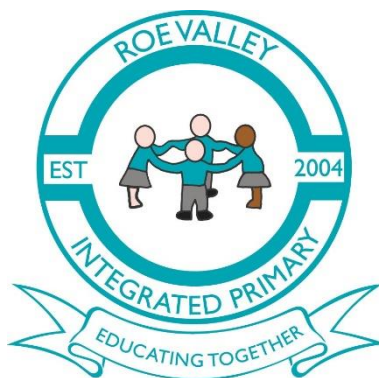# Roe Valley Integrated Primary School

Language and Literacy Policy

Article 28 - Children have the right to a good quality education.

Signature of Chair of Board of Governors: _____ Ratified: _____

Signature of Principal: _____

Signature of Language and Literacy Coordinator _____

Reviewed and updated: December 2017

Review due: December 2019

Introduction

As a UNICEF Rights Respecting School, we believe that it is the divine right of every child to receive a high quality education, encouraging the holistic development of the pupils that are entrusted into our care.

In Roe Valley Integrated Primary School, we consider pupils' literacy skills to be vital to the educational progress, social integration and to the personal development and contentment of each individual. Therefore, we aspire to provide a literacy rich learning and teaching environment in which children:

- Access excellence in Education
- Develop high self-esteem
- Have the confidence to embrace all new experiences
- Develop skills to become life-long learners
- Be independent
- Be inspired
- Have respect for all

At Roe Valley Integrated Primary School we believe each child will reach their full potential through experiencing quality in the provision of:

- A welcoming school where children are at the heart
- An ethos of respect, fairness and equality
- Valued children, staff and parents
- A broad, balanced and challenging curriculum
- Learning in a variety of ways, catering for all learning styles
- An environment where we learn from mistakes and everyone is encouraged to enjoy new experiences
- A strong partnership with parents, school and the community
- Up to date resources
- Energetic, enthusiastic and highly motivated staff

The school improvement document, 'Every School a Good School,' (DENI 2009) has outlined the following definition of literacy:

- Literacy is the ability to read and use written information, to write appropriately and legibly for a range of purposes, within a range of contexts and for a variety of audiences. It also involves the integration of talking, listening and critical thinking with reading and writing and includes the knowledge that enables a speaker, writer and reader to recognise and use language appropriate to different social situations. Literacy permeates and develops learning in all areas of the curriculum, formal and informal, and all areas of social interaction and development.

It emphasised that:

- "Our vision is of schools as vibrant, self-improving, well governed and effectively led communities of good practice, focusing not on institutions but on meeting the needs and aspirations of all pupils through high quality learning, recognising the centrality of the teacher".

Rationale

In Roe Valley Integrated Primary School we aim to provide and promote a forward thinking, child-centred, safe and secure, trusting environment in which;

- Self-motivated young people are enthused about literacy. They find it enjoyable, relevant and stimulating;

- Language and Literacy is our prime focus because it is fundamental to all future learning;

- Self-esteem, self-confidence and independence are promoted;

- There is an understanding of what children can achieve;

- Parental involvement for the mutual benefit of child, parent and school is encouraged;

- The integrated and all-ability nature of the school is respected.

Principles of the Literacy Policy

- The Language and Literacy policy is seen as a key policy of the school, reflecting the priority that Literacy has on the School Development Plan.

- Our understanding of Language and literacy incorporates talking, listening, reading and writing. These elements of language are interdependent and integral to all learning. Literacy should therefore be promoted holistically.

- Language and Literacy skills enable the young person to develop as an individual and as a contributor to society and the economy.

- In addition to communication, effective Language and Literacy development should encourage interest and pleasure in language in all its forms.

- All staff have responsibility for pupil Language and Literacy and share responsibility for every pupil's attainment.

- All staff within the school have a responsibility to develop Language and Literacy across the curriculum.

- The Language and Literacy policy will reflect the need of every pupil.

- The policy will be supported by staff development and CPD.

Purposes

Our policy for Language and Literacy will:

- Promote high standards in Language and Literacy across the ability range;

- Enhance understanding of Language and Literacy in both oral and written form and an understanding of the way language can be used to communicate;

- Develop children's knowledge of and familiarity with a wide range of text, both fiction and nonfiction and encourage children to read with understanding and enjoyment;

- Enable the children, through Language and Literacy, to accept and respect the cultural diversity of the Northern Ireland community;

- Identify specific learning barriers of pupils with Language and Literacy challenges and tackle these effectively through early intervention;

- Identify gifted and talented pupils providing them with a wide variety of challenges;

- Link language development with the Cross Curricular skills and Thinking Skills and Personal Capabilities as defined by the Northern Ireland Curriculum;

- Teach children to read fluently and with understanding, using reading methods that are appropriate to the material and to the writing purpose;

- Develop writing skills for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence;

- Promote a wide use of information and communication technology (ICT) as a medium for the development of literacy appropriate to the audience and purpose;

- Enable children to communicate clearly and with assurance in appropriate forms of speech. They should be able to talk and listen in a variety of groupings and in both formal and informal contexts;

- Promote a shared view of Language and Literacy and development across the curriculum and provide appropriate staff development;

- Develop Language and Literacy within the wider framework of the school improvement process in school;

- Increase parental involvement;

- Provide leadership and management of Language and Literacy at all levels in the school;

- Share good and effective practice within and across the school.

Guidelines

1. The school will create and maintain a stimulating environment for children to experience and explore Language and Literacy at their own pace with confidence and enjoyment.

2. The school will create a climate in which Talking and Listening, Reading and writing skills are highly valued.

3. Well- resourced, attractive and inviting classrooms will enhance Language and Literacy.

4. Each class teacher will be responsible for providing work appropriate to the child's level.

5. Teaching styles will include visual, auditory and kinaesthetic methods and materials.

6. Teachers are aware of multiple intelligences and cater for these as appropriate.

7. ICT software is used where appropriate.

8. All aspects of Language and Literacy are taught explicitly, directly and intensively in their own right. Deliberate opportunities are created in the teaching of other subjects to extend experience and consolidate skills.

9. It is recognised that parental input and support are crucial to the achievement of real success. Parents are involved in positive and practical ways through discussions at school and work with pupils at home.

10. The school will collaborate and work with a wide range of outside agencies, to promote and support the area of Literacy such as; Speech and Language Programme, Reading Centre etc.

Roles and Responsibilities

Teacher

We believe that when promoting the area of Literacy, the teacher must fulfil a number of key roles as indicated below:

- To build up a caring, trusting and supportive relationship where different points of view are listened to and self-esteem is developed;

- To be flexible in approaches and to be sensitive to differences in children's learning styles and rates of learning;

- To recognise and celebrate pupils' strengths and achievements providing them with positive feedback;

- To provide the right environment and opportunities for talking and listening, reading and writing activities to take place;

- To use effective questioning to promote all aspects of learning in Language and Literacy;

- To encourage children to take ownership of their learning, enhancing their Literacy skills, through using Assessment of/for Learning (AFL) techniques within the area of Literacy;

- To ensure planning that is effective, informative and regularly evaluated, linking across the curriculum and differentiated where appropriate;

- To keep data, records, detailed observations and monitor the progress of the children in their class;

- To use data to inform decision making, target setting and to measure improvements and standards in Language and Literacy;

- To train and support classroom assistants to work with individuals or small groups;

- To report and provide feedback to parents within the area of Language and Literacy.

Literacy Coordinator

The Literacy Co-ordinator is responsible for, in consultation with the principal, teachers and parents, improving the standards of teaching and learning in Literacy through:

- Providing leadership and direction;

- Ensuring that the teaching of Language and Literacy is managed and organised to meet school aims and objectives;

- Encouraging high standards of learning and teaching, with particular responsibility for Language and Literacy across the curriculum;

- Ensuring that the needs and aspirations of pupils are met and that standards of achievement are raised;

- Supporting, guiding and motivating colleagues and other adults;

- Evaluating the effectiveness of learning and teaching;

- Tracking data and setting targets in order to improve provision;

- Identifying needs in the area of literacy, alongside the needs of the school;

- Keeping up to date with recent curriculum innovations and relevant research, advising colleagues where appropriate;

- Promoting new initiatives and schemes;

- Disseminating information widely and often;

- Linking with school SENCO regarding Literacy referrals;

- Auditing, purchasing and organising resources;

- Continuing personal professional development.

Shared Education – Shared Future
High Quality Learning and Teaching

Within Roe Valley Integrated Primary School, we believe that high quality learning and teaching is central to raising standards and to address underachievement. Language and Literacy is at the heart of the curriculum.

Teachers use a broad range of teaching strategies, which they adapt to meet the needs of their pupils, and relevant assessment to inform teaching and learning and the early identification of underachievement. Teachers, as committed professionals, continually reflect with a view to improving their practice and the outcomes achieved by their pupils.

These key factors need to be supported by a culture of high expectations, engagement with parents and the community, and the effective use of data to promote improvement.

The following indicators from ESaGS will be reflected in the school's approaches:

- A broad and relevant curriculum is provided for the pupils;
- An emphasis on Language and Literacy, Numeracy and ICT exists across the curriculum;
- Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning;
- Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom;
- Formative and Summative assessments are used effectively to inform teaching and learning across the school and in the classroom and to promote improvement;
- Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement;
- Teachers reflect on their own work and the outcomes of individual pupils;
- Educational outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

Planning:

Effective planning for purposeful learning and teaching activities provides opportunities to develop children's thinking and communication skills. In Roe Valley IPS we aim to provide:

- Detailed and thorough planning for each year group within the areas of Talking and Listening, Reading and Writing;
- Planners that identify learning intentions, linking to the levels of progression;
- Planners that are evaluated regularly by the class teacher and then discussed with the principal to inform future planning;

- Teacher and pupils' planners which are evidenced in rooms, planning files and on our school network;
- Children with opportunities to contribute towards planning and to peer and self-assess literacy work;
- Opportunities for cross-curricular links where possible.

Statutory Requirements

We aspire to provide a balanced curriculum for all children so that they reach their full potential. In Roe Valley Integrated Primary School, we understand that children learn best when learning is interactive, practical and enjoyable, where the class teacher uses a range of teaching methods.

Statutory requirements for the teaching and learning of Language and Literacy are laid out in the Northern Ireland Curriculum (CCEA, 2007) and include:

In the Foundation Stage (Years 1 and 2) children should be given opportunities to:
- talk and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment where communication skills are enhanced.

At Key Stage One (Years 3 and 4), children should:
- learn to speak confidently and listen to what others have to say;
- begin to read and write independently and with enthusiasm;
- use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 5-7), children should:
- learn to change the way they talk and write to suit different situations, purposes and audiences;
- read a range of texts and respond to underlying meaning within them;
- explore the use of language in literary and non-literary texts;
- learn how the structure of language works.

Inclusion:

As a Dyslexic Friendly school, we aim to provide for all children's needs so that they reach their full potential in Literacy according to their individual abilities. Through formative and summative assessments, we will identify which pupils or groups of pupils are under-achieving and those with special educational needs, making interventions to improve their attainment. Gifted and talented children will also be identified and suitable opportunities for learning challenges provided, ensuring stimulating and effective learning.

Approaches to Learning and Teaching

Talking and Listening

Rationale

Talking and Listening are fundamental skills to learning. Therefore, it is important to provide planned opportunities for a range of talking and listening tasks. Our overall aim is to enable our children to become effective language users. This is achieved by devoting time, energy and resources to the development of oral communication. Through purposeful interactions with teachers, classroom assistants, other significant adults and their peers, children will be provided with experiences to develop their skills.

Classroom Environment

We aim to make our classrooms language rich environments where children are encouraged to experiment with talking and listening and express themselves in a range of different situations. Class teachers facilitate oral communication and ensure that all contributions to class, small group and one to one discussions are valued.

Teaching Approaches and Organisation of Learning

Foundation Stage

Activities for Talking and Listening are planned using the Statutory Requirements for Talking and Listening in the areas of:

- Attention and Listening Skills
- Phonological Awareness
- Social Use of Language
- Language and Thinking
- An Extended Vocabulary

We recognise that children will begin school having acquired different levels of language development and our practice builds upon observations of individual children gathered in the early stages.

Through play, role play, discussions, group tasks, circle time, show what you know, and shared reading experiences, children are encouraged to develop the confidence and skills to:

- express ideas and opinions
- extend their vocabulary
- take turns in conversation
- give and follow simple instructions
- listen to and value the opinions of others

Key Stage 1

During Key Stage 1 children will continue to develop skills (in a range of situations, through activities and to a range of audiences) in order to develop their ability. Pupils should be enabled to:

- Listen to, respond and explore stories, poems, songs, drama, and media texts
- Listen to, interpret and retell, with some supporting detail, a range of oral and written texts;
- Plan and tell their own stories
- Listen to and respond to guidance and instructions;
- Take turns at talking and listening in group and paired activities;
- Take part in a range of drama and role play activities
- Express thoughts, feelings and opinions
- Present ideas and information
- Think about what they say and how they say it;
- Speak audibly and clearly
- Devise and ask questions to seek clarification
- Read aloud from a variety of sources
- Recognise and talk about features of spoken language, showing phonological awareness
- Use appropriate ICT resources

Key Stage 2

During Key Stage 2 the children will develop their skills and abilities in a range of areas. Pupils should be enabled to:

- Listen and respond to a range of texts

- Participate in group and class discussions

- Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals;

- Participate in a range of drama activities

- Take part in a range of hot seating activities

- Describe and talk about real experiences and imaginary situations

- Prepare and give a short oral presentation to a range of audiences

- Identify and ask appropriate questions to seek information, views and feelings;

- Talk with people in a variety of formal and informal situations

- Use appropriate quality of speech and voice

- Read aloud and express thoughts and feelings and emphasise the meaning of what they have read

- Recognise and discuss features of spoken language

Reading

Rationale
Pupils are encouraged to become confident, enthusiastic, critical and independent readers. They will be encouraged to read a wide variety of texts and genres to read for information, interest and enjoyment.

Classroom Environment
The classroom environment should stress that reading is valued and important, that books are fun and that the acquiring of information through reading is exciting and worthwhile. Designated reading areas will supply a range of texts that are suitable, easily accessible and well displayed.

Teaching Approaches and Organisation of Learning

Reading is taught using a range of techniques and texts including Big Books, Interactive Software, Reading Scheme materials, class and group novels.

Teaching Approaches used:

- Modelled Reading – teacher provides a demonstration of reading aloud
- Shared Reading – where the teacher encourages participation while taking the lead role. Teacher support means that children can work on texts beyond their independent reading level. Focus is on text, sentence and word level activities
- Guided Reading – where the teacher groups the children according to developmental stage or needs. The teacher provides the opportunity and supports children to use their knowledge and skills as independent learners when and where possible
- Group/ individual discussion of strategies for decoding words or discussing aspects of the text is used
- Independent reading – where the teacher provides the opportunity for independent reading of a wide variety of texts
- Phonics using Letters and Sounds stages
- Accelerated Reading (P4-7)
- Paired Reading (P4)
- Reading Partnerships (selected pupils from P3-P7)
- Story Sacks – Foundation Stage/KS1
- Big Books – Foundation Stage/KS1
- Curriculum sessions with parents informing them about Reading within the Foundation Stage, Accelerated Reader and Paired Reading.
- Use of class library, Library Van, Library Services for topic books to be used in the classroom and local library
- Silent Reading/ Accelerated Reading
- Class novel studies
- All teachers will read regularly to the class from a range of fiction and non-fiction texts
- Reading across the curriculum from a range of sources

Non-Fiction/ Reading for Information

Reading for the purpose of study requires specific skills. It is linked to the skill of Managing Information whereby pupils access, select, record and communicate information.

Specific skills as required for the purposes of study will be taught as follows:

- extracting information from books using the contents page or index
- classifying information by alphabetical order
- using a search engine on the Internet
- using a dictionary
- using a computer database
- information accessing, using dictionaries, thesauruses, atlases, directories, timetables, brochures etc
- formulating questions which require a search for information
- skimming a text to get an impression of what it is about
- scanning a text to search for specific information

- making notes, selecting what is relevant and appropriate
- distinguishing between fact and opinion in evaluating information

Home Reading
Reading books are sent home to foster a love and enjoyment of reading as well as practising the mechanics and developing comprehension skills.

Reading sent home is as follows…
P1 – Literacy link book daily / Oxford Reading Tree book when children are ready to access reading.
P2 – ORT or similar Guided Reading book sent home daily
P3 – 2-4 Guided Reading books are sent home each week, depending on the group
P4 – Guided reading books sent home from within their ability range
P5 –Guided Reading books and Accelerated Reader books sent home from within their ability range
P6 and 7 – Children take home a Guided Reading book and an Accelerated Reading book from within their ZPD (Zone of Proximal Development)

Accelerated Reading is also used for readers in P4 to promote their comprehension skills, alongside their guided reading books.

Writing

Rationale

It is important for pupils to develop as independent, enthusiastic and expressive writers. Our aim is that children will develop the ability to write effectively in a range forms for a variety of purposes or audiences. They should be encouraged to develop as independent writers, learning over time to use conventional spelling, punctuation, grammar, organisation and handwriting.

Classroom Environment

We attempt to create in the classroom an environment that encourages pupils to engage in the process of writing with their teacher and their peers through the use of:

- attractive and stimulating surroundings where children can display their writing in a range of forms
- designated writing areas in Foundation Stage and Key Stage 1
- use of working/ planning boards to help children organise and identify what they need to put in their writing (Key Stage 2)
- use of a range of stimuli and materials for writing
- opportunities to compose using ICT resources
- dictionaries, thesauri, word banks, wall lists etc.

Teaching Approaches and Organisation of Learning

- Writing is linked to Shared Reading to expose children to various forms of writing so they become familiar with the structure and language of a range of text types
- Use of Modelled, Shared and Guided writing as teaching strategies
- Move children through the writing process using Familiarisation, Problem Solving, Modelled, Shared, Guided, and Independent stages
- Children are given opportunities to write for a variety of purposes and audiences
- Children are given opportunities to write in a wide range of genres
- Writing used as part of play based learning in Foundation Stage and activity based learning Key Stage 1 to encourage children to write for a purpose and to develop interest in writing
- Planning boards, writing frames, writing scaffolds used and children given time to plan their writing
- Success criteria agreed at the start of the writing activity
- Children are given feedback about their writing using the Marking Policy. (See Marking Policy for further information). This may take a range of forms including verbal feedback, stickers, 2 stars and a wish giving targets for improvement and/or future writing activities
- Children in Key Stage1 and 2 are given time to draft and redraft their writing with input from teacher/ classroom assistant/ peers

- Children work collaboratively during the writing process
- Pupils are given opportunities to compose writing on screen using a range of ICT software

Phonics and Spelling

Teaching of spelling and phonics is matched to children's abilities.

The Letters and Sounds approach is used to teach phonics and spelling in Foundation Stage and Key Stage 1.

A brief outline of the stages is as follows…

Phase 1	Listening to and for sounds Rhythm and rhyme Alliteration
Phase 2	Primary 1: Jolly phonics Sounds taught: s,a,t,p,i,n,m,d,g,o,c,l,k,ck,e,u,r,h,b,f,ff,ll,ss
Phase 3	Sounds taught: j, v, w, x, y, z, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
Phase 4	Recap all previous sounds Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	Teach new graphemes for reading: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e Teach alternative spellings for ch, j, m, n, r, s, u, l, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	Understand and apply suffixes: ed, ing, ful, est, er, ment, ness, en, s, es Understand the rules for adding; ing, ed, er, est, ful, ly, y Investigate how adding suffixes and prefixes changes words Introduce the past tense

As pupils progress in to Key Stage 1 and 2 they are taught spelling using:

- look, say, cover, write, check
- word families

- different ways of spelling the same sound
- spelling words with more complex endings
- spelling 3, 4 and 5 syllable words
- dictionary skills

Pupils are also encouraged to become more independent spellers as they progress through the school with the use of dictionaries, whiteboards and spell check facilities.

However, this is not a one size fits all programme and some children may need to be supported by the use of other strategies and resources.

Handwriting

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. Presentation should be neat in written work.

We aim for pupils to:

- explore mark making techniques
- develop fine motor skills through a range of resources
- form letters correctly
- use upper and lower case letters appropriately
- begin to use a joined style by the end of Primary 4
- use a correct and comfortable pencil/pen grip

Shared Education – Shared Future
<u>Use of ICT</u>

ICT is used to enhance learning and teaching in Language and Literacy where appropriate. Opportunities to use ICT to support and enhance learning and teaching will be planned for, monitored and evaluated. In Roe Valley Integrated Primary School, we aim to make maximum use of ICT resources across the curriculum to promote the pupils' literacy skills, as well as developing competence in ICT skills. The role ICT plays in Language and Literacy may include:

Talking and listening:

- Use of listening stations and recording devices to record their own voices and listen back to what they have recorded
- Listening activities involving stories, sounds, music etc on a range of resources
- Use of interactive texts, talking stories and recordings of spoken words
- Presenting to others through the use of ICT resources

Reading:

- Use of phonic, word recognition, spelling and other interactive software
- Use of Interactive Whiteboards and software with interactive texts, big books and enlarged texts
- Use of online digital resources and different research materials to investigate a range of topics and develop skills associated with reading for information

Writing:
- Use desktops, laptops and a range of iPad apps to compose on screen
- Use of multi-media iPad apps to showcase a range of writing skills
- Use software such as Microsoft to develop a range of presentation and writing skills
- Pupils will be given opportunities to compose on screen and use tools such as spell check when editing their work

Assessment

Assessment, recording and reporting

Assessment plays a key role in the learning and teaching of Language and Literacy. Formative and Summative assessment is used to enable teachers to ascertain what pupils know, understand and can do. This information informs teacher's planning and enables them to adopt strategies that will enhance pupil progress and raise standards in Literacy.

Pupils are assessed in all aspects of Language and Literacy through:

Formative Assessment

This is carried out on an ongoing, day-by-day basis as teachers' mark work, give feedback to pupils, engage pupils in discussions about their work and how it can be improved and observe pupils working on Literacy tasks. Teachers use formative assessment to inform planning and target setting for individuals and groups within each class. Pupils are also involved in assessing their own progress towards learning intentions and success criteria through a range of assessment for learning activities.

Summative assessment

Pupils are given termly and end of term standardised tests for Grammar and Punctuation, Reading and Spelling every year in May (PTE/SWST). These are used to calculate quotients to give an indication of a child's progress as compared to their intelligence as indicated by the results of NRIT/CAT tests. These scores are analysed by the class teacher, Principal, Literacy Co-ordinator, SENCO and Senior Leadership Team to identify pupils who are high, low or underachievers requiring some form of intervention or support.

Statutory Assessment

Primary 4 and 7 pupils undertake end of Key Stage assessments.
Pupils from Primary 4 -7 use CCEA Assessment Tasks and teacher generated activities to ascertain levels of attainment in the 3 areas of Literacy. Pupils from P1-7 develop individual portfolios related to levels of progression in cross curricular skills, that are passed on year on year.

Recording

Records of each child's learning are kept in assessment folders that are passed on to their next class teacher. These folders contain results of summative assessments, samples of work and annual reports. IEPs, if appropriate, are passed on to the next class teacher also through our additional needs files.

Reporting

Pupil learning outcomes in Literacy are reported to parents twice a year via parental interviews and at the end of the year via an annual report. Other meetings with parents are arranged as and when is necessary. In Roe Valley Integrated Primary School we operate and promote an open door policy and use of the home school diary.

The results of end of key stage assessments at Key Stage 1 and 2 are also reported to parents and to CCEA and the Department of Education.

Analysis of outcomes

The results of summative assessments and statutory assessments are carefully analysed in turn by class teachers, Literacy Coordinator, SENCO, Principal and Senior Leadership Team. Analysis of scores is used to:

- Monitor standards achieved in Language and Literacy;

- Track class, year group and individual pupil progress;

- Highlight pupils who are underachieving as compared to NRIT/CAT;

- Pinpoint pupils that may require intervention/ support;

- Identify trends in particular areas, year groups or classes;

- Build up a picture of the school's performance as compared to similar schools using Benchmarking Data;

- Highlight areas of development to form part of the School Development Plan;

- Set targets for future performance to raise standards in Language and Literacy;

- Detailed analysis of this data is also used by class teachers to produce a class action plan to target areas for improvement in Language and Literacy at class, group and individual level.

Target Setting

In setting annual targets for Language and Literacy the Principal, Senior Leadership Team and Literacy Coordinator take account of past performance; the performance of schools

with similar characteristics; and the performance of the cohort of pupils to whom the target will apply.

Whole School literacy targets are agreed through careful consideration of evidence and related to the raising of standards in Language and Literacy. Targets should be:

Specific
Measurable – agreed through careful consideration of evidence
Achievable
Realistic – related to the raising of standards in literacy
Time bound
Evidence

Monitoring and Evaluating

Monitoring and evaluating are integral and crucial parts of the learning and teaching in our school and are the responsibility of all members of staff. The Coordinator will assist the Principal in overseeing the progress we are making towards fulfilling our aims. This will be achieved through.

- Sharing effective practice amongst staff
- Internal standardisation and evaluation of pupils' work
- External moderation
- Literacy displays throughout the school
- Collegiate book discussions
- Trusted Colleague Network
- Informal and formal meetings with staff
- Regular reviews of the literacy policy

The evidence gathered through these monitoring procedures will be evaluated and feedback given to staff to inform future planning.

Equal opportunities

All children are provided with equal access to the Language and Literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or background.

Additional Needs

Children experiencing difficulties with Language and Literacy are identified by class teachers' observations and through analysis of screening tests. It is the responsibility of the class teacher, in collaboration with the SENCO, to draw up Individual Education Plans for those at Stage 2 and upwards on the Code of Practice. In class literacy support and/or group withdrawal for children requiring it is provided by the SENCO/Learning Support Teacher. Provision is also made for children with English as an Additional Language. (See SEN policy for further information regarding Special Needs)

Homework

Language and Literacy homework is set to consolidate learning and teaching carried out in class. This consists of a range of reading (shared reading books, reading scheme books, group and individual novels), spelling and phonics and written homework activities consistent with the age and abilities of the children. Story sacks are a resource available for Foundation Stage/Key Stage 1.
(See Homework Policy for more detail)

Parental and Community Links

The children are at the heart of Roe Valley Integrated Primary School and building relationships are vital in maintaining high standards within our school. We believe that the education of our pupils is a collaborative enterprise involving teachers, parents, pupils, governors, external agencies (where appropriate) and the wider community. Regular, positive interactions will be made between teachers and parents, on a formal and informal basis.

Opportunities to promote parental and community links include:

- Information sessions
- Parent/teacher meetings
- Class newsletters/planners
- School events
- World Book Day and the Annual Book Fair
- School trips
- School website
- Visitors from different outside agencies
- Links with pre and post primary schools for transition
- Staff development sessions
- Connecting to local businesses such as the local library, school nurse, dentist, the PSNI, Fire Service etc

Board of Governors
The Principal and coordinators present and consult on the SDP and action plan targets at the beginning and end of each academic year.

Termly reports are made to the governors on the progress of Language and Literacy and the standards being achieved by the school. We have an appointed Board of Governor Literacy Link Governor to support our MER processes.

Organisation and Management of Resources

Resources will tie in with areas of Language and Literacy targeted in the SDP. Additional resources have been accessed through the statementing process and classroom assistance allocated accordingly. Resource purchasing is in accordance with normal school procedures and is based on the Language and Literacy budget.

Budget

The budget reflects the degree of priority given to Language and Literacy in the SDP.

Policy review

The Literacy Policy will be:

- Regularly reviewed and updated in consultation with staff, particularly SLT and SENCO
- Presented to the Board of Governors regularly
- Shared with parents
- In line with whole-school learning and teaching policy