



# Literacy Policy

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<b>Issued to</b>	<b>Staff, governors, parents, pupils</b>
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### 1. Curriculum aims

Our curriculum aims/intends to:

- provide a broad and balanced curriculum for all children
- strive to give every child the opportunity to experience success in learning
- allow every child to achieve as high a standard as possible
- encourage our pupils to develop lively, enquiring minds, to think creatively and to use their own initiative to work with increasing independence.
- Promote the learning and development of our youngest children and ensure they are ready for Foundation Stage

### 2. Legislation and guidance

This policy reflects the requirements of the [Northern Ireland National Curriculum](#), which all controlled schools in Northern Ireland must teach.

### 3. Roles and responsibilities

#### 3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

#### 3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Vice Principal, with responsibility for whole school curriculum, will work alongside the Principal and subject leaders to ensure the implementation of this policy.

## 4. Organisation and planning

Literacy will be used in all areas of the school curriculum.

### ORGANISATION

The Collin's Treasure House literacy scheme provides the setting in which explicit teaching can take place and within which the following literacy areas are targeted:

- Modelled, shared and guided reading.
- Modelled, shared and guided writing.
- Vocabulary, Grammar and Punctuation.
- Comprehension skills.
- Spelling skills.

Teachers provide a balance between Modelled, Shared, Guided and Independent work. During whole class sessions teachers will provide opportunities to share text work, sentence and word level work. The whole class time provides an overall context in which subsequent teaching is embedded. Independent and group activities will focus on the transfer of learning from one context to another. This time provides a means of directing and engaging the children's attention to the mission in a clearly defined context within which they can work productively. During independent and group sessions children will be working at their developmental level.

Children will be given opportunities to reflect and report upon their work, self-assess and peer assess.

### PLANNING

#### Short-term

Planning will take place in all year groups on a weekly basis and will follow the Collin's Treasure House literacy scheme and Northern Ireland Curriculum.

#### Medium-term

Sequences that have been chosen from the Treasure House scheme and planned for, in line with the Northern Ireland Curriculum, will provide the lessons needed for each writing sequence.

#### Long-term

An evaluation of the literacy scheme and Treasure House scheme is currently underway.

## RESOURCES

VPS uses a variety of reading schemes and commercial material in order to give the pupil's as wide an experience in reading as possible.

Each class from Primary 2 to Primary 7 have class sets of textbooks from the Collin's Treasure House literacy scheme.

Teacher generated activity sheets, games, ICT software and Seesaw further supplement a wide range of learning resources.

Resources belong to the whole school and are not the domain for one particular teacher or class.

Each teacher has the necessary resources for their own class, which are stored in their own classroom. It is the policy of the school that teachers cooperate and share equipment when necessary. It is important that resources are readily available and accessible to children.

The "Reading Partners" program is used in KS1 as a boost in reading and Literacy Booster groups are used in KS2 to support children identified during pupil progress meetings.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link governor visits
- Lead Teacher reports to Governing Body
- Curriculum Lead report to Governing Body
- Governor Post Boxes (examples of work presented at full board meetings)
- Principal's Report to Governing Body

Lead teachers monitor the way their subject is taught throughout the school by:

- Leading curriculum development meetings with teaching staff and classroom assistants where staff discussion about literacy is encouraged.
- Book scoops twice a year from Primary 1 to Primary 7.
- Pupil voice discussions.
- Displays.
- Pupil progress meetings with class teachers, Principal and Head of Key stage.
- Monitoring GL assessment data.

Lead teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the lead teacher. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Special Educational Needs Policy
- Curriculum Policy
- Homework Policy
- Marking and Feedback Policy
- Monitoring and Evaluating Policy
- Equality and Inclusion Policy