

The Good Shepherd Literacy Policy

Revised: June 2016



Introduction:

This policy has been compiled by the Staff of The Good Shepherd School. It incorporates the learning intentions, the changing nature of modern day language, the schools' ethos and approach to learning. We will continue to ensure that the needs of each pupil are catered for in a learning environment that reflects our Revised Curriculum.

Three guiding principles :

Literacy is fundamental.

Literacy is creative.

Literacy is holistic.

General Aims:

- To develop a positive attitude to all aspects of literacy.
- To encourage pupils to appreciate the aesthetic quality of language.
- To encourage pupils to think logically, creatively and critically.
- To enable children to communicate confidently in ways appropriate for different occasions, audiences and purposes.
- To provide a teaching and learning environment that allows each pupil to be an 'active learner'.
- To provide pupils with the best possible learning opportunities which reflect their learning potential.
- To elevate each pupils' self esteem and confidence through contemporary, successful and engaging language activities.
- To encourage pupils to use language to construct and maintain relationships.
- To encourage tolerance and respect for oneself and others.
- To use the skills of oracy, writing, reading and expression as a cross curricular medium that reflects our Revised Curriculum.

Methodology

Across the spectrum of improving Literacy standards throughout The Good Shepherd. The staff will work collectively at reviewing teaching initiatives and practices.

Modifying and updating our approach to teaching 'The Writing Process' will embrace familiarisation, problem solving, modelled writing, shared writing(with pupils), guided writing(with pupils & by pupils) and the independent construction of a written piece by a pupil.

Creating an environment where pupils read freely, with understanding, fluency and enjoyment. Involving parents, facilitating and resourcing the availability of a wide variety of reading material will provide a structure to reading. Three key concepts embody the reading pedagogy. The introduction of word decoding skills, improving word recognition and developing understanding. Developing listening skills and creating forums where pupils can speak openly and effectively will also be pursued.

Additionally, the special needs team will endeavour to provide necessary support and extra help for pupils with special needs requirements.

Specific Aims: (Drama will help explore the creative side of literacy.)

Talking & Listening AT1

- To help pupils develop their ability to express and communicate meaning in spoken language, matching style and response to audience, context and purpose.
- To enable pupils to listen respectfully to others and interpret what others say.
- To encourage pupils to use oral language with confidence and fluency.
- To enable pupils to use language to describe, to relate, to explain, to discuss, to express opinions and to respond to instruction, opinions and questions.

Reading AT2

- To encourage all pupils to read widely, freely and with enjoyment.
- To make reading an important life skill.
- To develop word decoding and recognition skills.
- To improve the pupils ability to read with understanding.
- To encourage pupils to become independent readers.
- To experience a wide range of reading material that enhances their awareness of literature.
- To develop research, study and library skills in order to become discerning readers.

Writing AT3

- To increase the pupils' awareness of 'The Writing Process'.
- To develop an ability to mould writing experiences in ways which illustrate more understanding of purpose, audience and style.
- To enhance presentation, editing and writing skills through the use of ICT.
- To develop pupils' awareness of the use of language. (spelling, syntax and grammar)
- To encourage independence through writing.

Roles & Responsibilities

Class Teacher

- To facilitate the changes in literacy and maintain standards throughout.
- To promote the Cross Curricular skills of literacy at every opportunity.
- To identify the different needs of each pupil and cater for those individual needs.
- To work collaboratively with all members of staff.
- To monitor and assess pupils' progress by using professional judgement, observation, assessment tasks throughout each term of work.
- To use formal assessments to improve their knowledge of the strengths and weaknesses on an individual basis. (End of Key Stage assessment)
- To use quantitative data to improve one's ability to build pupil profiles.
- To use ICT to reinforce and enhance a literacy rich environment.
- To communicate with colleagues and parents formally and informally.
- To make use of structures and organisations that support the recent developments in literacy.

Curriculum Leader

- To actively promote the teaching and learning of literacy.
- To ensure the adequate provision of relevant resources.
- To inform teaching and ancillary staff of significant changes that impact on literacy.
- To promote effective planning and evaluation.
- To ensure that assessment instruments reflect the needs of the pupils.
- To assist outside agencies with quality assurance and the dissemination of 'good practice' throughout the school. (CCEA & SEELB Literacy Support)

Progression & Continuity

Regular Key Stage and Year group planning will ensure continuity. Formative assessment and regular review of standards and procedures will provide the pupils with learning activities that maintain a developing awareness and deeper understanding of the necessary skills required to improve.

Using ICT

Finding its place in the realm of literacy is underpinned by its value as a cross curricular tool. Being a component part enables everyone to communicate, explore other possibilities and activate imagination. Spoken language, talking and listening and written expression will be improved through using ICT.

Special Educational Needs:

The Good Shepherd's pastoral strength will be further enhanced through the work in literacy. Learning difficulties will be identified as early as possible and strategies agreed upon to meet the needs of the pupils concerned. Working together with SENCO, parents and the school, procedures adhering to the **five staged approach** (Code of Practice) will be supported by literacy work from within the school. Along with a multi disciplinary approach will be utilised to support underachievement.

Parental Involvement:

Parents will always be encouraged to engage actively and positively in their children's learning. Being proactive will ensure that a home- school bond is created. Viewing literacy as a primary life skill, completing homeworks, attending sacraments and progress meetings will assist the pupils' ability to learn effectively. A real sense of community will be fostered openly.

Assessment

A formative, diagnostic and summative approach will provide the class teachers and Senco with all the necessary information to build a complete pupil profile. Pupils' daily work across the curriculum will supply most of the formative assessment. Assessment activities throughout terms one & two will also help. The Special Needs department will work primarily with the diagnostic assessment and screening process. CCEA's end of Key Stage modules will assist the levelling of pupils' work and summative assessment. Assessment For Learning across the Revised Curriculum will provide the structure to completed the process. Effective questioning, self assessment, the desire for shared learning outcomes, defining success criteria and successfully establishing clear learning intentions will embrace the teaching and learning experience.

Reviewing Our Policy

- In collaboration with staff, senior management and other significant parties the curriculum leader will amend and change the policy in the light of new guidelines/policies and changing circumstances.
- Policy adjustments will be an ongoing phenomena that will require time, patience and agreement.