**St. Joseph’s Primary School, MADDEN**

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 **Language & Literacy Policy**

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The stated vision of the Department of Education for N. Ireland (DENI) is “To ensure that every learner fulfils his/her potential at each stage of his or her development.” (DENI 2010).

This has been enunciated in the overall aim of the N. Ireland Curriculum (DE, 2008), which says, “The N. Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.”

The School Improvement policy document, “Every School a Good School,” (DENI, 2009) has outlined indicators of what will be recognised as effective performance under four headings:

* **Child centred provision**
* **High quality teaching and learning**
* **Effective leadership**
* **A school connected to its local community.**

At St. Joseph’s Primary School, we believe that pupils’ literacy skills, i.e., their ability to talk, listen, read and write effectively, for purpose and audience, is the key to educational progress, to social integration and to personal development and happiness.

This policy document will outline the strategies and approaches we will support and develop in order to ensure that each child becomes equipped with the necessary language knowledge, understanding and skills.

The continuity and progression in our language/literacy planning will be underpinned by the learning intentions outlined in the Primary Language Framework.

At St. Joseph’s Primary School, we intend that, by the end of Key Stage 2, a child will be able to:

* *Speak confidently to a range of audiences with an awareness of purpose*
* *Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
* *Have an interest in books and read for enjoyment.*
* *Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.*
* *Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.*
* *Develop the powers of imagination, inventiveness and critical awareness.*
* *Use a suitable technical vocabulary to articulate their responses.*

**STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of language are laid out in the N. Ireland Curriculum for “Language and Literacy” (CCEA. 2007) and include:

**In the Foundation Stage** children should be given opportunities to:

* Talk and listen and represent ideas in their activities.
* Use communication, language and literacy in every part of the curriculum.
* Become immersed in an environment rich in print and possibilities for communication.

**At Key Stage One (Years 3 and 4),** children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 5, 6 and 7,)** children should learn to change the way they talk and write to suit different situations, purpose and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts and learn how the structure of language works.

**CHILD CENTERED PROVISION**

The following indicators from ESaGS will be reflected in the school’s approaches:

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| * Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.
* A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.
* A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.
* Effective interventions and support are in place to meet the additional educational and other needs of pupils and to help them overcome barriers to learning.
* There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.
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**INCLUSION**

We aim to provide for all children so that they can reach their full potential in Literacy according to their individual abilities. We will identify which pupils or group of pupils are under-achieving and those with special educational needs in order to take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

* Children who are under-achieving are identified as early as possible – from Primary 2 upwards.
* Children may be withdrawn from class and receive individual or group support from a classroom assistant. Children are identified through class tests, through their level of reading competence (compared to peers and expected performance), through formal testing - including MIST; PIE’s and PTE’s and through formal reading tests (STAR/NFER.)
* Children with Special Educational Needs have specific targets set out in I.E.P’s. These are monitored and assessed once each term. The code of Practice will be followed at all times.
* When appropriate, classroom assistants are made aware of specific targets and their role in implementing the strategies outlined. Classroom assistants also help to monitor progress and inform teacher of any difficulties being experienced by the child.
* Parents are kept informed of any difficulties being experienced by their children and given strategies/resources to use with them. These are also specifically outlined in individual IEP’s for parents. Parents will be informed of pupil’s progress at Annual Interviews and End of Year reports; they are welcome to make an appointment at any time. Termly reviews are held with parents of children with IEP’s.
* A range and variety of resources are used to help children improve their attainment. These include games and computer-based programmes.
* Gifted children from Primary 5 to primary 7 are identified through their results in P.T.E. (formal testing.) These children are given the responsibility of composing the school’s termly Newsletter. Children identified as high achievers will also be catered for by setting tasks which require them to problem solve, use their own initiative and develop their Thinking Skills to a higher level to become independent learners.

**INTERVENTION PROGRAMMES**

A range of intervention programmes have been implemented in recent years.

* In Primary 2 children focus on interactive Phonics programmes including those on the “ICT games website; the “Phonicsplay” and “Galactic phonics” websites.
* From Primary 3 onwards, all children are introduced to the computer-based “Nessy” programme which helps improve spelling and recognition of both phonetically regular and high-frequency words. Children experiencing learning difficulties are given additional time to access the programme in class. Children are chosen based on their results in PIE/PTE and on their general level of attainment in writing and reading.
* All children from Primary 3 to Primary 7 take part in the “Accelerated Reading” Programme which lasts for approximately six weeks each term. This aims to improve the volume and comprehension of reading the children experience.
* Three children in Primary 3 who are *slightly* under-achieving in reading are targeted for the “Reading Partnership” programme. This is undertaken by the classroom assistants. Individual children are taken out of class for approximately 20 minutes daily for eight weeks and given support in their reading.
* Progress is monitored regularly – through formal testing and on-going assessment. Success of these programmes is monitored in terms of improvement in reading ages and in improvement in spelling and word recognition.

**EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

**STAFF DEVELOPMENT**

Teachers are encouraged to continually develop their knowledge base and skills through collaboration and in-service training. Teachers are also encouraged to make use of the Internet as a form of development.

**HIGH QUALITY TEACHING AND LEARNING.**

The following indicators from “Every School a Good School” will be reflected in the school’s approaches:

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| * A broad and relevant curriculum is provided for the pupils.
* An emphasis on literacy and numeracy exists across the curriculum.
* Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
* Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
* Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
* Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.
* Teachers reflect on their own work and the outcomes of individual pupils.
* Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.
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**SUBJECT ORGANISATION**

The English curriculum is delivered using the requirements in the N. Ireland Curriculum for Language and Literacy.

* Children are usually grouped in the following composite classes –

Reception/Primary 1; Primary 2/3; Primary 3/4; Primary 5/6; Primary 6/7. Organisation may vary to suit purpose, context and number of children in each year group.

* Classroom assistants in Primary 1 and 2 are used to support teachers with whole class, small group and individual work.
* The “Primary Language Framework” (SELB) is used by teachers in their planning which provides for progression from Primary 1 to Primary 7 in text, sentence and word-level work.
* Teachers use yearly and six-weekly planning sheets, where learning intentions are stated. Daily notes are also recorded in classroom planners.
* Teacher’s notes/ evaluations and classroom observation (PRSD) will provide additional evidence in allowing us to monitor and evaluate our practice.

This policy will be monitored and evaluated on an ongoing basis with time being allocated - at least one staff meeting yearly - to reflect on the policy and current practice.

**APPROACHES TO TALKING AND LISTENING**

The strands of talking and listening, group discussions and interaction and drama pervade the whole curriculum. Oral language is the primary mode of language and receives a central emphasis and focus in all areas of the curriculum and in the life of the school. Pupils are encouraged to listen attentively and to speak clearly, confidently, fluently and appropriately for a variety of different audiences and purposes. Developing confidence in talking and listening provides a sound basis for reading and writing.

We strive to provide a caring environment in which our children feel secure and valued. Our daily classroom environment will promote language as a tool for learning across the curriculum. Teachers will plan for active listening and purposeful talking within Literacy sessions. We also recognise the importance of “Circle time” which allows children to express their thoughts, feelings and understanding.

**Foundation Stage: Strategies and Approaches.**

* Role -play situations are set up where children can hear and develop oral language in different contexts.
* Children will learn how to develop friendships, have conversations, give and receive information, share materials and ideas and show respect and consideration as they interact with others.
* Children will be taught social courtesies and conventions through informal conversations. These will include greetings, enquiries, turn-taking, responding and non-verbal communication.
* More structured conversation will involve children in purposeful conversation by introducing topics, displaying pictures, telling stories etc.
* Partner work will be used to model appropriate interactions thus providing opportunities for children to complete tasks together.
* Talking partners encourages children to share ideas and answers with a range of different partners. Teachers need to model appropriate interaction in these situations.
* Group discussions encourage children to listen attentively, to look at the speaker, to make contributions and to respond to others. Children will be given opportunities to talk in groups in a range of different contexts, including role-play scenarios.
* Reading books and stories to and with the children; encouraging children to share favourite books with an individual or group.
* Sharing and re-telling stories, sequencing pictures and using props when appropriate.
* Encouraging children to create their own individual and group stories through modelled and shared writing.
* Using drama and role play; the learning of poetry and songs; giving and responding to instructions; children giving personal recounts.

Throughout the day children will have opportunities to discuss, exchange views and listen to and challenge others’ opinions. Sharing points of view encourages reflection and may lead to important shifts in thinking. In this way children will become actively involved in a process where their ideas are valued and extended.

Likewise, children will also be encouraged to ask questions to gain, clarify or confirm information and to analyse and explore ideas. Teachers will need to model how to ask appropriate questions. The following activities will be used to help develop the children’s enquiry skills:

* Asking questions before a story to provide a focus for listening.
* Asking questions about a picture.
* Hot-seating and role play.
* Finding solutions to questions.
* Reading books that motivate children to think about details in the text, sequence of events, cause and effects or character traits.
* Listening for a specific purpose in response to a question.
* Devising and posing questions for interviewing people who help us in school and in the community.

Children will need practice in describing and labelling in order to develop appropriate language and in order to compare and classify objects. The following activities will be used to help develop the children’s observational skills and descriptive language:

* Comparing and contrasting objects.
* Sorting objects into groups and using different criteria.
* Children determining the criterion or criteria by which items have already been grouped together,
* Playing “odd one out” games.
* Matching games.
* Making classification charts/diagrams related to curriculum topics.
* Using “feely bag” activities to practice descriptions.
* Classifying storybook characters according to agreed criteria.

**Key Stages 1/2: Strategies and Approaches.**

Pupils will be enabled to:

* Participate in talking and listening in every area of learning.
* Listen to, respond to and explore stories, poems, songs, drama and media texts through the use of traditional and digital resources.
* Listen to, interpret and retell, with some supporting detail, a range of oral and written texts.
* Tell their own stories based on personal experiences and imagination.
* Listen to, formulate, give and respond to guidance, directions and instructions.
* Take turns at talking and listening in class, groups and paired activities.
* Know, understand and use the conventions of group discussions.
* Take part in a range of drama activities to support activity based learning across the curriculum.
* Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.
* Present ideas and information orally with some structure and sequence.
* Think about what they say and how they say it.
* Speak audibly and clearly, using appropriate quality of speech and voice.
* Devise and ask questions to find information in social situations and across the curriculum.
* Read aloud from a variety of sources, including their own work.
* Recognise and talk about features of spoken language, showing phonological awareness.
* Participate in “hot seating” and role-play situations.

**Additional activities for Key Stage 2:**

Children will be encouraged to...

* Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.
* Improvise a scene bases on experience, imagination, literature, media and/or curricular topics.
* Prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations.
* Talk with people in a variety of formal and informal situations.
* Use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience.
* Recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech.

**APPROACHES TO READING**

Reading is a multi-sensory approach to getting at meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different types of texts including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment. Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff.

Success in reading has a direct effect upon progress in most other areas of the

Curriculum and is crucial in developing children’s self-confidence and motivation.

The aims of reading are:

* To develop confident, independent readers through an appropriate focus on word, sentence and text level knowledge.
* To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts.
* To develop and extend the children’s vocabulary through shared and guided reading.
* To help children enjoy reading and recognise its value.

Reading skills will be developed using the methodology appropriate to the age group and ability of the children in the foundation, KS1 and KS2 stages. Modelled, Shared and Guided Reading sessions are fundamental teaching contexts used to support all work.

**Foundation Stage**: Reading to children, by the teacher or classroom assistant, will provide an essential starting point for developing the thinking child. In our classrooms we provide a range of contexts in which to model the importance and enjoyment of reading, for example, reading stories and rhymes, notes and instructions, information texts and children’s’ own writing.

 **Modelled Reading**

Throughout all stages teachers use a “Modelled Reading” strategy to explicitly demonstrate the process of reading – thinking aloud the strategies used to decode words, comprehend meaning and to read with fluency and expression.

Each modelled reading session has a planned focus; Teachers use an enlarged text which is clearly visible to all pupils; A range of relevant and motivating fiction and non-fiction texts are used; Texts used will be within the children’s comprehension level and will include illustrated texts to support and enhance meaning; Sessions are kept short and enjoyable.

 **Shared Reading**

“Shared Reading” is a strategy use for teaching reading in which pupils and teachers read a text together with a focus on a specific aspect.

Books are shared with children for many reasons – to enjoy stories together, to link with personal experiences, to develop language and imagination and to help children learn about the layout and features of books.

Listening to stories being read and re-read will help children gain insights into story meaning and structure. Through experiencing a variety of texts, fiction and non-fiction, children will become aware of the range of strategies required for reading for different purposes.

Texts used will be motivating and chosen with a specific learning outcome in mind. Sessions will be kept short and focused, with discussion of the text being encouraged. Children will have opportunities to consolidate their learning in other situations through a variety of supported and /or independent reading tasks.

A range of sources used will include: books, posters, I.W.B. songs, poems, extracts from newspapers, magazines, leaflets.etc.

There will be discussion (before, during, after) and interaction to consolidate learning.

We aim to ensure children gain enjoyment form reading. Teachers identify background knowledge of chosen texts; encourage prediction skills; pose questions to give a purpose for reading and encourage children to pose questions themselves; model fluent and expressive reading and clarify ideas and vocabulary.

Shared reading sessions in Key Stages 1 and 2 will be used to explore stories, novels, poems, fiction and non-fiction texts and other relevant extracts. These texts will become the basis for developing reading, writing and talking and listening across the curriculum.

Shared reading will be use to introduce:

a story; a theme; a topic; an author or illustrator; a genre; language conventions;

a reading type/form of writing; a particular reading strategy; word investigation.

Shared reading will be used to –

* Teach characteristics of a book – fiction or non-fiction.
* Help children to approach a text critically, reflectively and with confidence.
* Consider cultural or gender bias.
* Encourage children to bring their own understanding to bear on the text.
* Stimulate discussion and encourage response to a range of texts in a variety of ways.

 **Guided Reading**

Foundation Stage children initially take home class story books to share at home, encouraging pre-reading skills. When the class teacher deems a child is ready, he/she will be provided with a scheme reading book (from “Oxford Reading Tree” or “PM Starters”). Advice is given to parents on how to support their child’s reading experiences.

Reading scheme books are banded and running records are used to determine a suitable level for each child. When ready, children are grouped into small groups of no more than eight. Reading books are changed regularly. Short novels are introduced in Primary 3 and Primary 4. By Key Stage 2, most children will be reading a range of novels and texts – covering both fiction and non-fiction. Children in Key Stages 1 and 2 are encouraged to focus on independent reading in daily “Silent Reading” sessions.

In Guided Reading sessions the teacher will work closely with a number of children, asking questions and setting tasks to generate discourse around the text. The following sequence is used:

* Introduction to the text.
* Responding to the text. Discussing theme, characters, plot, and language. Relating to personal experiences, similar books or themes or other books by same author.
* Reading strategy checks – prediction, empathy, inference, scanning, skimming, looking for evidence to back-up ideas about the text.
* Independent Reading and related tasks – when appropriate.

During guided Reading sessions children will be encouraged to use a range of strategies including use of phonics, picture clues, reading back, reading on etc. Children will also be encouraged to take account of punctuation when reading aloud, to add vocal expression and appropriate intonation of voice.

**APPROACHES TO WRITING**

‘Children should learn to communicate meaning through enjoyable writing activities, whereby they express themselves in writing both imaginatively and factually and including digital resources’ (N.I. Curriculum)

Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills, we can equip our children to use writing across a range of curricular activities in which they are involved.

We aim to develop within our children an ability to write effectively in various forms according to purpose and audience. They will be encouraged to develop as independent writers, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting. We thus strive to provide an environment where children are inspired to write. Writing is encouraged during play. Word banks, dictionaries and thesauri are available for the children in all key stages. Classroom displays also contain language which children may require in their writing.

Teaching Approaches to promote writing

* Modelled, shared, guided and independent writing sessions take place across all age groups and all genres of writing.
* Children talk about and plan what they are going to write.
* In their writing children are encouraged to adopt a : THINK IT; SAY IT; LIKE IT; WRITE IT; READ IT approach.
* Children write for a variety of purposes and audiences including themselves, for peers, for a parent, for the school web site, etc
* Children are encouraged to express thoughts, feelings and opinions in imaginative and factual writing.
* Children organise, structure and present ideas and information using both traditional and digital means.
* Encouraging children to check their work in relation to specific criteria.
* From P4, children are encouraged to redraft their writing.
* When appropriate, children are provided with “Writing Frames” to help structure their writing.
* Children are encouraged to have a go and try and spell words for themselves.
* Children are taught to frequently read back over their writing to make sure it makes sense
* Good handwriting is encouraged at all times.
* Spelling is taught from P.2 and will be linked where possible to the teaching of Linguistic Phonics.
* Feedback is consistently given to children on their writing.
* Children are encouraged to use a range of strategies to spell words in their writing, including use of dictionaries; grammar and punctuation skills are taught consistently from Primary 2 onwards.
* Each month three samples of written work from each class group is displayed and celebrated in our “Writer of the Month” awards;

**THINKING SKILLS and PERSAONAL CAPABILITIES /Cross Curricular opportunities for Literacy development.**

Teachers will seek to take advantage of opportunities to develop Thinking Skills and Personal Capabilities and to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through language lessons to other areas of the curriculum.

The following aspects will be considered:

* Showing awareness of different styles of learning and the need to encourage pupils to use their visual, auditory and kinaesthetic channels for better learning.
* Using a range of active learning strategies in the classroom, including drama strategies.
* Developing reasoning skills, if possible and appropriate.
* Ensuring effective questioning by the teacher and pupils.

**THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. We aim to make maximum use of ICT across the curriculum to promote the pupils’ literacy skills as well as developing competency in ICT skills.

* Access to the computer suite is time-tabled for each class group, (approximately one day each week.) In addition to this, pupils have access to two lap tops in the classroom. From Primary 1 onwards iPads are introduced in lessons and are used independently by all children.
* Teachers have use of an Interactive whiteboard in their classrooms.
* Pupils will have many opportunities to develop skills in Literacy through the use of games; using word processors for drafting, composing and editing work; using spreadsheets and databases; using the internet to research and communicate; using audio-visual materials;
* Teachers are supported in their professional development by the ICT co-ordinator, Mr. Hart.

The use of technology is planned for and evaluated in the teachers’ six-weekly planning sheets. Our half termly plans contain specific reference to ICT and how it is used to enhance teaching and learning within Literacy.

The role of ICT should be:

1. To consolidate our pupils’ learning.
2. To further develop our pupils’ Literacy skills.
3. To provide our pupils with a variety of stimuli.
4. To provide our pupils with a variety of challenging learning situations.
5. To promote pupils’ enjoyment of Literacy.
6. To provide pupils with opportunities to take part in co-operative activities.

**EFFECTIVE LEADERSHIP**

The following indicators from ESaGS will be reflected in the school’s approaches.

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| * An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.
* Governors understand their responsibilities and provide clear, strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
* School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.
* Teachers are given the opportunity to share in the leadership of the school.
* The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management and working relationships.
* School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.
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**ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy.

**A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY**

The following indicators from ESaGS will be reflected in the school’s approaches.

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| * Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves.
* The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school.
* The school uses its involvement in particular programmes effectively in meeting the needs of the community and nearby schools.
* Good relationships and clear channels of communication are in place between the school and the education agencies that support it.
* The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and , where appropriate, local Neighbourhood renewal groups.
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**PARENTAL INVOLVEMENT**

We view parents as one of our greatest natural resources and should be nurtured as such. Parents are encouraged to be involved with their children’s progress as much as possible and are made to feel welcome to discuss their concerns about their child’s progress. We encourage parents to be actively involved by:

* Giving written reports on pupil’s progress at the end of the school year.
* Holding Parent-teacher meetings in Term 1 to discuss the progress of their children and where targets are discussed and agreed.
* Inviting parents to curriculum evenings in Term 1.
* Circulating information via newsletters and through the school website.
* Hosting Book Fairs.
* Ensuring parents are aware that class teachers are available for consultation with regards to individual difficulties in Literacy as they arise.
* Inviting parents into school to discuss any concerns that may arise during the school year.

**ROLE OF THE LITERACY CO-ORDINATOR**

The Literacy Co-Ordinator will be responsible, in consultation with the Principal, teachers and parents, for improving the standards of teaching and learning in literacy through:

* Monitoring and evaluating Literacy through:
* Pupil progress
* Management and analysis of relevant data.
* Provision of Literacy (including Intervention and Support programmes.)
* The quality of the Learning Environment.
* The deployment and provision of support staff.
* In conjunction with other teachers organising the library and monitoring the availability and usage of resources.
* Auditing and supporting colleagues in the CPD.
* Taking the lead in policy development.
* Purchasing and organising resources.
* Keeping up to date with recent Literacy developments.
* Maintaining contact with all concerned: Principal, Senior Management in the school, teachers, other staff, parents and pupils.
* Ensuring channels of communication are open and active with all relevant outside agencies, including DENI, the Board, CCMS, RTU, CCEA, etc.

**THE BOARD OF GOVERNORS**

Regular reports are made to the governors on the progress of English provision and on the standards being achieved by the school.

**CONCLUSION**

This policy will be in line with other school policies, including:

* Teaching and Learning Policy
* Assessment and Record Keeping
* Responding to pupils’ work / Feedback / Marking policy.
* Special educational Needs’ Policy.
* ICT Policy.
* Equal Opportunities Policy.
* Health and Safety Policy.

**REVIEW OF POLICY**

This policy document will be reviewed and monitored on an annual basis.