

Literacy Policy Statement

Greenacre School



VERSION CONTROL BOX	
DATE OF REVIEW	June 2018
OVERVIEW OF CHANGES	Amendments to the policy were made in line with the assessment changes we have made as a school. A Curriculum to assess pupils working below P4. From September, students working above P4 and below Level 1 will be assessed using the new B Curriculum.
DATE OF NEXT REVIEW	June 2019
REVIEWER	A Mirrlees

GREENACRE SCHOOL LITERACY POLICY STATEMENT

RATIONALE

The ability to use and understand language in order to communicate effectively forms the core of the Literacy curriculum. Through the teaching of Literacy at Greenacre School we aim to equip all our pupils with the necessary skills and confidence to function as independently as possible in their lives after leaving school. This is achieved by giving pupils the opportunity to develop communication through an integrated programme of sensory experiences, speaking and listening, reading and writing. This also enables pupils to access all areas of the school curriculum as fully as possible. The delivery of Literacy is monitored through regular enquiry walks at both the main site and our Satellite provisions. Staff will receive regular training on speaking, listening, reading and writing.

PURPOSE:

1. To encourage pupils to communicate for a variety of purposes and in a range of situations.
2. To introduce pupils to a range of strategies in order to develop Literacy skills in a creative and appropriate manner. E.g. In 2015 a GCSE group was established for a group of year 10 & 11 students. The decision was made in Autumn Term 2016 to change this to an Advanced Literacy Skills Group, where students work towards more appropriate, skills based qualifications such as Level 1 English.
3. To introduce pupils to a wide range of accessible literature and develop their ability to read and interpret with fluency, accuracy, understanding and enjoyment.
4. To ensure that pupils are given the opportunity to develop suitable writing or recording methods in a range of forms.
5. To enable pupils to develop self-esteem and confidence which will help them to integrate socially and develop emotionally.
6. To encourage pupils to work collaboratively with others, respecting the contributions made by their peers.

GUIDELINES:

1. For those students working below P4 we have developed a sensory curriculum, which is called the A Curriculum. For students working between P4 and P8, Literacy is delivered and assessed in accordance with the Greenacre P Levels for reading, writing, speaking & listening. As of September 2018, students working between P4 and P8 will be taught and assessed in accordance with the newly developed Greenacre B Curriculum. In Lower School, pupils working above P8 will be assessed using Greenacre's Assessment without levels (AWOL) documentation. Students in years 9, 10 & 11 (Upper School) are assessed using Entry Level criteria, which is in line with the accredited outcomes of the life skills programme. Students working within the post 16 department are assessed using

- milestones and Entry Level criteria appropriate to their need.
2. Teaching and learning materials should be regularly monitored to ensure that they remain accessible to the school community.
 3. Staff should work alongside speech and language therapists in order to support pupils' development.
 4. Pupils should be encouraged to use self and peer assessment to inform next steps.
 5. Appropriate methods of communication should be available and encouraged within school and the wider community.

Provision should be made for pupils who require technological aids to communicate effectively as well as those who use augmentative communication systems. E.g. Lexia (an online reading system) is now established throughout the school, we have extended our license from thirty to fifty users.

The skills of idiosyncratic communication, speaking and listening, reading and writing developed in Literacy lessons should be practised in all other areas of the curriculum, reinforcing for pupils the relevance of communicating effectively with others.

CONCLUSION

Literacy underpins the whole of Greenacre School's curriculum and is unique in providing pupils with the opportunity to develop skills in speaking, listening, reading and writing, enabling them to express themselves and communicate effectively.

Equality Monitoring

This statement demonstrates our commitment to ensure we give due regard to:

Eliminate discrimination and other conduct that is prohibited by the act

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it