



Barthol Chapel Primary School

Literacy and English Policy

Introduction

At its very broadest level, literacy is our understanding of the world around us. Literacy underpins all learning, allowing learners to reach their full potential. A literate individual has increased opportunities in all aspects of life, including health, work and life-long learning.

It is the responsibility of every practitioner in Barthol Chapel School to develop pupil literacy skills. Keeping the child at the centre, we will plan and provide learning experiences to ensure that our young people benefit fully from the experiences and outcomes of Curriculum of Excellence and entitlements as outlined in A Curriculum Framework 3—18 for Aberdeenshire.

Features for Effective Learning

It's important to consider that effective learning through literacy requires the following key features:-

- a) Coherent Curriculum
- b) Learning and Teaching
- c) Support for Pupils
- d) Leadership
- e) Partnership

Skills of effective learning will be founded on the idea that learners learn best when:

- They understand clearly what they are trying to learn, and what is expected of them
- They are given feedback about the quality of their work and what they can do to make it better
- They are given advice about how to make improvements
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.

Aberdeenshire 3-18 Curriculum Framework

Curriculum Organisers

Within the Curriculum for Excellence, the literacy and English framework contains experiences and outcomes organised around three board curriculum organisers:

- Listening and Talking
- Reading
- Writing

Each organiser is divided into subdivisions

- Enjoyment and choice
- Tools
- Finding/organising and using information

- Understanding, analysing and evaluating
- Creative texts

When planning literacy experiences, practitioners at Barthol Chapel School will apply the principles for Curriculum Design from Curriculum for Excellence:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Within the teaching and learning of literacy skills and knowledge focus is placed on the four capacities: confident individuals, effective contributors, successful learners and responsible citizens to allow each child and young person to reach their full potential.

Learning and Teaching

Throughout education, effective learning and teaching in literacy and English involve a skilful mix of appropriate approaches including:

- *The use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences*
- *Effective direct and interactive teaching*
- *A balance of spontaneous play and planned activities*
- *Harnessing the motivational benefits of following children and young people's interests through responsive planning*
- *Collaborative working and independent thinking and learning*
- *Making meaningful links for learners across different curriculum areas*
- *Building on the principles of 'Assessment is for Learning'*
- *Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning*
- *The development of problem-solving skills and approaches*

Curriculum for Excellence: Literacy and English Principles and Practice

The balance between these approaches will vary at different stages and across different sectors and areas of the curriculum. Continuing dialogue about learning and teaching approaches within and across sectors will help to ensure continuity, depth, breadth and progression.

Planning

Teachers and other practitioners in planning together will ensure that experiences are relevant and realistic for the child or young person in his or her circumstances. Provide the children with knowledge of language and literacy skills for learning for life and work.

- Within the experiences and outcomes which span more than one level, careful planning is required to ensure appropriate breadth, progression and pace.
- Teachers and other practitioners will plan and present learning in ways that enable learners to use knowledge and skills in different contexts.

- Teachers should make use of Aberdeenshire Progression Framework for Literacy & English and national benchmarks as a support tool.
- Additional curricular planning is also required in an appropriate format to support interdisciplinary projects.

Assessment

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in;

- Knowledge and understanding
- Skills
- Attributes and capabilities

As detailed in the experiences and outcomes within each of the curriculum areas and in the curriculum guidance.

Assessment approaches will help learners to show their progress through the levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning. For learners to demonstrate that their progress is secure and that they have achieved a level, they will be provided with opportunities to show they:

- Have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum
- Can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
- Can apply what they have learned in new and unfamiliar situations.

Teachers will use these three aspects to decide when a learner has met agreed expectations and achieved a level, either in a part of a curriculum area such as reading, or in a whole curriculum area.

Assessment in Literacy and English, will focus on the responses of children and young people to the language and to the ideas and information that they find in texts, and on the development and application of their skills in listening and talking, reading and writing.

Teachers will see evidence of their progress through children and young people's growing skills in communicating their thinking and using language appropriately for different purposes and audiences. Much of the evidence will be gathered as part of day-to-day learning. The use of specific assessment tasks will also be used as it is also important to provide evidence of progress, particularly at transitions.

Resources

It is important that the resources used to deliver Literacy and English experiences and outcomes meet the following criteria:-

- Are relevant to age and stage
- Are current and listed to show whole school progression
- Are purchased to reflect improvement plans
- Have mechanisms for consultation with staff, pupils and parents where appropriate

Monitoring, Evaluation and Review

This policy has been written in consultation staff, pupils, parents and the wider community.

A copy of the policy will be made available to all stakeholders and monitored and evaluated in line with our Quality Assurance procedures.

This policy is a working document and will be reviewed on an annual basis as informed by local and national developments.