**Literacy Policy**

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Development of Literacy skills at Glan Usk Primary School runs through all of what the children learn and experience. The ability to speak, listen, read, understand and communicate through writing are integral life skills, and we enhance these skills through all of the teaching and learning experiences that we provide.

This policy takes into account Welsh Government recommendations regarding the Foundation Phase, National Curriculum 2008, the Literacy and Numeracy Framework (LNF) and the revised Areas of Learning for Language, Literacy and Communication Skills (LLCS) and the revised Programmes of Study for English. We have taken into account the ‘Successful Futures’ document and how the purposes underpin what is taught and how.

In Teacher Assessment, Oracy, Reading and Writing are weighted equally.

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Oracy skills at Glan Usk Primary School are highly valued. We offer a range of opportunities from Nursery to Year 6 for pupils to role-play, present, perform, respond to and ask questions. Moreover, we expose children to a wide range of dialogue, voices and ideas from around the world. Notable highlights are pupils performing in the Shakespeare Schools Festival, Head Boy/Head Girl presentations, pupil-led assemblies, Pupil Voice teams, acting in role-play areas and school concerts.

Reading and understanding what has been read continues to be at the heart of developing a love of learning. We encourage that pupils read from a range of sources: plays, novels, poetry, newspapers, websites, each other's' work and so forth. Collaboration between home and school to develop pupils' reading skills through regular home-reading directly feeds into pupils' enjoyment of reading and progress in Literacy overall.

Writing is often the end-product of communication. We encourage this in a wide range of genres, from poetry to storywriting to scripts to letters. The Oracy and Reading skills we develop nourish the writing the pupils develop. Written work is regularly celebrated through displaying it in class, sharing with other teachers and showcasing in assemblies.

We aim for all our pupils to leave Glan Usk with a lasting love of literature and literacy, and make it our aim for our pupils to be the best speakers, listeners, readers and writers that they can be.

We are working towards embedding the Four Purposes of the Successful Futures Curriculum to underpin our pedagogy.

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**The teaching and learning of Literacy**

* A broad range of innovative opportunities to develop Oracy, Reading and Writing skills across the curriculum
* Digital competency and ICT skills developed through Literacy in a meaningful and engaging way
* Pupils aware of assessment criteria, and using this to self and peer-assess against targets informed by national expectations
* Pupils utilising a broad range of metacognitive strategies to reflect upon and improve progress
* A balance between opportunities for rich literary and non-fictional speaking, listening, reading and writing
* Teaching and learning of Literacy skills informed by national expectations, research and AfL
* A robust cycle of standardisation and moderation of Oracy, Reading and Writing work
* Celebration of our strengths and support for areas for development
* Regular reflection and evaluate to improve teaching and learning of Literacy
* Ensuring the highest expectations of every single pupil at all times

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**The teaching and learning of oracy**

* Pupils listen to variety of formal and informal speaking
* Pupils speak in a variety of formal and informal contexts
* Pupils to have opportunities to work independently, in pairs and in groups to speak and listen
* Role-play and drama are used as a rich means to develop language
* Standard English modelled effectively in all speaking and learning
* Planned oracy tasks form the basis of nearly all writing

**Performance and expressive arts**

* We provide rich opportunities to develop in pupils the confidence to participate in performance, drama and concerts, both within the school and in the wider community from N-Y6
* Oracy skills are regularly recorded and shared with parents using Twitter and the school website

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**The teaching and learning of reading**

* Pupils develop a range of strategies to decode words, sentences and meaning
* Regular dialogue between parents / carers and staff to develop reading both at school and in the home
* Pupils are encouraged to read from a range of sources and genres, including books, poetry, newspapers, online sources, peers’ work
* Opportunities for independent, paired, shared and guided group reading every class
* Planned opportunities for ‘hearing reading’ in every class, from both peers to a range of adults.
* Celebrate in equal measure a love of reading for pleasure and reading as a vital vehicle for lifelong learning

**Phonics**

In Foundation Phase, phonics are taught progressively following the DfES Letters & Sounds Scheme with reference, in Reception, to Jolly Phonics in addition. Sounds are assessed half-termly and inform further development and areas for revision and focus. Across the school, Key Words are sent home in home-reading bags for pupils to learn with parents and carers. These involve the high frequency words from curriculum matters and the the national curriculum and topic based words.

**Shared Reading**

Records of collaborative, shared reading experiences of enlarged texts can be found in year group English planning.

**Teacher Records – Group Guided Reading and Individual Reading**

Diagnostic and evaluative records of individuals within a group reading situation are kept on recording sheets on Google Drive. They are completed at the end of every group reading session by the teacher or teaching assistant. Group Guided Reading sessions are planned to teach appropriate POS Reading skills and to plan for next steps.

**Home/School Reading Links**

Each child has a Home Reader Record Book where comments regarding reading progress may be made. Parents are encouraged to write evaluative comments when they hear their children read and for learners to engage with the journals through drawing pictures or writing about the texts read. These records are passed on to the next class each year.

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**The teaching and learning of writing**

* Pupils write for a range of purposes across the curriculum
* Pupils write in a broad selection of genres which are mapped out half-termly.
* Phonic sounds, high frequency words and spelling patterns are taught, embedded and applied
* Punctuation and grammar are taught creatively and reinforced through shared texts and modelled examples
* Handwriting and presentation are modelled and developed using the Berol Handwriting scheme in an age-relevant way

**Genres and range of writing**

As outlined in the WG POS, in relevant contexts, pupils must be given opportunities to write for a variety of purposes, including to:

* recount
* instruct
* inform
* explain
* argue/persuade
* discuss/analyse
* evaluate
* narrate
* describe
* empathise

In relevant contexts, pupils must be given opportunities write in a range of continuous and non-continuous texts in a variety of forms, including:

* letters
* diaries
* articles
* stories
* reports
* speeches
* short plays and scripts
* leaflets
* advertisements
* posters
* web pages
* questionnaires
* reviews
* soliloquies

Planning of teaching should also ensure that pupils

* write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, historical and fictional characters
* produce poetic writing, using imagery and poetic devices, e.g. rhyme and form
* use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music
* use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers.

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**Monitoring, Assessment and Evaluation**

We use this policy to monitor standards and quality of learning and teaching through:

* Lesson observations
* Learning walks
* Peer coaching
* Professional learning triads
* Monitoring planning /children’s books / talking to children about their learning
* SIMs
* Pupil voice
* ILPs
* Marking to support progress

As we believe that this policy is a ‘work in progress’, we will constantly review and update our learning and teaching through:

* Action Research
* Professional Learning Feedback and Impact Reports
* Reflective practice involving all staff

**Sharing assessment criteria with the pupils**

Levelling criteria in shared in child-friendly language with all pupils Year 3 - 6. This work is included in Literacy books and referenced regularly to form targets, inform peer and self-assessment and empower pupils over their own progress. In Year 1 and 2, pupils have ‘Teeny, Tiny Targets’ based on age-relevant POS Literacy skills.

**Teacher Assessment**

Assessment can be on an individual, group or class basis. Day-to-day classroom-generated Assessment for Learning information against specific Literacy skills applied in different subjects are used to inform where learners are and to plan for future development. Evidence is found in samples of work, pupils’ books, individual, group or class record sheets, short term planning, tracking sheets and reading records. Teacher assessment also takes into account prior key stage and phase attainment.

**Standardisation & Moderation**

If the results of assessment are to be useful, teachers need to be sure that their judgements are consistent. Legislation expects teachers to moderate their results across a school and to work with the EAS to moderate across schools.

**EAS sample process for embedding in-school standardisation and moderation processes**

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|   | **ENGAGED** | **DEVELOPING** | **EMBEDDED** |
| **IN-SCHOOL****STANDARDISATION**         | · Teachers meet to discuss aspects of individual pieces of work across the range of levels and year groups for each core subject and across each Attainment Target (AT) in English· Characteristics from level descriptions are identified, discussed and agreed.· These pieces of work are annotated to indicate characteristics of a level. | · All teachers engage in discussion of individual pieces of work sampled in each core subject and separate ATs in English· The samples reflect a range of learning contexts (e.g. literary and non-literary stimulus or numerical/scientific reasoning).· The school clearly plans and has in place arrangements for ensuring and maintaining a shared understanding of national curriculum standards. | · All staff (including TAs) engage in discussion of individual pieces of work sampled in each subject.· The samples reflect a range of subject contexts (e.g. cross-curricular stimulus and application).· The school uses agreed samples of their learners’ work as a reference set of exemplars · The school annually reviews portfolios to ensure ongoing added value and relevance to the reference set of exemplars.· The head teacher annually reviews the procedures for in-school standardisation. |
| **IN-SCHOOL****MODERATION**        | · Head teachers identify and plan for moderation processes within school· All teachers engage in the discussion of learner profiles for pupils in Y6 & 9· In English and Welsh discussion includes coverage and levelling of all attainment targets (ATs).· Adjacent levels are considered and an overall best fit level judgement is agreed | · Characteristics from level descriptions are identified, discussed and agreed· Learner profiles are annotated to indicate characteristics of a level· Learner profiles reflect the range and skills exemplified in the National Curriculum· Cluster agreed learner profiles are referenced to ensure consistency of teacher assessment | · Through the moderation process, careful consideration is given to valid task-setting in order to offer pupils opportunities to demonstrate higher level skills and ensure that the tasks measure the skills intended.· The school reviews the procedures for in-school moderation on an annual basis. |
| **CLUSTER****STANDARDISATION****(all schools represented)**        | · Representative teachers meet to discuss aspects of the individual pieces of work (sampled for each AT in English and Welsh).· Characteristics from level descriptions for are identified, discussed and agreed.· These pieces of work are annotated to indicate characteristics of a level. | · The samples for each subject AT (En/We) considered reflect a range of learning contexts (e.g. literary and non-literary stimulus or numerical/scientific reasoning).· The cluster clearly plans and has in place arrangements for ensuring and maintaining a shared understanding of national curriculum standards. | · The samples for each subject / AT (En/We) considered reflect a range of subject contexts (e.g. cross-curricular stimulus and application).· Each school uses standardised samples of learners’ work as a reference set of exemplars to include in their school standardisation portfolios.· The cluster annually reviews their own moderated portfolios to ensure ongoing added value and relevance to the reference set of exemplars. |
| **END OF KEY STAGE CLUSTER MODERATION****(all schools represented)**    | · Head teachers identify and agree a cluster moderation meeting date.· Teacher(s) from each school are released from schools to attend(s) the cluster moderation meeting.· Each school provides internally moderated learner profiles (covering all ATs for English).· To ensure consistency of teacher assessment, agreed decisions and outcomes from cluster meetings are implemented by all relevant staff within their own school, prior to final End of Key Stage assessment. | · Teachers provide and discuss the Level 4, 5 and 6 learner profiles of Y6 and Y9 pupils.· Characteristics from level descriptions are identified, discussed and agreed with consideration of adjacent levels. This includes each AT in English.· Commentary on learner profiles signpost characteristics of a level.· An overall best-fit level judgement is agreed for each learner profile, with due consideration given to each AT in English and Welsh. | · Teachers provide and discuss Level 3 and/or Level 7 learner profiles as appropriate to the context for each school.· The cluster selects a moderated learner profile illustrating best fit judgements that is representative of the agreed level across the cluster. A copy is made available in each school as a cluster agreed reference for teacher assessment to be considered along with the exemplar ‘national’ learner profiles.· The cluster annually reviews the cluster agreed representative learner profiles to ensure ongoing added value and relevance to the reference set of exemplars· The cluster head teachers review the procedures for cluster moderation in conjunction with the annually published *Statutory assessment arrangements* *for the end of Foundation Phase* *and Key Stages 2 and 3* document from WG. |

Agreement of standards of achievement is an on-going task and moderation sessions are timetabled as part of staff training and development.

Within the St Julian’s cluster selected work is moderated mainly in the core areas. The importance of consistency is crucial to school improvement and effectiveness.

**Standardised Tests**

The school also uses standardised tests, e.g. National Reading Tests and National Numeracy Procedural and Reasoning Tests. These are used to demonstrate progress but are also analysed carefully so that they can provide diagnostic evidence on pupil’s strengths and areas for development.

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We analyse a cross-section of raw NRT data, TA, progress in reading (Benchmark levels), PASS Analysis and conversations with teachers to identify the pupils needing ‘catch-up’ or intervention support to close gaps in attainment for oracy, and writing. All our programmes are delivered by experienced TAs and supported by the Literacy Leader through regular monitoring.

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Events and meetings are planned in year groups throughout the year inviting families into school to share and develop pupil work and progress in Literacy. Examples include, year group film and book mornings, Reading Cafes and NRT meetings. SHINE books, containing applied Literacy skills, are sent home with pupils at the end of an academic year. In addition to Home-Reading, these are all ways in which we are continuously encouraging deeper levels of home-school engagement to support learning in Literacy.

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We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.