

## Nayland Community Primary School Literacy Learning Policy

### Literacy Aims

This literacy learning policy aims to ensure that children at the school are provided with high quality experiences which lead to consistently high levels of pupil achievement and progress.

Children learn through their total experience. This policy guides what children do, what teachers do, how time is managed, the organisation of the classroom, and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Children should be safe, happy and lifelong learners. Children build skills and knowledge that they can use and apply in a range of situations, both inside and outside school and beyond their school years.

Children will gain an understanding that literacy is something that you need throughout school and in many different areas of our lives. We aim to equip children with a range of skills (built up cumulatively), including the need to be resourceful and adaptable, so that children are ready for the ever-changing world.

### Implementation and Monitoring

Following the Essentials curriculum (which includes the National Curriculum objectives), skills build cumulatively, using a range of resources and equipment. Children are given time to embed their skills, wherever possible as part of a cross curricular approach and with real life scenarios. Current resources are carefully chosen for their relevance and safety.

Assessment is on Depth of Learning, following the Essentials curriculum. Through annotated planning, lesson observations, teacher survey, celebration book and discussions with children there is a clear picture of incremental steps in learning. Summative assessment is monitored by subject leader to ensure individuals, groups (including disadvantaged) and year groups are making sustained progress and meeting age related expectation.

<b>TEACHING AND LEARNING</b>	
<p>We believe that children learn best when they :-</p> <ul style="list-style-type: none"> <li>• are happy</li> <li>• are interested and motivated</li> <li>• achieve success and gain approval</li> <li>• are given tasks which match their ability</li> <li>• clearly understand the learning intention</li> <li>• are confident, feel secure and are aware of boundaries</li> <li>• are challenged and stimulated</li> </ul>	<p>Children should be encouraged to develop organisational skills and independence through appropriate tasks:-</p> <ul style="list-style-type: none"> <li>• confidence building</li> <li>• example</li> <li>• co-operation</li> <li>• provision of suitable opportunities</li> <li>• responsibilities</li> </ul>
<p>Actual learning takes place in an environment which;-</p> <ul style="list-style-type: none"> <li>• is challenging and stimulating</li> <li>• is purposeful and calm</li> <li>• is happy and caring</li> <li>• is organised</li> <li>• is well resourced</li> <li>• makes learning accessible</li> <li>• is encouraging and appreciative</li> <li>• is welcoming</li> <li>• provides equal opportunities</li> <li>• provides a working atmosphere</li> </ul>	<p>The learning environment should be organised to ensure that children have the opportunity to :-</p> <ul style="list-style-type: none"> <li>• work individually, in groups and as a class.</li> <li>• make decisions</li> <li>• work cooperatively</li> <li>• solve problems</li> <li>• be creative</li> <li>• discuss their ideas</li> <li>• develop social skills</li> <li>• develop independence</li> <li>• use initiative</li> <li>• receive support</li> <li>• achieve academically</li> </ul>

## **SEND ADJUSTMENTS**

Reasonable adjustments to promote the inclusion of all learners in literacy lessons, will include but not be restricted to

- Adjustments offered to individual learners in reading;
- Pre/over teaching of specific vocabulary, concepts and misconceptions;
- Worked examples as models;
- Visuals and simulations;
- Small group supported discussions;
- Movement breaks;
- Easy to follow checklists
- Environment changes to manage distractions
- IT to support where necessary

## **ROUTINES AND RULES**

Routines and rules in the classroom contribute to an effective learning environment and should be :-

- agreed by the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum, but enforced
- regular daily activities with which the children are familiar

All rules should result in the children knowing the boundaries of behaviour and should be set within the terms of the Behaviour Policy

## **ACHIEVEMENT**

Achievement is celebrated in many ways as an ongoing process in all aspects of school life and including social, physical, creative and academic achievements by:-

- verbal and written praise
- displays of learning outcomes
- opportunities to perform or share
- encouraging self-esteem
- awards and house points
- sharing success with parents

Teachers observe, assess, reflect and review achievements with each child on a regular basis both formally and informally. The child should be involved in this process through self-appraisal and target setting. Assessment is integrated fully into the teaching and learning process and is fully documented in the school's assessment policy.

## **CLASSROOM MANAGEMENT**

### **Approaches to Teaching/Teaching Styles...**

There will be a good balance of individual, group and whole - class teaching. Teachers will analyse which style(s) of teaching is the most effective and efficient for each activity or group of children. More than one style may be utilised in the same lesson. During lesson time children may work individually, in a group or as part of the whole class, they may work independently or be guided by a teacher, a TA or another adult. Groups may be chosen according to criteria such as subject ability or be of mixed ability and may differ in composition and size for different activities.

The Foundation Stage children will be taught skills such as letter formation and knowledge of phonemes and digraphs that will prepare them to readily access the national curriculum. This is incorporated into the overall Foundation Stage curriculum based on the Next Steps and ELG. Children will use ICT materials to reinforce these first steps towards literacy. Children will be given the opportunity to improve their skills and widen their knowledge through text and word and sentence level work. The class will be taught as a whole or in differentiated groups depending on the best organisational method to attain the objective. ICT will be incorporated into English planning and used to enhance literacy lessons and to reinforce already taught objectives. Wherever possible, literacy learning will be linked to other areas through the thematic curriculum and teachers will use their professional judgement to organise lessons that are fit for the intended purpose. All children will receive a proportion of direct teaching time and will also be gradually taught to learn independently. All children will experience lessons aimed at improving their reading, writing, speaking and listening. In MFL children will have the opportunity to hear native speakers as well as being taught by experienced and suitably qualified staff. Lessons will be active and experiential.

### **Time and Maintaining Pace...**

It is important that activities are well – planned, each child is working at an appropriate level, lessons begin promptly and that pace is maintained. All children should know what is expected as they enter the classroom and when they have completed an activity.

English is the key curriculum area, which can provide access to all other subjects, and as such a large proportion of teaching time will be dedicated to it. Children will spend approximately one third of their lesson time participating either in a daily literacy lesson or in other English activities that may be linked to another subject. This proportion of teaching time is based on a yearly allocation rather than a weekly or daily provision and does not include language development that will naturally occur in other lessons and daily experiences. MFL will be taught from Reception by a specialist teacher and linked to other areas of learning when possible

### **Ritual Time...**

Time at the beginning and end of the morning and afternoon sessions will be planned to include repeating activities that give children opportunities to settle and be ready for more challenging learning. These include but are not restricted to – mindfulness activities, handwriting practice, maths reinforcement (e.g. times tables or 'Fluent in 5') or quiet reading. This time will also give staff opportunities to check in with children, ensuring that their well-being is being nurtured.

### **Supply Teachers**

For all planned absences from the classroom, teachers should leave written guidance of objectives and activities and/or e-mail/ telephone the supply teacher to discuss the learning intentions to be covered and supply available resources.

Timetables for hall use, PE, assemblies, daily timetable, group lists etc. are available in each class handbook. These handbooks also contain holding activities for emergency use. This should ensure the minimum of disruption to the class when absences are unforeseen.

### **Parent Helpers**

Parents are a valuable resource and we welcome their involvement in the classroom. They help in many ways across the whole curriculum and all age groups. Help can be on a regular basis or for a specific event. The teacher will ensure that the parent fully understands and is well -prepared for the activity in which he or she is involved.

### **Equal Opportunities**

Equality of opportunity is a fundamental right that must be allowed to all children regardless of race, culture, religion, gender of special educational needs or disabilities. We discourage the use of narrow gender/cultural/religious based materials and have a positive attitude to equality issues. English is a curriculum area that can lead children to appreciate and recognise personal and cultural differences and similarities between people. Teachers are sensitive to potential issues and tensions relating to race, religion and culture that may arise as children access a widening variety of literature. Teachers may choose to focus on one of these potentially sensitive issues in order to raise awareness and teach positive attitudes. We value all of our children at Nayland both individually and collectively and recognise that they are all unique and have different learning needs. We strive to cater for this wide range of needs by giving children appropriately challenging tasks and opportunities to succeed. We aim to teach all children successfully by careful differentiation of tasks, support and expectations, breaking down the process into manageable steps and encouraging independence. We use assessment to identify special needs as early as possible and then to plan the necessary support and we make children aware of their own successes so that they are able to increase their level of self-esteem.

### **Record Keeping**

Teachers maintain a detailed planning file as evidence of coverage of the NC core and foundation subject areas and Foundation Stage Curriculum. All records of pupil achievement follow the school formative and summative assessment policies and calendar.

### **School Policies**

School Policies are reviewed as part of the priority and three-year maintenance cycle of the SIP or when there has been a significant change to the curriculum or pedagogy. It is the duty of each teacher to be familiar with school policies and put these fully into effect.

### **Furniture**

All classrooms will be appropriately equipped for the use of the class; furniture will differ depending on the age group of the children and preferences of the teachers. The layout of furniture is the responsibility of the teachers and will suit their classroom organisation.

### **Resources**

Materials in all areas should be well-organised, of good quality, clean, tidy, attractive, accessible and well-labelled. As far as possible, materials will be near the appropriate working area. Stocks will be checked regularly and replenished. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it.

Books and other equipment represent a considerable investment of money. They are also important resources in the children's educational experience. They should be looked after carefully. Relevant books will be available in each classroom, in the library and in other areas. Some sets of books (e.g. dictionaries, thesauri, atlases) are purchased for specific classes, others are shared resources (e.g. topic boxes).

The effective implementation of National Curriculum core and foundation subjects calls for a wide range of equipment to be used. These may be stored in classrooms or in central resource areas.

Any missing, damaged or dangerous resource items and any shortfalls should be reported to the subject co-ordinator or the headteacher.

Curriculum areas are allocated funds according to the needs identified within the School Improvement Plan and the accompanying School Budget Plan.