

CONTEXTUAL ASSESSMENT AND OBSERVATION

Across different areas of the curriculum, evidence of learners' strengths and areas for development is routinely gathered through observations of what learners do, feedback through what they say and assessment of performance or products. Effective assessment is well supported by the Fife Literacy Progression Pathways.



Workshop for Literacy is not a programme of work; it is an approach to teaching. It is not prescriptive, rather it enables practitioners to flexibly act on their observations and assessment to determine the most appropriate next steps for learners to support their literacy development. Observations, knowledge of individual learners and other assessment information guides professional judgement ensuring that planning, learning and teaching is always responsive and relevant to the needs of learners.

MEANINGFUL CONTEXTS

Contexts across different areas of the curriculum are used to develop relevant literacy skills and provide an appropriate level of support and challenge within an inclusive environment to enable every learner to experience enjoyment and success.



The Workshop for Literacy Approach in Fife



DAILY OPPORTUNITIES

Through an appropriate balance of teacher-directed, teacher-initiated, and child-initiated activities, learners experience purposeful daily opportunities which support the development of core literacy skills and foster a lifelong love of reading, language, and literature.



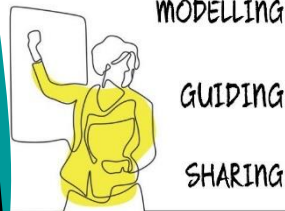
Stimuli such as stories, images or objects are used to stimulate interest, generate curiosity, and spark imagination. Learners are exposed to various genre and types of text, selected for their rich language, engaging content and suitability for the literacy skills being developed.

ENGAGING STIMULUS

SKILLS AND STRATEGIES MADE EXPLICIT

Practitioners clearly demonstrate and highlight the use of specific skills and strategies, helping learners to develop their understanding and independent application when reading, writing, and communicating for different purposes in different curricular areas.

To effectively inform professional judgement about learning and progress, practitioners will use assessment information gathered from a range of sources of evidence including day-to-day observations, learning conversations, products, planned periodic assessment and performance during learning activities.



For further information and support, please see the Effective Learning, Teaching and Assessment through the Workshop for Literacy Approach: Principles in Practice Paper

