

The Levett School



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Positivity | Determination | Reflection | Integrity

Literacy Policy

<i>Policy agreed by Governors on:</i>	3 rd May 2022
<i>Review date for Governors:</i>	3 rd May 2022
<i>Allocated Group/Person to Review:</i>	Emma Place
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	11.02.22

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
Upper School, Lansdowne Road, Intake, Doncaster, DN2 6QN



Doncaster
Council



Literacy at The Levett School

Primary and Secondary Offer February 2022

Literacy Lead: Emma Place

Literacy Assistant: Mandy Goddard

Vision Statement

At The Levett School, the vision is to reengage pupils love of reading and use this as an avenue to promote literacy engagement across school. We want to re-establish pupils in lessons by using a curriculum adapted and tailored to meet their individual needs but to encourage them to want to be a part of each lesson too.

Staff and peers will work to support each other and lessons will be varied and linked in a cross curricular manner but also age appropriately so that progress is made rapidly.

Ultimately, we strive to give pupils the confidence to succeed in Literacy to prepare them for life in the community and wider world as well as in their future.

Key Purpose

Pupils at The Levett School come to us after having problems in their mainstream or alternative AP settings. This means that there are sometimes gaps in their learning. The Levett School work to baseline pupils within the first two weeks of their start date through assessments and then continuing to plan appropriately through quality first teaching.

This is achieved by:

- Securing high quality teaching through books looks, drops ins, observations and planning
- Ensuring that planning meets the requirements of the school's agreed curriculum
- The effective use of resources
- Half termly OTrack data inputs
- Pupil Progress Meetings

- Ensuring writing standards are consistent across other curriculum areas and meet the standards demonstrated in Literacy books

Curriculum Intent

Pupils will be encouraged to reflect upon their writing to edit and improve and apply these skills to a range of different writing opportunities. Pupils will be able to confidently talk and be proud of their final pieces of writing, speaking about the skills and steps they have taken to produce it. Pupils will use appropriate terminology which is appropriate for the ability which they are working at.

At The Levett School phonics is referred to as Decoding. Pupils across Lower and Upper site access this intervention based on baseline assessment data. Pupils accessing decoding make good progress and this supports them with their writing skills. Pupils will enjoy reading and join in with shared guided reading sessions.

Pupils at The Levett School have support plans which include a personalised reading and writing targets set out under 'cognition and learning'. If a pupil needs additional support with reading or decoding, additional 1:1 reading will take place to support this. Writing support will be provided on a more personalised basis based on need to make rapid progress.

Spoken language is embedded across the curriculum, throughout lessons, interventions and through mentor times. Further opportunities are allocated through lunchtime manners, play, Forest School, Music lessons and time with our therapist. At The Levett School, we frequently collate pupil voice using One Page Profiles to question and listen to pupil's views on how they can be supported.

Curriculum Implementation

Objectives

Each half term teachers take part in a 'curriculum clinic' where they use the current curriculum overviews and adapt/plan and map out learning as an overview for the following half term. Teachers consider the needs of their pupils and make changes or adapt plans in order to suit their current cohort. This may include making some objectives more practical/hands on.

Content or Subject Matter

The Levett School staff deliver the curriculum in a more bespoke way which ensures that the wider curriculum is taught to pupils but in a way which engages

them and supports them to build their self-esteem in terms of accessing learning, in particular writing. Themes such as 'crime and punishment' in KS1/2 and 'Macbeth' in KS3 engage pupils and offer opportunity to discuss current issues.

Learning Experiences

Pupils are encouraged to apply new skills taught as well as to continue to embed the ones they already know in order to ensure that learning is embedded in the long term memory and that ideas, facts and concepts are not taught to provide short term recall.

Literacy skills are used across the curriculum with a final piece towards the end of a unit to showcase skills which have been taught. In Key Stage 1, 2 and 3, Literacy lessons are taught four times per week. Reading and spoken language skills are also delivered during these lessons.

Curriculum Impact

To show impact, The Levett School Teachers will:

- Monitor teaching and learning with drop in sessions
- Review aspects of Literacy across all curriculum areas with book looks
- Evaluating and summarising all aspects of the subject to define next steps for improvement
- Measuring progress data through pupil progress meetings
- Reviewing CPOMS information and taking in to consideration pupils social and emotional needs at different points throughout the year, we use flight paths to form these triangulated assessments
- Speak confidently about the pupils in their class and to be aware of other factors which may affect academic attainment
- React to pupil voice for those who do not enjoy Literacy and slowly build on this to reengage

Writing

- Writing follows a planned sequence
- A purpose and audience for each piece of writing is decided from the outset.
- Pupils have access to 'what a good one looks like'
- Writing is cross curricular and displayed across school
- Writing is taught as part of a sequence
- Teachers provide 'live feedback' through marking
- Writing is, in the main, linked to class topics to promote engagement

- Genres are chosen to match the writing expectations from the National Curriculum and build on prior learning
- Pupils are able to start off slowly to build on their self-esteem for reading and writing
- We build stamina for writing by providing opportunities to write independently and for extended periods
- Editing and reviewing form a large part of lesson time - with age-appropriate strategies for purple-pen to respond to feedback but to also edit and improve

Handwriting

- Pupils will be taught to form legible letters which are formed correctly and are the right size. Pupils will also be taught how to write capital and lower case letters and numbers 0-9.
- Pupils will be taught how to form letters in terms of ascenders, descenders and their position on the lines.
- Once the basic skills in handwriting are developed pupils will be taught the joins in letters to support them to increase their stamina in writing.
- Pupils at The Levett School are able to make their own decisions regarding whether they use a pencil/pen to write with.
- Pupils at Lower site have handwriting lessons.

Reading

- Reading is taught across all subject areas
- Reading sessions are taught as 1:1 or guided sessions
- Lower site has access to a Library
- Pupils at Lower site have an individual reading book which is matched to their reading ability. In addition to this they have a 'choice book' which is something the pupil chooses themselves and not necessarily linked to their reading ability
- Reading at Upper site takes place on a 1:1 basis. Classrooms and mentor rooms have their own 'reading frames' and a different offer of materials based on pupil interests

Spoken Language

- Pupils will be taught and assessed using National Curriculum statements.
- Teachers will consider pupils who have special educational needs and these will be taken in to consideration. In addition to this, where needed pupils will

be referred to Speech and Language Services at the NHS for further intervention.

Intervention

Interventions to support Pupils in Literacy include:

- Decoding
- SNIP
- Dyslexia friendly resources
- Library activity sessions to develop British Values and the wider understanding of world events
- 1:1 academic intervention support linked to support plans
- EPIC Reading - online

Assessment

- Pupils are baselined within the first two weeks of being on roll at The Levett School. From here, pupils are continuously assessed in lessons by teachers and support staff by quality first teaching. Pupils are tracked using OTrack and formative assessments inform half termly summative assessment grades.
- Pupils not making progress will be identified via pupil progress meetings and interventions will be put in place.
- The Levett School encourage all pupils in Year 6 to sit their SATS and work with mainstream settings to discuss and plan arrangements.
- Salford Reading and PM Benchmark are used to assess pupils word reading and comprehension skills. SNIP is a spelling intervention used to support pupils from the point Decoding is no longer needed.

Role of...

The Levett School/Mainstream:

- Encourage pupils to choose a 'choice book'
- Listen to pupils read at least three times per week

Parents:

- Encourage their children to attend school daily
- Meet with school at least half termly to discuss their child's progress

Signed: Emma Place (Literacy Coordinator)

Date: 11.02.22

Next Review Date: February 2023