

Broughton Primary School

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English LLC Policy

LLC Policy (Wales)

We believe this policy relates to the following legislation:

- School Standards and Organisation (Wales) Act 2013 (Welsh Government)

The following documentation is also related to this policy:

- The School Curriculum for 3 to 19 year olds in Wales 2008 (Welsh Government)
- National Literacy and Numeracy Framework 2013 (Welsh Government)

LLC skills is the main language of communication in the UK and, as such, its mastery is a pre-requisite for life.

The study of LLC skills develops children's abilities to listen, speak, read and write for a wide range of purposes, and to a variety of audiences, and in so doing enables them to use language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

It is the foundation for all the learning that takes place in our school and its mastery empowers the learner and is essential for independent learning and most aspects of everyday life.

We acknowledge and support the Welsh Government strategies for Literacy and Numeracy which is aimed at developing the full potential of all pupils.

We aim to promote the teaching of numeracy and literacy within all subjects and by using the Literacy and Numeracy Framework we are able to plan and deliver objectives pitched appropriately to the learners. We wish to work closely with the School Council and to hear their views and opinions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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Aims

- To promote the teaching of numeracy and literacy within all subjects and by using the Literacy and Numeracy Framework.
- To enable pupils to use spoken and written language effectively in their lives, facilitating communication, self-expression and learning.
- To enable pupils to enjoy literature of all kinds, (including English language literature about, or set in Wales) and to become appreciative and discriminating readers.
- To work with other schools to share good practice in order to improve this policy.

Objectives

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities, thus enabling pupils to become effective learners.
- To provide resources for all pupils that will support effective learning and teaching.
- To ensure leadership and management structures within the school support the implementation of these objectives.
- To ensure teaching and learning is built upon prior knowledge

Learning and Teaching Guidelines

The three strands of learning in the National Curriculum are oracy, reading and writing. They should be inter-related and balanced within the curriculum in order that the children:-

- make progress in the understanding and the use of language;
- extend their learning by gaining new ideas and knowledge;
- achieve success in communicating ideas, facts and feelings, both verbally and writing;
- make emotional and personal gains through enjoyment of language and thereby developing feelings and imagination.

Our approach to teaching and learning language at Broughton Primary School is text centred. A text centred approach to language development emphasizes the use of real books from a variety of text types that the children are subsequently to encounter in their adult lives.

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The school uses a range of teaching methods, each closely aligned to the text being used as a stimulus and the skills being developed by the lesson. The children are encouraged to contribute their ideas for the direction of their learning. A mix of whole-class, kagan group and individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

Through the directed use of these books children will then learn the technical aspects of language development, such as grammar and spelling, in a real context. Throughout the school children's learning is enhanced by the consistent use of Reading Power, which progressively develops higher level reading skills and the love of literature. Oracy skills are promoted through the use of Kagan structures, which enables maximum participation and develops each individual's potential. Both of these strategies are supported by the use of Thinking Maps

Phonic knowledge and skills are introduced through play in Nursery. From Reception these are taught through short adult led sessions with groups of children who have been identified as having similar needs. They are assessed regularly and this is used to group/regroup children and inform planning and progression.

The school possesses a wide variety of literary resources and ensures that pupils are familiar with a wide range of texts, including Welsh writers writing in English.

The school regards LLC skills as central to all other subjects, and while LLC skills are taught as a subject in its own right it is also uses other subjects as a stimulus for oracy, writing and reading. Thus a topic studied in a history lesson, or an experiment performed in a science class, might become the subject of writing in an LLC skills lesson.

We regard LLC skills as essential to all other areas of the curriculum, and therefore the skills developed in LLC skills lessons are applied, practised and consolidated across all other areas of the curriculum. In this way LLC skills are not only cross-curricular, but bring other areas of learning into its own curricular area and thus becomes a part of the continuous provision in the Foundation Phase.

The school regards English as central to all other subjects, and while English is taught as a subject in its own right it is also uses other subjects as a stimulus for oracy, writing and reading. Thus a topic studied in a history lesson, or an experiment performed in a science class, might become the subject of writing in an English lesson. HAVE WE ALREADY MENTIONED CROSS CURRICULAR?

Planning and organization

Curriculum planning is managed in three phases.

Long Term Planning

This is based on the Foundation Phase Framework (Revised 2015) which gives expectations for the year group in its subject levels, and provides guidance for planning and management.

Medium Term Planning

Skills to be developed for each year group are identified and highlighted in the FPF on a half termly basis by Departmental Teams. These are differentiated by colour for each term/half term and allow for the revisiting of skills when necessary. This ensures a balanced distribution of development of skills. This feeds into the short term planning. At the end of each half term this is reviewed, to ensure that planned skill opportunities have been delivered and to take account of different directions led by the children.

Short Term Planning

This details the LLC skills curriculum over the week/fortnight. Activities are planned to develop these skills and outcomes which may be met are identified. At the end of each fortnight this is reviewed and feeds into future planning.

The teachers collaborate on the planning of LLC skills to ensure parity in provision and to share expertise.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

1. Speaking and Listening

Introduction

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

Teaching and learning

In order to promote high quality speaking and listening, teachers and pupils adopt variety of Roles, supported by the use of Kagan structures, such as:

- modelling dialogue, e.g. turn taking, offering opinions and inviting response;
- modelling listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others;
- modelling values, e.g. encouraging the participation of shy or reticent pupils,
- modelling participation, e.g. recognising the value of being seen as a learner alongside the pupils;
- providing a wide range of contexts for speaking and listening;
- supporting the pupils by providing clear structures for tasks which require the pupils to learn through talk;
- sharing roles with the pupils, e.g. as questioner, the 'expert' on a particular topic.

Pupils have a variety of opportunities to use talk to enhance learning

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These are:

- playing an active role in directing their own learning, e.g. making and sharing decisions about how to approach a task, selecting appropriate resources.
- engaging in speaking and listening in a variety of groupings and settings, and through the use of digital technology.
- using language creatively and imaginatively, e.g. through role-play, hotseating, storytelling;
- demonstrating what they know and evaluating their understanding, e.g. involvement in plenary sessions, use of shoulder partners.
- creating displays which are stimulating and interactive;
- providing resources to support speaking and listening.

2. Reading

Introduction

The ability to read is fundamental to pupils' development as independent learners in all areas of the curriculum. In order to read with fluency, accuracy, understanding and enjoyment pupils need to use a range of strategies supported by Reading Power: drawing on knowledge of context, grammar and phonics.

Teaching and learning

The role of the teacher is:

- to engage children in reading through text led topics
- to model the act of reading through shared reading and to provide focused support through guided reading;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.
- Phonics is used in Foundation Phase and as an intervention in KS2 to support early reading progression.

3. Writing

Introduction

Writing is a primary means of communication. Pupils need to learn how to write with confidence, fluency, imagination and accuracy using a range of skills.

Teaching and learning

Through the teaching of writing the school aims to:

- provide modelling through shared and guided writing, supported by Writing Powers
- provide a real context for writing through cross-curricular planning or writing with a true purpose for the child;
- value each stage of the writing process through planning, drafting, editing, and presenting.

4. Spelling

Introduction

Spelling is an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has a profound effect on the writer's self-image.

Teaching and Learning

The teaching of spelling aims to develop pupils as independent spellers who take an active part in their own learning. This is through a multi-sensory approach incorporating the development of fine motor skills, auditory discrimination and visual perception. Pupils are taught the knowledge and skills they need to become independent spellers.

5. Handwriting

Introduction

The principal aim is that handwriting becomes an automatic process which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and allows opportunity for creative expression.

Teaching and Learning

As the National curriculum requires, handwriting is taught throughout the school. (during basic skills lessons in KS2)

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

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- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Management Team will:

- ensure all school personnel are aware of and comply with this policy;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - observing teaching and learning
 - planning scrutinies and work trawls
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils
- ensure continuity and progression throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

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- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- annually report to the Governing Body on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging and of a good pace;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons

Role of Pupils

Pupils will:

- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their learning;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;

Role of Parents/Carers

Parents/carers will:

- be aware of and have access to this policy which is available on the school website;?
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
 - sharing services

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- be informed via the website and Twitter of their child's topics;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.'
(Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning skills and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

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The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

Those pupils with special educational needs at School Action and School Action Plus will receive an Individual Education Plans (IEP) with appropriate targets relating to the subject.

Assessment for Learning

Teachers will:

- carry out formative continuous assessment to identify progress towards outcomes and next steps;
- make comments on pupil's work related to the learning skills and in line with the marking policy;
- track children's progress against school and national targets by creating an individual learning profile;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

School will:

- administer national tests and assessment from Y2 to Y6;

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the Headteacher and the SMT.

Standards will be monitored by:

- monitoring pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Cwricwlwm Cymreig

We live in Wales and our pupils are educated in Wales, and in order to consolidate our sense of national identity we ensure that the learning that happens in the LLC skills lessons includes issues

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of local and wider Welsh interest. We use books written in English by Welsh authors, and we use Welsh myths and legends as part of our literature. Our writing stimuli include local and wider Welsh topics and pupils are encouraged to discuss issues of Welsh interest in oracy lessons.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- reports such annual report to parents and Headteacher reports to the Governing Body

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Foundation Phase Framework (Revised 2015)
 - teaching and learning
 - planning
 - assessment
 - key skills
- receive periodic training so that they are kept up to date with new initiatives

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

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Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.
(See Policy Evaluation)

English LLC Policy

The English LLC policy and procedure was passed for use in Broughton Primary School.

On:.....

By:.....Headteacher

By:.....Chair of Governors

Date of planned review:.....