Resources and Organisation

Key Stage	Literacy	Reading Scheme	Phonics	Library	ICT
Foundation Stage	Enriched Literacy Environment	Oxford Reading Tree Sails	Phonological awareness programme	School Library timetabled each week	Interactive whiteboard
KS1	Structured Literacy Hour	Oxford Reading Tree	Linguistic Phonics		Ipads
KS2	Structured Literacy Hour	Bug Club	Linguistic Phonics		Class library
KS3	Structured Literacy Hour	Accelerated Reader		Book Fair	Computers
	Literacy Week	Bug Club Group text			Kindle
KS4	English Lessons	Texts Rapid Reader GCSE		School Library timetabled each week	Interactive whiteboard
	Literacy Week	Entry Level Literacy Essential Skills Communication			Class library
				Book Fair	KS Specific Apps Computers Kindle

High Quality Teaching and Learning

The requirements for communication are delivered through regular lessons at a level appropriate to the ability of pupils and within the statutory curriculum. Through high quality teaching pupils are enabled to develop skills in speaking and listening, reading and writing.

Speaking and Listening

Pupils are enabled to:

- Listen to take part in discussions, explanations, role-plays and presentations;
- Contribute comments, ask questions and respond to others' points of view;
- Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- Structure their talk and speak clearly so that ideas can be understood by others;
- Adapt ways of speaking to audience and situation;
- Use non-verbal methods to express ideas and engage with the listener.

Reading

Pupils are enabled to:

- Read a range of texts for information, ideas and enjoyment;
- Use a range of strategies to read with increasing independence;
- Find, select and use information from a range of sources;
- Understand and explore ideas, events and features in texts;
- Use evidence from texts to explain opinions.

Writing

Pupils are enabled to:

- Talk about, plan and edit work;
- Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for the different audiences and purposes;
- Write with increasing accuracy proficiency.

Communication and Literacy across the Curriculum

Communication and Literacy across the curriculum is planned and delivered to ensure that pupils have opportunities in the Areas of Learning to acquire and develop the skills of communication and literacy. An emphasis is placed on transferring, applying and using skills effectively, in other curriculum contexts.

Literacy Period Structure

To enhance the teaching of Literacy across the school the Literacy Period will be implemented from Key Stage 1 until Year 9. (see diagram outlining the Literacy Period)

Marking Policy and Assessment for Learning

The marking policy is based on the principles of Assessment for Learning. Quality feedback is essential for effective learning and teaching. Feedback is used to motivate pupils by building self-esteem and reinforcing the positive.

AFL Key Strategies

- Focus on learning by sharing learning intentions and success criteria with pupils;
- Effective questioning encourages pupils to think about their learning;
- Quality formative feedback, which need not be written, allows teachers to identify pupils' achievements and areas for further work.

Assessment of Communication and Literacy

KS	Frequency of Testing	Assessment Type	Tests	IPP	Communication Portfolio
FS	Assessment at start of year	Baseline Assessment	Baseline QSkills Literacy Profile	Communication level of progression recorded on IPP targets	Communication level recorded portfolio of samples
	Assessment at end of year	QSkills Assessment			
	Ongoing assessment	Literacy Profile Foundation Stage Assessment			
KS1	Assessment at start of year	Standardised reading	DRA Young Reading Young Spelling PIE Literacy Profile	Communication level of progression recorded on IPP targets	Communication level recorded Portfolio of samples
	Assessment at end of year	Standardised spelling			
	Ongoing Assessment	QSkills Assessment Literacy Profile CCEA Assessment			
KS2	Assessment at start of year	Standardised Reading	DRA Young Reading Young Spelling PIE Literacy Profile	Communication level of progression recorded on IPP targets	Communication level recorded Portfolio of samples
	Assessment at end of year	Standardised Spelling			
	Ongoing Assessment	QSkills Assessment Literacy Profile CCEA Assessment			

Year	Reading	Writing (incl. SPaG)	Talking & Listening
8	<p>Diagnostic: Accelerated Reader STAR test September</p> <p>Progression: AR STAR tests end of every half term. Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative Analysis of STAR tests by KS3 leader/Communication Team collation and averaging of classroom tests by class teacher in May PIE in June Classroom tasks tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>	<p>Diagnostic: Baseline writing task set by KS3 leader/ Communication Team</p> <p>Progression: Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative Repeat of September baseline writing task set by KS3 leader/Communication Team collation and averaging of classroom tests by class teacher in May Classroom tasks tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>	<p>Progression: Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative collation and averaging of classroom tests by class teacher in May Classroom tests tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>
9	<p>Diagnostic: Accelerated Reader STAR test September</p> <p>Progression: AR STAR tests end of every half term. Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative Analysis of STAR tests by KS3 leader/ Communication Team collation and averaging of classroom tests by class teacher in May PIE in June Classroom tasks tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>	<p>Diagnostic: Baseline writing task set by KS3 leader/ Communication Team</p> <p>Progression: Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative Repeat of September baseline writing task set by KS3 leader collation and averaging of classroom tests by class teacher in May Classroom tasks tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>	<p>Progression: Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative collation and averaging of classroom tests by class teacher in May Classroom tests tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>

10	<p>Diagnostic: Access Reader</p> <p>Progression: Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative collation and averaging of classroom tests by class teacher in May PIE in June</p> <p>Classroom tasks tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>	<p>Diagnostic: Baseline writing task set by KS3 leader</p> <p>Progression: Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative Repeat of September baseline writing task set by KS3 communication leader/ Communication Team collation and averaging of classroom tests by class teacher in May Classroom tasks tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>	<p>Progression: Classroom based tasks using KS3 levels as guidance every term</p> <p>Summative collation and averaging of classroom tests by class teacher in May Classroom tests tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>
KS4	<p>Diagnostic Access Reader</p> <p>Progression Controlled Assessment (GCSE) Entry Level Assessment ELQ Essential Skills Communication – Classroom based tasks using Communication exemplar work.</p> <p>Summative Examinations at the end of years 11 and 12. Assessment Overview Sheets</p>	<p>Diagnostic: Baseline writing task set by KS4 teacher/ Communication Team</p> <p>Progression: Classroom based tasks using KS4 specifications as guidance every term</p> <p>Summative Repeat of September baseline writing task set by KS4 teacher/ Communication Team Collation and averaging of classroom tests by class teacher in May Assessment Overview Sheets</p>	<p>Progression: Classroom based tasks using KS4 specifications as guidance every term</p> <p>Summative Collation and averaging of classroom assessments by class teacher in May, formal external moderation by CCEA. Classroom tests tracked through Assessment Manager on SIMS Assessment Overview Sheets</p>

Note: Speech and Language diagnosis is made by Speech and Language therapists, school SLT then works with class teachers.

Assessment is used to inform target setting and planning. It also provides opportunities to recognise and celebrate their achievement. This enhances learning outcomes and contributes to raising standards, while identifying low and under-achievement. This enables individual intervention strategies to be put in place to scaffold and support pupils.

The Role of the Communication Team

All teachers in Cedar Lodge accept shared responsibility for promoting communication throughout the school. However, the team has responsibility for overseeing this work in liaison with all staff. This includes:

- The provision of guidance in promoting communication
- The development and maintenance of a school communication policy in consultation with colleagues
- Contribution to evaluating and monitoring procedures
- Commitment to on-going professional development, and subsequent dissemination to colleagues about recent curriculum innovations and research in the area of communication.

Professional Development

Professional development opportunities are provided for staff through the provision of internal and external training.

In Cedar Lodge there is a culture of sharing best practice and learning from colleagues.

Effective Leadership

Cedar Lodge has a school development plan in place, providing clear and realistic targets for improvement based on a sound vision for the school in relation to communication and literacy. The annual action plan for communication and literacy is reviewed by the SLT and presented to the Governors.

The Communication Team is responsible for all aspects, practice and procedures in relation to communication and literacy. This is carried out in consultation with the SLT.

Communication Team Areas of Responsibility

- Regular Literacy Audit
- Policy Development
- Scheme Development
- Regular Standardisation meetings
- Monitoring pupil progress
- Purchasing and organising resources
- Personal professional development in relation to literacy developments
- Communicating with all relevant outside agencies
- Arranging professional development for staff
- Supporting colleagues