



Happy, Together, Learning and Caring.

Cwmffrwdroer Primary School



Literacy Policy



Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru



Philosophy

Cwmffrwdoer Primary School is dedicated to raising the standard of literacy of all its' learners, so that they develop the skills necessary to cope confidently with the demands of further education, employment and adult life and become life- long learners.

Literacy is the use of language skills in daily activities in school, at home, at work and in the community. It involves both using literacy skills and know how to use them in English and Welsh. Literacy describes a set of skills, including speaking, listening, reading and writing, which enables us to make sense of the world around us. It is about the skills needed to understand written and spoken language, to interpret what has been said and draw inferences from the evidence that surrounds us. Literacy is based on reading, writing and oral language across all subject areas.

We aim to achieve this through high quality teaching and learning opportunities to engage, develop and inspire learners. Cwmffrwdoer Primary School is committed to helping everyone to reach their potential, reducing inequality and improving economic and social well-being, and the development of excellent literacy skills are at the heart of this commitment.

All learners at Cwmffrwdoer Primary School will experience a rich literacy environment and support in achieving their potential. In line with the Welsh Government Literacy Programmes and the Literacy and Numeracy Framework (LNF), it is our expectation that all teachers will be teachers of literacy, and all learners will have the opportunity to apply and progress literacy skills across the curriculum in different subject areas, and real- life context. All teachers and support staff, alongside other stakeholders, have a role supporting learners' progress in literacy.

What is a literate learner?

A literate learner is able to make sense of the world around them, have an understanding of written and spoken language, be able to interpret what has been written or said, and draw inferences from the evidence that surrounds them. A literate pupil is also able to communicate-accurately, fluently and persuasively and apply these skills across the curriculum.

Literate pupils have essential life skills and are able to apply these skills across the curriculum in different subject areas and real-life contexts. They can understand the world around them. They have an understanding of written and spoken language. Literate pupils can interpret what has been written or said and draw inferences from the evidence around them. They can communicate, fluently and persuasively. (National Literacy and Numeracy Framework information document 120/2013)

Aims of the school literacy policy

To improve standards of literacy across the school:-

- *enhancing the quality of literacy using the P.O.S. and LNF.
- *supporting staff to become confident in literacy skills in oracy, reading and writing.
- *Providing consistency in of approaches to literacy. Disseminating a consistent pedagogy approach.
- *Using literacy across the curriculum, in relation to developing learners' ability to think and learn in context.
- *ensuring that teachers and learners are clear about literacy and the next steps.
- *identifying those who require support.
- *monitoring support for those who require intervention in literacy development to ensure it is effective and appropriate and ensure it is appropriate offering alternate support where acceleration progress is not made.
- *ensuring provision meets the needs those identified as most able and talented. Learners in literacy, and monitoring the progress of this group.

Our school will implement this policy alongside the following Welsh documentation:-

National Literacy Programme

Literacy and Numeracy Framework

Curriculum Planning Guidance

Planning

The LNF is the first and foremost planning tool supporting all teachers to embed numeracy and literacy in their teaching of the curriculum.

Current curriculum planning has been adapted to support cross curriculum planning using the LNF and tasks aim to introduce, to consolidate, apply and make progress in specific numeracy and literacy skills. Although the LNF identifies age appropriate literacy skills, school planning will identify skills above and below the level of the classes' age to take into account the differentiated abilities of pupils in every class.

Stakeholders responsibilities

All stakeholder have a role to play in supporting learners' progress in literacy.

Senior Leaders have the responsibility to:-

- *Raise the profile of literacy and ensure high standards of literacy across the school.
- *Have knowledge and skills in literacy including those detailed in LNF.

- *Communicate responsibilities to all stakeholders with regard to literacy.
- *Develop, maintain and improve standards of literacy by enhancing the quality of teaching and learning.
- *Monitor the literacy progress of all pupils, including specific groups of learners.
- *Ensure that LNF is implemented within literacy.
- *Use the LNF when map the development of literacy across the curriculum. Report to parents/careers and identify where support is needed.
- *Administer the literacy tests, and record, analyse and use data. Use the tests to help to inform school self-evaluation, developing planning, and identify staff CPD planning.
- *Provide professional development opportunities.

Literacy Co-ordinator

The Literacy Co-ordinator in conjunction with Senior Leadership team have responsibility to:-

- *Develop their own knowledge and skills in literacy including those detailed in LNF,
- *Attend training and keep up to date with new initiatives,
- *Lead, develop, support and monitor the delivery of literacy in all subjects with staff,
- *Monitor the implementation of the schools' literacy policy through schemes of work,
- *Monitor and evaluate the delivery of the LNF throughout the school,
- *Facilitate and deliver staff professional development and in school coaching/support,
- *Advise teachers' or facilitate opportunities for teachers, to work collaboratively in identifying the role of literacy plays in their subject.

Identify the learners who are MAT in literacy and ensure that appropriate provision through learning and teaching in the classroom has enriched opportunities.

Collaborate in the develop of literacy with their primary feeders.

Equip parents with the knowledge and resources required to support their child's literacy development.

ALNCOOs have the responsibility to:-

Develop their own knowledge and skills in literacy including those detailed in the LNF.

Work, in conjunction with the literacy coordinators, to identify learners who are MAT in literacy to plan provision.

Work to monitor effectiveness of provision for learners who have fallen behind in literacy and modify in response to learners' needs.

Have an up-to-date knowledge of and advise on evidence of intervention schemes.

Have an up-to-date knowledge of and advise on evidence- based intervention.

Teachers have a responsibility to:-

*Develop their own knowledge and skills in literacy including those detailed in the LNF,

*Be actively involved in their own professional development pertaining to literacy,

*Use the LNF to plan and deliver contextualised learning opportunities for pupils to progress their skills,

*Know the appropriate age expectations of learners,

*Use the data from Incerts Sims and skills trackers to inform planning, grouping and delivery,

*Create a learning environment in the classroom which is conducive to developing positive engagement with literacy development and progress,

*Provide a narrative report to parents on pupils' literacy progress across the curriculum.

Learning Support Assistants have a responsibility to:-

*Develop their own knowledge and skills in literacy including detailed LNF,

*Know the literacy barriers for pupils in their groups and adapt support accordingly,

*Create a learning environment which is conducive to developing positive engagement with literacy development and progress.

Parents have a responsibility to:-

- *Emphasise the value of good literacy skills in the context of consolidating skills and ensuring skills for future learning,
- *Use consolidation of school- based skills and learning or develop topic fact and skills in real life situations,
- *Encourage pupils to use a range of strategies that they may have learned to develop their literacy at home,
- *Encourage their child to progress their literacy skills.

Governors have a responsibility to:-

- *Develop their own knowledge and skills in literacy including those detailed in LNF,
- *Support the school to raise the profile of literacy,
- *Monitor standards of literacy and the quality of provision with respect to literacy,
- *Monitor the literacy progress of all pupils, including specific groups of learners, challenging where necessary.

Pupils have the responsibility to:-

- *Know their current performance in literacy and actively engage with the next steps they need to take in order to progress.

Assessment, Recording and Reporting

Assessment

Since May 2013, all pupils from year 2 will sit the National Literacy tests annually.

The information from these tests will be used to identify pupils for intervention and next steps for learners; development.

Tests will be administered in classrooms not by the class teacher but another school teacher within the school.

The teacher who administered the tests will mark the pupils' tests.

Assessment through marking

All pupils work is to be daily and thoroughly. Teachers will mark in green, (year 6 in red adhering to transition ks3) and will use the schools marking policy. Teachers will offer next steps in learning and pupils will be given D.I.R.T. time to reflect on their previous learning.

Pupils may have opportunities to peer-assess each other's work as well as their own work. AfL strategies agreed as a school will be used to assess a literacy session. In Foundation Stage pupils use 'Successful spiders,' as evidence of self-assessment.

Recording

A formative report on Literacy standards will be include in the annuals governors' report.

Results of national tests will be issued to parents/carers on an annual basis following the National Literacy tests.

Literacy skills and learners next steps will be shared with pupils during literacy lesson and detailed marking.

Arrangements for ensuring that all learners make appropriate progress in literacy and procedures for monitoring and evaluating.

The LNF describes, the annual national expectations for literacy for learners 5-14, and progression indicators for learners with additional needs.

Learners' individual rates of progress are reviewed by monitoring the achievement of their 'next steps' for progress in literacy. 'Next steps' are a series of small improvements which a learner can make in order to close the gap towards successive expectations skills development escribed by the P.O.S. and the LNF.

Monitoring and Evaluation

Cwmffrwdor School will make use of available data to assess the standards of learners' literacy including:-

*Sampling work for moderation and standardisation,

*LNF tracking for coverage,

*Pupil interviews listening to learners,

*Action plans and evaluation.

Peer observations

Rates of progress of groups of learners 'catch up intervention' 'MAT' progress of FSM are evaluated on a termly basis. From analysing data 'Progress over Concerns' of pupils will be identified.

Those who require intervention in literacy will be monitored by Intervention Programmes, who will analyse data from interventions to ensure pupils are making progress. Where acceleration of progress is not achieved alternate support will be altered and provided.

Ways in which literacy is promoted across other curriculum areas

The LNF is a driver as part to the National Literacy Programme to raise performance in Literacy. Teachers are working to ensure the development and progress of literacy throughout the school.

Rich topic- based lessons are planned to allow pupils to apply literacy skills across the curriculum.

Extra curriculum activities include Buzz Club, Criw Cymrieg, Eco- Club.

School's practice of Equal Opportunities for additional needs for vulnerable pupils:-

All pupils have the right to develop and enhance their literacy skills.

Inclusion is an aim of the school. Differentiation is deployed to support pupils.

Cwmffrwdoer Primary is committed to equality for all members of the community. Our school provides respect to areas of diversity.

Reviewing

To review this policy every three years. However due to statutory changes a review maybe sooner.

Equal Opportunities

Cwmffrwdoer Primary are committed to equality for all members of the community. Valuing respect and diversity is promoted and negative diversity will not be tolerated.

This policy will be reviewed every two years by the governing body.