Language and Literacy Policy

Boghall Primary School 2013-2014

Effective teaching and learning in Boghall PS

- The use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- Effective direct and interactive teaching
- A balance of spontaneous play and planned activities
- Offering some personalisation and choice
- Collaborative working and independent thinking and learning
- Making meaningful links for learners across different curriculum areas
- Building on the principles of Assessment is for Learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- The development of problem-solving skills and approaches
- The appropriate and effective use of ICT.

The balance between these approaches will vary at different stages and across different sectors and areas of the curriculum.
Continuing dialogue about learning and teaching approaches within

Vision Statement

- The pupils will experience a stimulating and enjoyable programme of high quality literacy.
- This programme will be practical and relevant; preparing them for everyday life, allowing them to make sense of the world and manage their lives.
- As part of the whole educational provision, literacy will help develop inquiring minds, positive attitudes, skills and knowledge, by using a wide range of learning experiences.
- Literacy plays an important role in areas such as science or technologies and it is vital to research and development. By learning in literacy pupils are able to access the wider curriculum and have the opportunity to pursue further interests.

Link to principles and practices
http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas /languages/litandenglish/principlesandpractice/index.asp

Organisation

Classroom organisation needs to be flexible in order to provide opportunities for:

- direct teaching of individuals, groups and the whole class
- pupils to use literacy in a variety of contexts
- discussion, oral literacy and consolidation with individuals, groups and the class
- pupils to learn and use the relevant work skills with literacy
- recording and presenting work clearly with care
- using a variety of text and reference books
- could take place in different locations, according to classroom organisation

Resources

- Pupils will need to have access to a range of appropriate resources and material
- A literacy scheme is an important aid to progression and continuity. The scheme should be used as a flexible resource. That is:
a. to support the teaching programme
b. as a record of pupil's work
c. as an assessment tool
d. to provide opportunities for consolidation and further practice.
- At Boghall we plan activities that enable children to experience literacy in a wide variety of contexts including interdisciplinary learning

Planning, assessing and recording

(Link to building the curriculum 5)

Assessment will mainly be formative and based on the identified needs which will be integral to the plan.

1. An agreed format will be used for forward planning and evaluation (link to plan templates)

Methods of assessment should be:
- Flexible and reflect current teaching approaches
- An ongoing continuous process
- Linked to planning
- Used to provide guidance for next steps in the learning process
Assessment may also be carried out through:
- Practical tasks and observation
- Children's written work
- Oral questions, discussions and debates
2. Appropriate information should be noted
3. Pupil's progress should be regularly reported to parents indicating the stage at which their child is working and identify the child's next steps
4. Progress should be recorded and communicated between stages, and at points of transfer
5. Pupils should be encouraged to assess and evaluate their own work and that of others
- Children are always aware of their writing targets and feedback is given in a variety of ways including Shirley Clark's 'closing the gap' method
- We use a correction code and marking policy
(Link to correction code and marking policy)