

St. Anthony's Primary School Craigavon

Language and Literacy Policy



Updated

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Signed: _____ (Chairperson Board of Governors)

Date: _____

Literacy Coordinators: Anne-Marie McFerran and Ciara Magee

St Anthony's Primary School

Language and Literacy Policy



CONTEXT:

In St. Anthony's, our school motto, 'To learn, to love, to live' lies at the very heart of everything that we do. We strive to foster a love of learning; developing the knowledge, skills and capabilities in every child for them to succeed and reach their full potential. This is in line with the all-encompassing vision of the Department of Education for Northern Ireland (DENI): 'To ensure that every learner fulfils his or her potential at each stage of his or her development.' (DENI 2010).

This has been enunciated in the overall aim of the Northern Ireland Curriculum (DE 2008), which states, 'The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.'

We, in St Anthony's Primary School, believe that children's language and literacy skills are central to living and learning. Every teacher promotes and supports the development of children's talking, listening, reading, writing and thinking skills in a variety of meaningful contexts in all curricular areas.

"Count, Read, Succeed" (para. 1.7) defines literacy as:

"The ability to read and use written information and to write appropriately and legibly, taking account of different purposes, contexts, conventions and audiences."

It involves the development of:

- a. an integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum.
- b. knowledge that allows a speaker, writer and reader to use language appropriate to different social situations.
- c. formal and informal language across all areas of social interaction; and
- d. the ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material.

St. Anthony's Primary School's 'Language and Literacy Policy' reflects the four characteristics of effectiveness as outlined in The School Improvement Policy document, 'Every School a Good School' (DENI 2009) as:

- Child centred provision;

- High quality teaching and learning;
- Effective leadership;
- A school connected to its local community.

INTRODUCTION:

We, the teachers of Saint Anthony's Primary School, believe literacy to be the use of language in all its forms. We aim to develop an enjoyment of Literacy in each of our pupils by providing a stimulating, print rich and supportive environment where they can have a wide range of opportunities to communicate. The children are encouraged to develop their literacy skills through listening, talking, reading and writing in a supportive and secure atmosphere where their contributions are valued and high expectations are sought as they develop the necessary language and skills to reach their full potential.

VALUES AND BELIEFS

In St Anthony's Primary School, we:

- believe that Language and Literacy is an essential part of each child's educational and emotional development.
- seek to develop their ability to use language to think, to explore and to recognise and communicate their ideas across the curriculum.
- regard literacy as a right for all pupils and therefore see the development of literacy as the responsibility of all teachers.
- regard the development of thinking skills and personal capabilities and language skills as interdependent and believe that effective learning involves using the four modes of language – talking, listening, reading and writing.

We are committed to continually raising standards in language and literacy through continuous professional development and the inclusion of new trends and technology. We strive to ensure that learning is nurtured in a positive and stimulating environment where every pupil has the potential to achieve success.

AIMS

- To continually raise pupils' achievements in literacy
- To enable pupils to communicate effectively through written language appropriate to audience, context, purpose and reader.
- To enable pupils to engage with a range of text types to develop their ability to read and understand for learning and enjoyment.
- To encourage pupils to work collaboratively using think skills and personal capabilities to develop into lifelong learners.
- To encourage children to take risks for learning and develop an enjoyment of working collaboratively.
- To encourage a lifelong love of literacy, language and communication.

ACHIEVING OUR AIMS

- We plan a broad and relevant curriculum that incorporates the three independent modes of language; talking and listening, reading and writing.

- Planning is differentiated to meet the needs of all learners and evaluated so that all children can achieve to the best of their ability.
- High expectations are set for all pupils.
- Use a range of strategies, including whole class teaching, paired, group and independent work where appropriate.
- Information from data analysis and self-evaluation is used to inform our school development plan.

TEACHING AND LEARNING

This policy document will outline the strategies and approaches that we, the teachers in St Anthony's will support and develop, to ensure that each child becomes equipped with the necessary language knowledge, understanding and skills.

The overall curriculum planning reflects the Northern Ireland Curriculum (CCEA, 2007), the aims of the school and priorities outlined in the School Development Plan. Continuity and progression in our language planning is underpinned by the learning intentions outlined in the SELB 'Primary Language Framework' (Revised 2007)

In Saint Anthony's Primary School, we intend that, by the end of Key Stage 2, a child will be able to:

- speak confidently to a range of audiences with an awareness of purpose.
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
- develop the powers of imagination, inventiveness and critical awareness.
- use a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

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

In the Foundation Stage 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 rich in print and possibilities for communication.

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 different layers of meaning in them.
- explore the use of language in literary and non-literary texts and learn how the structure of language works.

CHILD CENTRED PROVISION:

The following indicators from Every School a Good School will be reflected in the school's approaches:

- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.
- A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.
- A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.
- Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.
- There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views

Inclusion:

The staff of St Anthony's aim to provide a sufficient broad, balanced and flexible curriculum tailored to meet the needs of all children, providing opportunities so that they can reach their full potential in language and literacy according to their individual abilities. The staff will provide a differentiated learning environment, taking into account:

- gender
- high and low achievers
- children with Special Education Needs
- children with English as a second/additional language
- gifted and talented children

In line with the Code of Practice, the special needs of individual pupils will be catered for through consultation with parents, pupil, SENCO, Literacy Co-ordinators and other appropriate agencies. To provide early intervention when needed, we will monitor the progress of all pupils on a regular basis.

The staff of St Anthony's Primary School consider it to be crucial and of the utmost importance that each and every pupil fulfils their potential in language and literacy. We therefore aim to identify any pupils who are under-achieving and ensure that appropriate measures are set in place based on the areas of improvement identified.

In Count, Read, Succeed; (DENI 2011) The Strategy to Improve Outcomes in Literacy and Numeracy, the following five steps that teachers will do to raise literacy standards have been identified.

1. Provide high quality teaching for all pupils through:

- A variety of teaching strategies eg modelled, shared and guided
- A range of learning experiences which appeals to all different types of learning styles
- Different grouping strategies eg small ability/mixed ability groups, snowballing, jig sawing etc
- Clearly defined differentiation
- Providing opportunities for independent and extended learning experiences.

2. Address underachievement as soon as it emerges by:

Count, Read: Succeed, paragraph 1:13 defines underachievement as ‘a situation where performance is below what is expected based on ability. It can apply at the level of an individual pupil or describe a class or school, or indeed a system.’

We recognise that assessment is an integral part of the teaching and learning process, a valuable formative, diagnostic and summative tool. Progress and achievement is monitored and used to inform future planning. These include:

- Primary 1: BPVS (British Picture Vocabulary Scale - GL Assessment)
- Primary 2: BPVS and MIST (Middle Infant Screen Test)
- Primary 3-7: Standardised Tests PTE (Progress Test in English), CAT4 Test, NRIT, NGRT
- Criterion-referenced tests (e.g. spelling, end of topic and comprehension tests)
- Primary 1-3 are banded using Running Records on a termly basis as a standardised reading assessment procedure (PM benchmarking kit 1 and 2) Scores and targets are set which are monitored and evaluated.
- Statutory end of Key Stage Assessment.

In Primary 3-7, every pupil's current PTE (Progress Test in English) standardised score is compared with their most recent verbal CAT4 standardised score. If a pupil's PTE score is 10 or more points below their CAT4 score, this may be an indication that the pupil is under-achieving in literacy.

The class teacher decides on the appropriate form of support:

- focused guided work
- additional resources
- support from classroom assistant, where appropriate
- identifying target areas and plan appropriate support (IEP to include SMART targets)

3. Address continuing underachievement with support from other staff in the school:

Children who continue to underachieve and experience difficulties with their learning receive additional support from within the school. Class teachers decide to seek additional support from within the school when, for example:

- a. after several cycles of review and support the pupil is still underachieving;
- b. the extent of the underachievement has increased; or

- c. there has been an increase in the degree of special educational or pastoral needs of the child.

4. Address continuing underachievement with support from outside the school:

Support by the class teacher will be continued or adapted after the review process and more than one approach may be deployed. The school will seek help if the child continues to underachieve.

Teachers will access external support to meet the needs of a child if he/she:

- a. has received appropriate on-going support from within the school and
- b. is continuing to underachieve against the targets set.

The school will decide to seek external support for the teacher from a number of sources, for example, Southern Education and Library Boards or health professionals. The additional support will focus on helping the teacher meet the needs of the child.

5. Meet the needs of pupils after a non-statutory assessment through the SEN framework:

The teacher is responsible for meeting the needs of the child by:

- identifying any external support and/or resources required for the child in addition to school based provision already in place
- liaising closely with peripatetic teachers, speech therapists, occupational therapists, etc.

The special educational needs of individual children are identified in accordance with the school's Special Needs Policy. The class teacher draws up clear and realistic Individual Education Plans which are focussed on addressing the identified areas for improvement. These plans are monitored and reviewed termly in consultation with SENCO, parents, other professionals and support agencies, where appropriate.

Children have access to a wide range of age and developmentally appropriate resources which meet the diverse range of children's interests and abilities. The variety of resources available includes:

- a wide range of fiction, non-fiction, play scripts and poetry books to suit children of differing abilities and interests
- Interactive whiteboards and a range of ICT/media resources (*see ICT policy*)
- a variety of appropriate games and activities which will be integrated into day-to-day teaching and learning (commercially/teacher produced)
- a range of writing tools, for example, dry-wipe boards, chalks, markers, pencils, crayons, pens.

*NB The disruption of face to face teaching as a result of the Covid19 global pandemic has most likely had an impact on some children's progress in literacy. This is something the literacy coordinators, Literacy task team, teaching staff, SENCO and senior management will continue to monitor and address.

Intervention programmes

In St Anthony's we have a number of programmes and initiatives aimed at developing the children's language and literacy skills. Any child underachieving will receive additional support from within the school. Intervention programmes are used to target the specific needs of individuals/groups of children who have been identified as underachieving or low achieving.

Nurturing Talk: This programme is aimed at children in Primary 2. The children are identified by using their BPVS scores, Renfrew Action Picture Test results and teacher observation. Four children are selected from each Primary 2 class and work with a classroom assistant, 3 times a week for 20 minutes.

Talking Partners: This initiative is for children in Primary 3 and 4. Pupils are identified using the Renfrew Action Picture Test and the programme is delivered over 10 weeks, 3 days a week by trained classroom assistants. It is designed to improve the way children communicate across the curriculum, enabling them to become more independent and skilful speakers and listeners.

Peer Paired Reading: This programme is aimed at primary 4 children who are having difficulty with their reading. The children are assessed using the New Salford Sentence Reading Test and Primary 4 children pair with Primary 6/7 children. The programme runs for 8 weeks, 15 minutes each morning. The children are assessed at the beginning and end of the programme and data is analysed.

Paired Reading: All classes from Nursery to Primary 7 take part in paired reading, once a month, for 20 minutes. Each class has a link class with the older children reading to the younger children.

Literacy Toolbox: This is an online programme used by P4-7 children. It is aimed at those who require work on their fluency and reading skills.

Toe By Toe: This programme is aimed at Primary 4 children who are finding reading difficult and struggle to decode words. This programme is delivered by a classroom assistant.

Initiatives

Accelerated Reading: Children from Primary 4–7 take part in a computer based programme which tests reading comprehension. It is designed to help children choose a book tailored to their reading level which they will read at their own pace. Pupils complete a STAR reading test at the beginning of each term to assess their comprehension skills and benchmark their reading. In turn, this gives the children their reading level/book band from which they can choose texts appropriate to their age and reading level. When they finish a book, they complete a short online quiz which monitors their progress within the book band. They aim to achieve 85% and above in order to progress through the reading levels. The teacher uses this data to monitor progress and to ensure the children are reading at the correct level.

Reading Eggs: Children from Primary 1-3 use the Reading Eggs App to help develop their reading skills. They engage in a range of online games and activities, focusing on phonics and sight words to help them read and have sustained reading success.

Equal opportunities

In St Anthony's Primary School, we ensure that all children are provided with equal access to the Literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background in a manner that takes account of their abilities.

HIGH QUALITY TEACHING AND LEARNING:

The following indicators from 'Every School a Good School' will be reflected in the school's approaches:

- A broad and relevant curriculum is provided for the pupils.
- An emphasis on literacy and numeracy 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.
- Assessment and other data is used to effectively 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.
- Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

TEACHING AND LEARNING – Subject organisation

Language and Literacy reflects the statutory curricular requirements (Northern Ireland Curriculum Primary CCEA 2007) (www.ccea.org.uk) and is supported by SELB Language Framework (2007).

We recognise that a sound underlying organisation and management of the classroom is crucial to promote and support learning.

Organisation will vary to suit the purpose, context and children involved. The needs of all pupils will be identified and met through effective curricular programmes and support arrangements.

The following range of organisational strategies will be employed: -

- Whole class quality teaching
- Small group teaching (size, flexibility and composition of the groups will be given consideration - e.g. peer groups, ability groups, mixed ability groups, friendship groups etc.);
- Paired work – similar ability, less experienced pupil working with more experienced pupil
- Individual work (one-to-one tuition by teacher or classroom assistant);
- Independent work.

Attention will be given to the classroom layout, wall displays, access to a diverse range of resources (fiction, non-fiction, I.C.T, media texts, resources from other cultures) and the provision of library areas, writing areas and listening areas with appropriate equipment.

We are aware that progress is enhanced when teachers are sensitive to differences in children's learning styles. Since children learn in different ways and at different rates, a flexible approach which encourages children's active engagement in their learning through problem solving, will extend the pupils' use of language and promote independence. Teachers will have realistically high expectations and ensure that all children understand what is expected of them by sharing the learning intentions and success criteria with them (WALT and WILF)

Planning

Effective planning for purposeful learning and teaching activities provides opportunities to develop children's thinking and communication skills. The staff of St Anthony's plan using the following ways:

- Long term planning: (Northern Ireland Curriculum document and SELB Language Framework) ensures that the programme of learning for each child is broad and balanced and promotes continuity and progression in children's learning.
- Short term/Medium term planning identifies learning intentions, assessment opportunities, differentiation, resources, integration of ICT to enhance and support children's learning and provides teachers with opportunities to reflect on classroom practice.

Teachers evaluate plans and children's learning regularly to inform future planning and children have opportunities to contribute to the planning process and to peer and self-assess.

Teaching Approaches

An appropriate range of learning and teaching strategies, which are active and practical in their nature, motivate the pupils and engage them purposefully in their work both collaboratively and independently.

Talking and Listening

The strands of talking, listening, group discussion and interaction, and drama permeate the whole curriculum. We recognise oral language as the primary mode of language and place a central emphasis and focus in all areas of the curriculum and in the life of the school. Children are encouraged to listen attentively and to speak clearly, confidently, fluently and appropriately for a variety of different audiences and purposes.

Story boxes, thinking boxes, story sacks, 'show and tell' sessions, role play, hot seating, conscience alley, freeze frames, gallery sessions, performance readings at assemblies, speech and drama festivals, school productions, puppet shows, circle time, PDMU activities, plan-do-review cycle, KWL grids, 'talking sticks', phonological awareness activities, music, listening games, rhymes, use of visualisers, as well as effective use of 'thinking time' help promote thinking skills and oracy. There is an emphasis on providing opportunities for the children to interact with teachers, other adults and with peers through the use number of grouping strategies such as think-pair-share, rainbowning, snowballing and jigsawing.

We use drama activities, school assemblies and school performances to develop confidence, self-esteem and communication skills.

Reading

Children are encouraged to develop a love of books and the disposition to read. They have opportunities to listen to a range of interesting and exciting genre and share a range of books with adults and other children. The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies:

- phonic knowledge and skills

- contextual knowledge
- grammatical understanding
- word decoding and recognition
- language comprehension

Children throughout all Key Stages will engage in modelled, shared, guided and independent reading. In Key Stages 1 and 2 children will have opportunities to engage in silent reading and paired reading with either an adult or another child.

- All children have access to a wide variety of guided reading texts which are book banded. The class teacher/classroom assistant uses running records as an assessment tool to judge the suitability of the colour band and to ensure children are reading at an instructional level. The Literacy Co-ordinator monitors to ensure that children are progressing through the colour bands at an appropriate rate. A Guided Reading Reference Book has been created and distributed to all teachers containing all the Guided Reading Books and their Level/Book band and where they are located within the school.
- A consistent approach to the teaching of phonics is implemented throughout the school. Through the Linguistic Phonics approach children gain the knowledge and skills necessary to become competent readers and spellers. Phonics and Phonological awareness is developed through the use of SELB Linguistic Phonics Programme.
- Reading for pleasure is encouraged by well stocked class libraries. All classes make frequent visits to the local library.
- Parental involvement is encouraged through parental support with homework, information shared with parents at frequent meetings and information sessions.
- Children are encouraged to read widely from a wide range of fiction, non-fiction, poetry and drama.
- Paired Reading Programmes are used to encourage and stimulate children's enjoyment of reading as well as developing confidence and leadership skills.
- Teachers are aware of the need to use a variety of books and approaches to ensure that gender differences are catered for.
- Book fairs, story sacks, visits from storytellers and authors in addition to a wide range of non-fiction and fiction texts, including ICT, are used to foster a love of reading as well as promote and support learning and teaching.
- Children from P1-3 are encouraged to engage in Reading Eggs to improve their reading skills and children from P4-7 engage in Accelerated Reader on a daily basis to improve their reading and comprehension skills.

Approaches to writing

'Children should learn to communicate meaning through enjoyable writing activities, whereby they express themselves in writing both imaginatively and factually and including digital resources' (NIC)

Writing is an essential tool in the learning process. Writing should be seen as an enjoyable, purposeful and creative experience. It is taught within the wide context of literacy which underpins the whole curriculum. Children have opportunities, throughout the school day, to write for a range of purposes and audiences. They have regular opportunities, as a whole class, in small groups or individually to see modelled writing and to participate in shared writing. As they progress they have opportunities to write individually, with a partner or in small groups

with teacher/classroom assistant's guidance, where appropriate. Teachers promote the strategy 'Think it, Say it, Like it, Write it, Read it.'

Teachers also encourage on-going improvement in the children's learning through self-reflection and monitoring/evaluation of progress. Children's work will be marked positively and constructively in relation to the learning intention and the success criteria (WALT and WILF).

Pupils will have opportunities to develop their writing skills in their Have a Go/Creative Writing Book.

Children have opportunities to use a wide range of resources, for example, individual white boards, scaffolded writing frames, story boxes, Rory Story cubes, story prompts, a range of media and texts which help build confidence and a positive disposition to writing.

The children are given opportunities to develop an awareness of purpose and audience and the link to genre and form by being involved in shared writing with younger audiences.

Thinking Skills and Personal Capabilities/Cross Curricular Opportunities for Literacy development

Teachers will seek to take advantage of opportunities to develop Thinking Skills and Personal Capabilities and to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through language lessons to other areas of the curriculum. Teachers are aware of:

- different styles of learning and the need to encourage pupils to use their visual, auditory and kinaesthetic channels for better learning
- the use of a range of active learning strategies in the classroom, including drama strategies
- the need to ensure effective questioning by the teacher and pupils.

Handwriting

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically.

At St Anthony's Primary School our aims in teaching handwriting are that pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

To achieve coherence and continuity in learning and teaching across the school, St Anthony's follows the Oxford University Press, Nelsons Handwriting scheme throughout the school. This allows for a consistent building block approach.

Nelson Handwriting is a complete handwriting scheme for 3–11 year olds that offers clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join along, securing the joins and practicing speed, fluency and developing a personal style. Nelson handwriting is focused on whole-class teaching using digital resources to enable modelling and interactive learning, along with Practice Books and Workbooks to support independent work. The Foundation content is in line with the EYFS Framework and the Year 1–7 content supports frequent, discrete and direct teaching of handwriting for 5–11 year olds, as required by NI Curriculum.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

The Learning Environment

In all classes, pencil pots with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries.

The use of ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

We aim to make maximum use of I.C.T across the curriculum to promote literacy skills in our pupils as well as developing competence in I.C.T skills. This involves the use of computers, iPads and also the possibilities offered by the wide range of software packages.

Pupils will have ample opportunities to gain confidence in the use of I.C.T, for example, using word processors in drafting and final presentations, developing powerpoints as part of talking and listening, using Beebots and Probots for problem solving discussions, the use of iPads to record videos and take photos, for recount and report writing.

The following indicates the variety of I.C.T resources that we have at our disposal:

- Technology available within class and school: Interactive Whiteboard, iPads with a vast range of applications, Probot, Bee bot, ICT Suite, Internet access.
- Resources available to promote literacy and ICT: C2K Package, My School, Email, composing, drafting and redrafting on programmes such as word, Testease, Young Writers Workshop and Clicker 4, Newsdesk, Linguistic Phonics Resource, School Website, Audio-visual materials.

The children have access to PC's during timetabled session in our school ICT suite. Every class has access to iPads with a range of apps to facilitate and promote and develop learning in literacy.

I.C.T will be used to promote literacy, not just within the programme of study for literacy, but as an integral feature of all programmes of study.

Language and Literacy Across the Curriculum

Mathematics and Numeracy	by using mathematical language to express ideas and explain thinking; by reading and interpreting numerical data in factual reports and newspapers and by using ICT;
The Arts	by talking, listening, reading and writing about their own work and the work of others in Art and Design and Music; by using role-play, drama, dance and ICT to further enhance their work;
The World Around Us	by talking and listening, reading and writing about all aspects of The World Around Us and using role-play, drama and ICT;
Personal Development and Mutual Understanding	by talking and listening, reading and writing and using ICT in exploring Personal Development and Mutual Understanding issues;
Physical Education	by understanding, interpreting and using a range of movement vocabulary as a stimulus for movement and by using ICT in exploring and developing Physical Education issues.

Assessment and Target-setting

Assessment is an integral part of the teaching and learning process, a valuable formative tool. Careful thought will be given to the purpose of assessment; we will adopt a wide range of methods to reflect the whole curriculum and learning opportunities. The main purpose of assessment will be to facilitate progress in pupils' literacy skills. An agreed school policy on assessment, recording and reporting will be carefully implemented. (See Assessment Policy).

The outcomes of assessment will modify our teaching methods and influence teaching and learning strategies as well as indicating pupil progress.

Our assessment records, which will assess pupil progress against N.I.C. criteria, will be easy to interpret, useful and manageable. They will provide confidence between teachers, across phases and enhance progression for pupils.

The school will provide regular, detailed and comprehensive information to parents about each pupil's achievement and progress.

Assessment data is analysed and implications for planning and target setting at school, class and individual levels are noted and planned for.

EFFECTIVE LEADERSHIP:

The following indicators from Every School a Good School will be reflected in the school's approaches:

- An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.
- Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
- School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.
- Teachers are given the opportunity to share in the leadership of the school.
- The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management, and working relationships
- School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself

All teachers in St Anthony's Primary School accept shared responsibility for promoting Literacy throughout the school. However, the literacy co-ordinator has responsibility for co-ordinating the development of language and literacy. There is a school development plan in place which has been contributed to and agreed and is supported by appropriate action planning for language and literacy. The literacy task team analyses data, decides on a school/class focus, contributes to the School Development Plan, disseminates new initiatives and supports with classroom practice.

Role of the Literacy Co-ordinator

The Literacy Co-Ordinator should be responsible, in consultation with the Principal, teachers and parents, for improving the standards of teaching and learning in Literacy through:

- provision of leadership and direction in promoting Literacy
- encouragement of high standards of teaching and learning, with particular responsibility for language and literacy across the curriculum
- development and review of a school Language and Literacy Policy in consultation with all staff
- support and motivation for colleagues
- setting of priorities and targets, in liaison with staff, to improve provision for all children
- identification of needs in the area of language and literacy in relation to the needs of the school, in consultation with the literacy team
- contribution to evaluation and monitoring procedures
- auditing and supporting colleagues in their continuing professional development (CPD)

- commitment to on-going professional development, and subsequent dissemination of key messages
- establish clear and open channels of communication between principal, senior management team, teachers, classroom assistants, parents and children
- ensuring channels of communication are open and active with all relevant outside agencies, including DENI, SELB, RTU, CCEA, etc.

Monitoring

The quality of children's learning is carefully monitored throughout the school. Evidence used to inform the evaluation of language and literacy includes:

- monitoring teachers' plans and share good practice at phase/ whole school level
- Book Sampling to disseminate and share practice
- displays and photographs
- discussions with teachers, children and parents
- Task Team meeting/staff meetings
- observations by principal, senior management team, PRSD observations where applicable

The outcomes of the monitoring process are used to inform future planning and evaluation.

Effective Performance Data Management

Data generated from standardised tests; PTE, BPVS, NRIT, CAT4 and statutory assessment is analysed for a range of purposes:

- to track pupil progress
- to track complete classes
- to identify individual children's cognitive strengths and weaknesses
- to inform planning for teaching and learning
- to identify underachieving pupils for further support
- to set targets for individuals, groups or entire class
- to compare progress between groups/schools
- to make meaningful comparisons between scores from more than one test

The Board of Governors

The Board of Governors have access to the school development plan, and through the literacy action plans are aware of the contribution made by the literacy co-ordinator and literacy team to this plan. Regular reports are made to the governors on the progress of language and literacy provision and the standards being achieved.

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY:

The following indicators from Every School a Good School (ESaGS) will be reflected in the school's approaches:

- good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serve
- the school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school

- the school uses its involvement in particular programmes (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools
- good relationships and clear channels of communication are in place between the school and the education agencies that support it
- the school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal groups

Parental Involvement

In St Anthony's Primary School, we believe that the education of our children is a collaborative enterprise involving teachers, parents, pupils and the wider community. Regular and positive communication will be made between teachers and parents, on a formal and informal basis.

Parents are encouraged to become actively involved in promoting their child's learning. Parents receive clear information about policies, the curriculum and ways in which to support their children by:

- termly topic planners made available to parents
- curriculum evenings at the beginning of each academic year
- verbal and written reports on children's progress
- feedback via comments in children's books
- posts on Pupils Portfolio on Class Dojo
- parent/teacher meeting
- involvement in Family Learning Programmes including Family Learning Organisation courses
- applying Literacy learning at home (Reading Eggs, Fast Phonics and Accelerated Reader)
- effective strategies to support learning through homework (Linguistic Phonics/Comprehension)
- liaison through the reading record book
- using the School Website, Class Dojo and other social media to showcase high quality Literacy learning and teaching.

Parents have regular opportunities to visit the school and celebrate the work of the children through open nights, induction meetings, school performances to include Christmas shows, assemblies and other religious events.

Links with other Schools and the Community:

Contacts with the local community, including other schools, are established to help foster positive attitudes and values among the children.

Links with other schools:

- Clusters for staff development,
- visits to other primary schools to share and compare effective practice,
- meetings with post primary schools to ensure cross phase consistency and to manage transition for children

- Shared Education links

Links with the Community:

- annual school book fairs
- visitors to the school and connecting to local businesses eg Time to Read programme, storytellers, visiting theatre groups, writers, school nurse, dentist, fire service, PSNI.
- visits to local library
- school trips
- visits to local places of interest
- cross community links with other schools
- events with other schools (Credit Union quiz, sporting events, Spelling Bee)

Effective links are maintained with statutory agencies including educational support services: psychology, behaviour management team, CASS, ASD team, speech and language therapists, etc.

CONCLUSION

Consistency with other school policies: The content of the Language and Literacy Policy is checked to ensure consistency with other school policies, to include: Teaching and Learning Policy, Assessment Policy, Homework Policy, Marking Policy, Special Educational Needs Policy, ICT Policy, Equal Opportunities' Policy, Health and Safety Policy.

Policy Review

This policy will be reviewed every two years or in the light of changes to statutory requirements.