



Eden Park Academy
Every Pupil Achieves

Literacy Curriculum Policy

Literacy is an integral part of the curriculum. It provides a set of vital skills for life. It helps learners to make sense of the world and to be responsible for the place in which they live and work. It is linked to everything we do.

Through a varied and planned programme the learners can progress through the specific skills required in literacy. In addition they are able to develop appropriate social skills and an increased competency in communication skills.

All staff at Eden Park Academy are aware that reasonable adjustments to develop literacy skills across the curriculum must be made to include all learners.

All staff are responsible for the teaching of Literacy through their subject areas as outlined in the National Literacy Strategy.

This strategy is differentiated to levels that enable all pupils to access the curriculum.

School management team are responsible for recognising and developing areas of study which are appropriate for active teaching of literacy skills. These should be fixed clearly into schemes and should respond to learners diverse needs.

Definition

Literacy includes Speaking and Listening, Reading and Writing and communication by whichever methods is most appropriate to the needs of the individual learner.

Aims

At Eden Park Academy literacy will be delivered inline with the National Literacy Strategy.

The purpose of literacy within the school is;

- To communicate effectively
- To develop literacy from p levels to higher order skills
- To foster learners abilities to their fullest capacity
- To foster an enjoyment of literacy through varied experiences
- To develop confidence and promote achievement

Organisation

The General Function of Eden Park Academy

Eden Park Academy provides education for learners with a range of complex needs, extensive gaps in earlier education and behavioural issues. These learners require more time to learn, and whilst we must accept that the goals of education should be the same for all learners; we must also ensure that the curriculum is differentiated and relevant to the individual needs of each learner.



Eden Park Academy
Every Pupil Achieves

Although the learners in our care are said to have complex needs (e.g. emotional, behavioural, social and any diagnosed medical conditions) and come from variety of backgrounds. The school has high expectations for all and ensure each pupil makes significant progress whilst on role with us.

Subject Organisation

At Eden Park, teaching staff appreciate that literacy skills are taught on a cross curricular basis.

Literacy is taught following the National Curriculum Programme of Study for Key Stage Two, Three and Four and the National Literacy Strategy is adapted to meet the needs of the learners. A variety of teaching strategies are employed and all lessons are differentiated.

The teaching of reading and spelling is taught in a small group setting and is developed to ensure learners are working at the appropriate level. The process of staff training in this method of teaching is on going for teachers and support staff.

Key Stage Three

Literacy at Key Stage Three follows the National Literacy Strategy. The year that learners follow is matched to their literacy ability and not their chronological age. Programmes of study are taken from Key Stage Two National Curriculum English and the schools own baseline GOAL assessment.

There is differentiation in each class and learners will be working both below and above these levels.

Key Stage Four

Literacy at Key Stage Four follows the National Literacy Strategy. The year that learners follow is matched to their literacy ability not their chronological age. Programmes of study are taken from Key Stage Three National Curriculum English.

Learners are entered for AQA Certificate of Achievement; Functional Skills level 1 and 2, English and a small cohort of learners are entered for Edexcel English G.C.S.E. if their level of literacy is appropriate.

Time Allocation

At Key Stage Three learners have three, Forty-Five minute lessons per week. At Key Stage Four learners have four forty-five minute lessons per week.



Planning

Planning for literacy at Eden Park Academy takes three forms:

- Long term plans: based on key elements from the National Literacy Strategy, the Entry Level Certificate syllabus and the G.C.S.E. syllabus
- Medium term plans: these are planned on a weekly basis and are shared with support staff. Plans include; starter activity, main activity, plenary, outcomes, homework, resources, assessment for learning, differentiation, and number/I.C.T. links. Planning is developed to address the level of achievement by the learners in a group and encourage progression. Separate plans are written for those pupils working at lower levels. All planning is placed in the school office and can be accessed by any member of staff
- Short term plans: written by teachers for any planned absence to maintain continuity and to ensure written feedback is obtained on the lesson and pupil progress

Good teaching is underlined by good planning. Both staff and pupils need to be clear about lesson objectives and outcomes. Literacy is well planned and separated to include a variety of teaching methods tailored to the needs of the learner. Plans are monitored and evaluated on a termly basis. Best practice is shared during staff meetings.

Class Organisation

Pupils are divided into classes consisting of similar ages and ability based on assessment scores. Within the class groups learners have individual needs which can be catered for through the way the class is organised.

Care staff are valuable members of school staff; supporting differentiated work, evaluating outcomes and informing planning.

Assessment

Assessment is the process of gaining evidence about individual learners attainment, its purpose is to;

- Evaluate the effectiveness and impact of teaching and learning strategies
- Decide which level the learners are working at, so that they can be helped to progress
- Identify strengths and weaknesses so that appropriate support can be planned and implemented
- Report on progress and achievement

Assessment is not a bolt on extra at the end of the teaching and learning process but an integral part of the planning of teaching and learning.



Eden Park Academy
Every Pupil Achieves

Literacy progress is monitored by the use of the following assessments:

- Reading test: completed annually
- Single word spelling test:
- GOAL; updated ½ termly for Key Stage 3
- Summative and formative assessments updated ½ termly for Key Stage 4 pupils
- Learner self assessment/targets completed ½ termly with teaching and/or support staff
- Self and peer assessment as part of plenary sessions

Teacher assessment is an ongoing process to inform effective planning.

All assessment is used to inform practice and to track learners' progress.

Progress is monitored at department meetings, on the basis of underachievement, overachievement, key priorities for development of individual learners and the identified training needs of staff to address these developments.

Managers Role

- Self evaluation of the department: implementing development strategies in order to improve progress
- Liaising with teachers to ensure literacy is taught across the curriculum
- Producing a literacy policy and updating when appropriate
- Planning schemes of work and ensuring they link with the National Curriculum and national Literacy Policy
- Monitoring the effectiveness of the Schemes of Work and looking at development
- Overseeing the delivery of English by others staff in the department
- Holding regular staff meetings
- Monitoring assessment, reporting and recording of English in the school
- Organising, maintaining and replacing stock and equipment
- Producing a subject development plan
- Monitoring learner progress and levels of attainment within English
- Identifying targets for improvement and the raising of overall standards in the English Department
- Liaising with other schools and external agencies.
- Promoting staff development within the department
- Disseminating best practice
- Monitoring the quality of teaching and learning

Resources and Accommodation

There is 1 main English classroom within the school and a computer suite available at any time.



Eden Park Academy
Every Pupil Achieves

The school has access to a Library which is well resourced within the local area of which all pupils are members.

An up to date list of all literacy resources is available as part of the English Scheme of Work

ICT is an integral part of English which promotes new technologies to allow learners to access the curriculum. A wide range of resources are available including Apple technology and interactive resources.

Equal Opportunities / S.E.N

Eden Parks Academy's curriculum content and delivery, the arrangements, procedures and routines take into account the requirements and the legislation of the following:

- Commission for Racial Equality (CRE) Code of Practice
- Disability Discrimination Act, 2005
- Disability Rights Commission (DCR) Code of Practice
- Equalities Act 2006
- Equal Opportunities Commission (EOC) Code of Practice

Continuing Professional Development

At Eden Park Academy we acknowledge that CPD is both an entitlement and a professional responsibility. All staff have an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community have opportunities through performance management and through other mechanisms as outlined in the CPD Policy to discuss their professional development needs.

Evaluation

This policy will be reviewed annually by all staff and management.

The Head Teacher takes the lead in monitoring the impact of the policy in school