

St Angela's Primary Literacy Policy



Rationale

“Literacy offers an essential passport to learning, helping young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and to apply discernment.” [Building the Curriculum 1](#)

“Our policy has been written to ensure that there is a consistent approach to the teaching and assessment of Literacy across the school. Our aim is to provide engaging and progressive learning opportunities that are inclusive and challenging for all pupils. We strive to develop confident individuals who contribute effectively and are successful in their learning journey. We place an emphasis on pupil voice and collaboration; we encourage children to be responsible citizens who work together to make a positive difference to our school, local community and the wider world. Our Literacy approach strives to prepare children to thrive in a modern society and the greater world of work.”

[St Angela's Staff](#)

Our shared vision for teaching and learning in Literacy:



Our School Context

St Angela's Primary	
School Roll 356	
 Pupils in SIMD Decile 1 and 2 Your school: 17.1% Glasgow (Primary): 57.0% National (Primary): 22.6%	 Pupils registered for free school meals Your school: 19.0% Glasgow (Primary): 34.1% National: Not Available
 Attendance Your school: 90.3% Glasgow (Primary): 91.0% National: Not Available	
 Exclusions Incidents per 1000 pupils Your school: 0.0 Glasgow (Primary): 4.0 National: Not Available	 Pupils who are looked after Your school: 0.0% Glasgow (Primary): 1.2% National: Not Available
 English as an Additional Language Your school: 61.5% Glasgow (Primary): 26.8% National (Primary): 8.9%	
Pupils Ethnicity	
Black and Minority Ethnic Your school: 64.3% Glasgow (Primary): 31.3% National (Primary): 13.4%	White - Scottish/ other British Your school: 23.0% Glasgow (Primary): 53.1% National (Primary): 76.8%
White - other Your school: 3.4% Glasgow (Primary): 7.5% National (Primary): 6.8%	Not known/ not disclosed Your school: 9.3% Glasgow (Primary): 8.1% National (Primary): 3.1%

- ▶ St Angela's is in the Southside of Glasgow . We serve the Roman Catholic population of Darnley. However, we also welcome children from other faiths and no faith background. Home, Church and School work together in partnership with our children. Our Nursery Class is non-denominational.
- ▶ As a Catholic School our vision is to nurture, challenge and achieve within a secure, happy and stimulating environment.
- ▶ We provide the highest standard of education possible within a caring, Catholic ethos. We are committed to creating every opportunity for your child to succeed and to be an independent, confident, responsible and successful individual. It is important that our children feel happy, safe and respected in order to fulfil his/her potential and develop an enthusiasm for lifelong learning.
- ▶ St. Angela's is made up of an open plan main building, opened in 1977 with 7 double class bases, two sets of huts, one housing two classes and the other housing four classes and a nursery class base. The school environment is warm, bright, welcoming and attractive and the school's surrounding grounds are well-cared for.
- ▶ Our school provides a broad, general education which promotes the aims of the Scottish Executive's 'Curriculum for Excellence'.

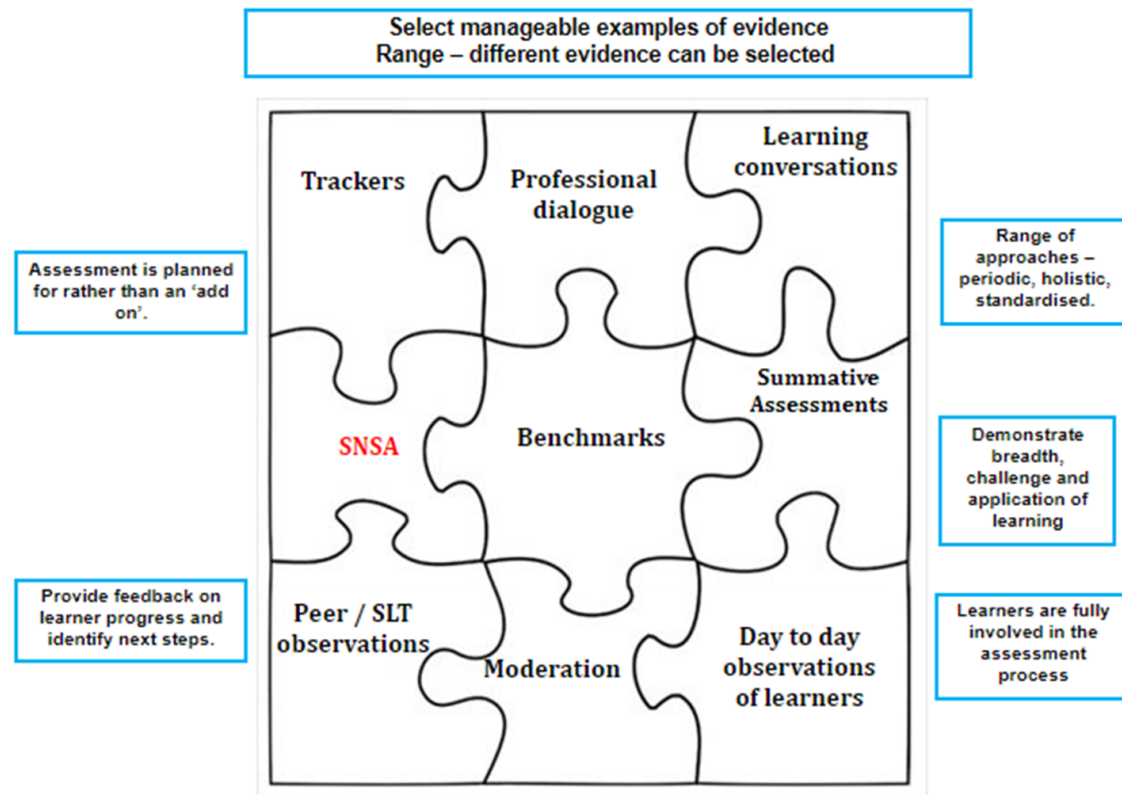
In order to reflect our school profile, we commit to providing excellence and equity through:

- ▶ High standards of learning and teaching (Learning and Teaching Policy & CEP work)
- ▶ High expectations for all
- ▶ Balanced Literacy Timetables and Forward Plans
- ▶ Staged Interventions and SfL groups which meet learner's needs and provide appropriate pace and challenge
- ▶ Continuous self-evaluation, monitoring and tracking of progress (see QA and assessment calendar)
- ▶ Involving our children, parents, carers and community in shaping our Literacy identity and providing Family learning opportunities
- ▶ We will review this policy every year to ensure that it reflects our context and local and national priorities and advice.

Literacy for All - Action on Achievement

- ▶ At St Angela's Primary, we are confident that our Action On Achievement will enable our learners to: engage with and create a broad range of texts, including Scottish and Scots texts, use reading and listening strategies to understand, analyse and evaluate texts; find and use information, develop critical literacy skills, including evaluating sources; write with increasing accuracy, making effective use of spelling, grammar and punctuation; create texts of increasing complexity using more sophisticated language and develop and use higher-order thinking skills.
- ▶ Literacy is the responsibility of all; therefore, we commit to making the most of Literacy learning opportunities, including Literacy across Learning.
- ▶ Assessment is both formative and summative, and information is used to ensure that learners' needs are met. In addition to on-going observation, reading assessments are carried out bi-annually and writing assessments are used each term to help formulate next steps. Primary one pupils are assessed early in Term One using observational assessment (Ready Steady Read) that helps us to provide the right level of balance or support. Differentiation is evident in our planning, and we use a variety of tools to help SI (Staged Intervention) learners achieve at an appropriate level. We make good use of the benchmarks and the LfA trackers to plan assessments collegiately and to enhance dialogue around attainment. Our assessment jigsaw highlights the main tools and opportunities we use to measure progress and make secure professional judgements.

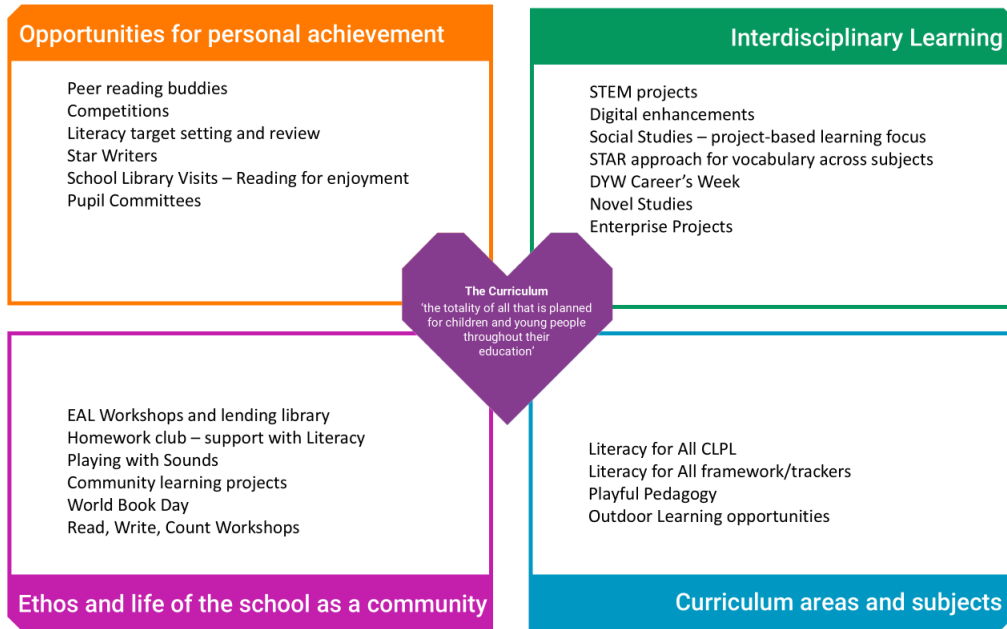
Assessment Jigsaw



Learning across the 4 contexts at St Angela's Primary

- Across the school, we ensure that Literacy is an integral part of the four contexts for learning: we have a range of opportunities that enhance personal achievement, and we value and plan for interdisciplinary learning as a way of developing breadth, challenge and application. Literacy is embedded in the life and work of our school community. The four contexts help develop our learners' knowledge, skills and attributes.

Learning across the four contexts at St Angela's Primary



Literacy for All



We use the GCC Literacy for All approaches across the school and our staff team undertake high quality CLPL on a regular basis and update their professional development in line with our School Improvement Plan. CfE and the LfA trackers are embedded in our collegiate planning process in order to meet the standards within the experiences and outcomes. Learners access and explore a wide range of texts, including multimodal texts. Digital enhancements are used to increase engagement, improve learner experience and meet needs.



Our school improvement plan for Literacy is to “improve teaching and learning by using our reading skills to write better.”

We develop the four capacities specific to Literacy, and these are embedded in our planning.

Developing Capacities			
Successful learner	Confident Individual	To enable our young people to become...	
Think confidently and independently. Communicate in different ways for different purposes and audiences. Use technology for learning. Use multimodal texts. Link and apply learning in different situations – listening and talking, reading and writing by using literacy skills across the curriculum. Select information from a variety of sources and use a variety of research skills. Have a good knowledge of strategies to help them solve problems e.g. reading unfamiliar texts. Recognise and describe different types of texts and their purposes. Are motivated to engage with a variety of texts that are relevant to and are used in their everyday lives. Actively seek ways improving their literacy skills.	Communicate confidently in a wide range of contexts. Have a well-developed vocabulary and understand the power of language. Are confident thinkers who can recognise when they are being influenced and can justify their own point of view. See the relevance of literacy skills to their everyday experiences and use skills e.g. in organising themselves. Can confidently select texts and evaluate how well they meet their needs. Use literacy skills to help them make decisions and weigh up the pros and cons of courses of action. Understand and analyse a range of texts.		
Responsible Citizens	Effective Contributors		
Develop knowledge of Scotland's place in the world by interacting with a variety of texts. Avoid plagiarism and acknowledge their sources. Can interpret and evaluate information to help make decisions. I think met cognitively. Appreciate that people communicate in different ways. Open and responsive to the needs of others and respect others opinions. Participate in activities in their own place of learning and beyond, e.g. using literacy to affect change. Act as model communicators to others in and beyond their place of learning. Use language to help them develop understanding of themselves and others in individual and cultural context	Create and develop lines of argument and discussion. Can take an active part in group discussions. Can bring the benefits of a wide range of own learning experiences to lessons. Build on ideas and opinions of others. Share their interpretations of opinions of texts. Offer alternative viewpoints in an appropriate way. Give constructive, thoughtful feedback to others. Explain to others the different strategies they use to make meaning from texts. Can follow a train of thought through to a conclusion.		

Curriculum for Excellence design principles

- ▶ We deliver breadth, challenge and application by:
- ▶ providing staff with guidance on a balanced Literacy timetable;
- ▶ referring closely to the Experience and Outcomes in our planning;
- ▶ specifying underlying challenge found within outcomes in our planning;
- ▶ making use of increasingly complex texts;
- ▶ encouraging independence;
- ▶ providing opportunities to apply skills in a variety of contexts.

Our Literacy provision takes account of the seven design principles:

We provide **Challenge and Enjoyment** through...

Breadth and progression are embedded in GCC Literacy for All framework which all staff use to ensure breadth of learning and to have a clear picture of what progression looks like within and across levels. The **benchmarks** feature in the **LfA framework** and in our tracking conversations.

Personalisation and Choice is incorporated through pupil targets and project-based learning, and all staff refer to the **relevance** of Literacy skills for learning, life and work.

Our Literacy curriculum is **coherent** in that we deliberately and consistently make links with other curricular areas - this is reflected in our planning and our Literacy across learning displays.



Framework

- ▶ **Purpose**
 - ▶ Takes full cognisance of the intentions and aspiration of CfE
 - ▶ Reflects standards within E's and O's
 - ▶ **Makes clear links with benchmarks** to highlight end of level standards to support teacher professional judgement
- ▶ **Trackers supporting progression**
 - ▶ Indicates **progression** within as well as across levels
 - ▶ Highlights **knowledge, skills and understanding** required to become a literate/numerate learner at each stage of CfE journey
 - ▶ Ensures **consistency** of learner experience
 - ▶ Supports and augments existing planning structures
 - ▶ Supports tracking and monitoring processes/ assist in implementation of moderation cycle
- ▶ **Making links**
 - ▶ **LfA/GC interventions/learning experiences make deliberate links** with the trackers
 - ▶ Aids practitioners in **making links throughout Literacy/Numeracy** and across other curricular areas

Principles of Curriculum design

- Learning should be designed around the principles of breadth, challenge and application.



Skills for Learning Life and Work

Meta-skills

Self management	Social intelligence	Innovation
Focussing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense making
Initiative	Leading	Critical thinking

- *“Our fundamental aim is to fill our young minds with a sense of agency and endow them with the motivation, courage and belief in their power to influence their own futures. We are driven by a commitment to create pathways to enable all stakeholders to possess skills for life, learning and work.”*

Self-Management

- **Sorting information into categories** Find, select and classify information
- **Highlighting key information** - with the ability to analyse and interpret information to draw conclusions
- **Solving problems** – Develop the use of critical thinking and problem solving skills
- **Try new strategies and approaches** – CPA approaches
- **Become independent learners** – Increase autonomy and reduce level of support, moving from concrete and pictorial CPA approach, towards more abstract concepts where appropriate.
- **Have a go and try new things**
- **Resilience:** Confidence in taking Initiative (including asking for help) and sustaining communication.
- Evaluate own and others' learning.
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Social Intelligence

- **Processing verbal or written communication** - Extend the use of mathematical vocabulary and develop rich discussion within numeracy
- **Understand and respond to information** – Information handling, analysing and interpreting to draw conclusions
- **Give written or verbal communication that others understand** – problem solving skills, displaying information (data handling skills)
- **Storytelling** – linking numeracy to real life examples, word problems, IDL
- **Responsibility and concern for wider society** – Apply skills and understanding in a wide range of new and unfamiliar situations (financial education – debt/profit/budgeting)
- **Developing others** - Evaluate own and others' learning.
- **Change catalyst** – communicating to a wider audience

Innovation

- **Sourcing information** – collecting, organising data
- **Problem Recognition** – CPA approach to problem solving and utilising skills
- **Ask questions to gain understanding** – interpreting data
- **Find relevant information** – analysing data
- **Imagination** - Apply skills and understanding in a wide range of new and unfamiliar situations, utilising problem solving skills to find solutions to potential problems
- **Pattern Recognition** – sequencing numbers, shapes, colours and classifying information in to groups
- **The Big Picture** - Communicate to wider audiences, both across the curriculum and beyond the place of learning
- **Analysis/computational thinking** – problem solving skills, analysing to draw conclusions