



Introduction

At Baltasound Junior High School we encourage our students to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all students, whatever their ability to achieve the best they possibly can. We believe that providing students with a well balanced, enriching and engaging literacy curriculum will aid them in developing into self-assured communicators. Our literacy policy will ensure that all students become confident speakers, listeners, readers and writers, preparing them for life in the 21st century and beyond.

Literacy definition - "the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language and the range of texts, which society values and finds useful"

Curriculum for Excellence: Literacy and English: principals and practice, Scottish Government, 2009

Aims

Baltasound Junior High School aims to ensure that:

- All students receive a well-balanced, literacy rich curriculum
- Every teacher provides students with a consistent approach to literacy teaching, with high standards expected throughout the school
- All students are given the opportunity to extend their knowledge and skills
- Parents are kept well informed on student progress and how they can support the development of their child's literacy skills

Our Vision

In our school community we will work together as a team to develop our children as successful learners, confident individuals, effective contributors and responsible citizens by providing a safe, friendly and inclusive environment for motivating and challenging learning experiences.

In order to achieve this vision we aim to provide high quality learning and teaching in Literacy to develop our children as competent and confident life-long learners.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. "

Curriculum for Excellence, Principles and Practice Paper: Literacy and English

At BJHS we believe that literacy is of paramount importance for all students. Without literacy skills students will not be able to engage with the eight curricular areas and therefore they will not progress to become a successful learner or confident individual. The literacy skills that a student develops in BJHS will form the foundation for learning throughout their life and will have a real impact on many aspects of their future lives and careers.

What is Literacy?

The literacy experiences and outcomes (E&Os) will promote the development of skills in using language, particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply knowledge about language. They reflect the need for young people to be able to communicate effectively both face-to-face and in writing through an increasing range of media. They recognise the importance of listening and talking and of effective collaborative working in the development of thinking and in learning. In particular, the experiences and outcomes address the important skills of critical literacy. Children and young people not only need to be able to read for information: they also need to be able to work out what trust they should place on the information and to identify when and how people are aiming to persuade or influence them.

Literacy and English can be broken down into three main, broad areas. They are:

- Listening and Talking
- Reading
- Writing

Within each of these areas there will be opportunities for learning under five headers. They are:

- Enjoyment and Choice (all areas)
- Tools (all areas)
- Finding and using information (Listening and Talking, Reading) or Organising and using information (Writing)
- Understanding, analysing and evaluating (Listening and Talking, Reading)
- Creating texts (Listening and Talking, Writing)

Teaching & Learning

It is important to use the literacy experiences and outcomes alongside those of the other curriculum areas when planning for learning. All staff should be familiar with the appropriate documentation to inform the teaching and learning in their classroom. Discussions and decisions need to be made across subjects to ensure that expectations in literacy are both constant and consistently high. This will include the level of text to be used, presentation, punctuation and spelling.

Planning & Programmes Of Work

In order to ensure continuity and coherence and to effectively manage learning across the ages and stages, well-planned programmes of study should be developed with the following in mind:

- Programmes and class planning are matched to the CfE Experiences and Outcomes (Es and Os).
- Teachers identify which Es and Os are taught as they develop courses. SMT will ensure there will be full coverage over time and will sample student work at regular intervals.
- As the students progress through the levels, teachers ensure that there is progression in skills and in knowledge and understanding.

Assessment & Recording

Assessment of literacy needs to be **valid** (allowing staff to draw conclusions about what learners can do), **reliable** (provide the same result of the assessment is repeated) and **proportionate** (so as not to place excessive burdens on students or staff).

As literacy is the responsibility of all staff, and because of the importance of literacy across all aspects of a young person's learning, all staff should be clear about their responsibilities and their roles in the assessment of literacy. Assessment in literacy will focus on children and young people's progress in developing and applying essential skills in listening and talking, reading and writing. The Benchmarks provided by Education Scotland will allow staff to track and evidence the literacy progression of all students within Baltasound Junior High School.

The students in Nursery will follow the Highland Literacy assessment continuum in order to gauge their ability and plan for individual need moving into P1. This allows the P1 teacher time to develop resources and activities around the needs of the children, prior to them making the transition into P1.

During Primary, the students in P1, P3, P5 and P7 will use the ePIPS assessment tool which allows staff to monitor progression during Primary and bolster teacher judgement. From 2017/2018 onwards, the National Improvement Framework will provide assessment, monitoring and recording information for teaching staff to make best use of and this will include literacy assessment of P1, P4, P7 and S3 students.

Student progress will be tracked over time with appropriate intervention, support or challenge based on the individual student need.

Monitoring & Evaluation

Teaching staff will use a variety of ways to ensure that standards and expectations are consistently high across the school. Staff will regularly meet to share examples of work and look at ways to improve literacy in all subjects. This is crucial at times of transition, to ensure individual needs are taken into account during this stage.

This will include three pieces of unaided writing each year which will be included in an individual folder and this will continue through the school with the student from P1 up to S3. This will allow school staff to monitor the progression of students and intervene as and when necessary.

Resources

Resources used in the development of a literacy rich curriculum include a wide variety of texts, books, T.V., listening centres, video and audio recorders, computers and iPads. Technology will play a key role in allowing students with Additional Support Needs (ASN) to fully access the curriculum and become independent and confident learners. Dedicated software and applications will be used by staff to ensure equity and equality with regard literacy progression.

Dialect

The cultural and linguistic backgrounds of students and staff must be recognised. Students will be encouraged to be confident and creative in the language they bring to school. Students and staff will appreciate the range of accents and dialects they encounter and support each other to ensure everyone develops an understanding of local, national and international differences and similarities.

Date: January 2017
To Be Reviewed: January 2018