



# St Luke's C.E. Primary School

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## Speaking & Listening Policy

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Langport Avenue

Longsight

Manchester

M12 4NG

## **St Luke's Speaking and Listening Policy**

### **What are the aims and objectives?**

At St Luke's, we strongly believe that speaking and listening are essential skills for life and we aim to ensure that:

- \* Children at St Luke's will leave us well prepared for the next stage in their education
- \* Children at St Luke's will engage with a wide variety of discussions, debates and talking points to ensure they are equipped to present themselves articulately and with confidence
- \* Children at St Luke's will become independent thinkers and speakers and be able to transfer these skills across the curriculum
- \* Children at St Luke's will become confident at getting their thoughts, feelings and arguments across with a passion for life-long learning.

### **How do we assess speaking and listening at St Luke's?**

There are no formal assessments of speaking and listening within St. Luke's however children are monitored through weekly debate sessions (Year 6 following the Debate Mate curriculum along with the integrated competitions), assemblies, presentations within the wider curriculum and the Christmas / summer productions. All children are given the chance to develop their presentational skills and to engage within the entire curriculum.

### **Assessment for Learning at St Luke's:**

- AfL opportunities across the wider curriculum include drama and plays, reporting and presenting, use of talk partners to both listen and share ideas, class assemblies, debate sessions and many more.

### **How do we meet the needs of all children?**

Speaking and listening is taught through a range of strategies through the school curriculum; all subjects have the opportunities to nurture and develop skills that the children can then take away with them in their broader lives. Some of these include: research, assemblies and performances, homework, peer assessment- which in turn allows editing and improving of work- as well as opportunities to present in debates and across the wider curriculum.

Speaking and listening, by its very nature, is differentiated to meet the needs of all children including our INA and EAL pupils, SEN Pupils, Dis-advantaged pupils, higher attaining pupils and other vulnerable groups. The children can access all areas of speaking and listening at their own level and progress quickly through the strategies taught and developed.

### **What does inclusion look like in Speaking and Listening?**

We are committed to ensuring that all pupils are able to access a broad, high quality curriculum and therefore we follow our accessibility policy. In order to meet the additional needs of individual SEND pupils at St Luke's, we tailor resources, organise the classroom environment and buy in further resources as and when the need arises

[Click here for our Accessibility Policy](#)

### **How do we promote SMSC and British Values?**

SMSC and British values are consistently promoted in speaking and listening through choices of topics and discussions about books and texts we are reading, as well as other units we are using to write about and topical news that the children feel helpful to have as stimuli. We aim that all children have access to opportunities for discussion about friendships, democracy, treating others with respect and kindness, rules and laws, individual liberty and freedom of choice.

[Click here for our SMSC Policy](#)

[Click here to find out more about British Values](#)

### **What opportunities do we provide for out of school learning?**

Every child, from Nursery to Year 6, takes part in daily discussion with peers, as well as weekly debating sessions, whereby the children are given a topic and they have to argue for or against the motion and back up/counteract any proposals. Parents and carers are encouraged to support and encourage their child with their speaking and listening by engaging in discussions with the children, modelling good examples of speaking and then listening in return. We also make visits to local competitions (mainly Year 6 children) to take part in a formal debate process where the children have to ensure they are arguing persuasively to earn points for their team. The children relish this opportunity and the teachers enjoy watching their confidence level rise as a result.

### **How do we report to parents?**

Teachers always have an open-door and encourage parents to come in, before or after school, to informally discuss their children's progress and find ways to support learning. We hold two formal Parents' Evenings, in October and March, at which parents and carers are given a clear written and verbal indication of how their children are progressing and targets for future development. At the end of each academic year, each pupil receives a written report of their progress and attainment. Additional reports are sent home to parents of pupils at the end of EYFS, Year 1, Year 2 and Year 6 to explain their performance against national standards.

### **How do we safeguard children?**

We promote the safeguarding and wellbeing of all children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices; and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure.

[Click here for our Safeguarding Policy](#)

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