

Rosstulla School
‘Together Towards Tomorrow’
Literacy Policy
Agreed by Governing Body, January 2016 to be reviewed June 2018

Rationale

Literacy is ‘Talking and Listening’, ‘Reading’ and ‘Writing’ and it extends across all areas of the curriculum under the umbrella term of ‘Language and Literacy’. English is the medium through which the Northern Ireland curriculum is delivered in Rosstulla.

Purposes - Our commitment to developing Literacy will:

- Benefit pupil’s years 1-13 by developing an awareness of the spoken and written word in all aspects of language and literacy enabling our pupils to gain access to all areas of a rich and varied curriculum.
- Develop and promote literacy as a whole school priority with high expectations for all students and relevant, meaningful learning.
- Enable pupil’s to access written and spoken information in order to make informed decisions within and beyond school.

Guidelines

- The delivery across the Key Stages is planned in the context of the CEA Levels of Progression in Communication and as such provides high quality teaching for all students. It takes cognisance of the government documents “*Every School a Good School*” and “*Count Read: Succeed*”.
- The delivery of Literacy extends to all aspects of school life and every teacher, regardless of the subject they teach, must promote and model high standards of literacy.
- Financial and other resources will be subject to budgets, bids for current developments and areas of need identified by audit and review.
- The Literacy co-ordinator will identify and secure appropriate staff training and development in liaison with the staff development co-ordinator, curriculum team and within budgetary constraints.
- Teachers undertake robust monitoring of students’ work in September and May in line with learner tracking developments with a particular focus on literacy, using statutory, standardised and other assessment tools alongside their own professional judgement throughout the year.
- Teachers ensure that each pupil works at those elements of the programmes of study that relate to his or her own level of ability.
- Continuity and progression throughout the school is ensured by introducing new skills gradually and reinforcing those already taught.
- Moderation and evaluation of teaching and learning is undertaken annually through examination of Annual Targets, IEPs, book scoops and Teacher planning. Further moderation is undertaken annually through end of key stage assessment and accreditation and in addition, reviews of any staff training.

These guidelines are translated into action through all other policies and procedures, in particular:

- Staff Development Policy
- Personal Development Policy
- Special Needs Policy