

Literacy Policy



**Christ the King
Primary School
Drumaness**

(Updated 2022) Mrs Harbinson

Rationale

At Christ the King Primary school we believe that communication is central to the whole curriculum. All children should be given opportunities to engage with and demonstrate the skill of communication. The modes of communication include talking and listening, reading and writing. Children are encouraged to become effective communicators by using a variety of techniques, forms and media to convey information and ideas creatively and appropriately. We aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. Our literacy curriculum is designed to reflect the individual needs of our children and to support them in fulfilling their potential. Pupils will be provided with opportunities to develop their use, knowledge and understanding of spoken and written English, with opportunities to consolidate and reinforce taught literacy skills.

This Literacy policy outlines the strategies and approaches we will implement and utilise to ensure that each pupil becomes equipped with the necessary language knowledge, understanding and skills.

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

At Christ the King 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, applying a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, 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 and critical awareness.
- Use suitable vocabulary to articulate their responses.

Aims and Objectives

- To ensure consistent, effective literacy practice and provision throughout the school to allow continuous progress for each child.
- To enable pupils to express and communicate meaning with confidence and skill, using both spoken and written language.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction, for learning and enjoyment.
- To enable children to communicate using written language effectively, making and shaping written texts appropriately, according to context, purpose and audience.
- To develop creative and critical thinking in Literacy through cross-curricular experiences.

Statutory Requirements

Statutory requirements for the teaching and learning of language and literacy are laid out in the Northern Ireland Curriculum (CCEA, 2007) and include:

At Foundation Stage (Primary 1 and 2) children should be given the opportunities to:

- Develop talking and listening skills in a range of contexts and for a variety of purposes.
- Express thoughts and feelings and present ideas and information to others.
- Develop a love of books and a curiosity about words.
- Experiment with mark making and writing.
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Primary 3 and 4) children should be given the opportunities to:

- Participate in talking and listening in every area of learning.

- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics.
- Read, explore, understand and make use of a range of texts for enjoyment and information.
- Express thoughts, feelings and opinions, with enthusiasm, in imaginative and factual independent writing.

At Key Stage Two (Primary 5, 6 and 7) children should be given the opportunities to:

- Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.
- Extend the range of their reading and develop their own preferences.
- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention.
- Justify their responses logically, by inference, deduction and reference to evidence within a text.
- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

Continuity and Progression

Statements of attainment at each level identify important aspects of achievement within each level. The statements represent what pupils should be able to do as readers, writers, talkers and listeners in order to have achieved a specific level. They can therefore be used as a basis for the teacher to plan progression, differentiation and continuity within a Key Stage classes and groups. Links between year groups are established by staff meetings, pupil records and year group schemes of work. Contact is also maintained with nursery schools, former schools of new pupils and the local Secondary and Grammar Schools.

Teachers will clarify their expectations for each group by planning and identifying 'Expected Learning Intentions' for the level appropriate for the pupil. Learning intentions will be shared with the children and displayed, success criteria will be discussed, and a plenary will conclude each lesson. Formative evaluation will assist teachers to plan for

continuity and progression and ensure that pupils are being encouraged to meet expectations. Samples of planning and pupils work will be used as reference for baseline reference point, for monitoring purposes and to evaluate achievement of success criteria to be passed on to the next class teacher.

Resources for assessment, evaluation and monitoring will be used by the class teacher, when appropriate and during scheduled times, from class-based material, standardised tests and CCEA assessment tasks.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding literacy curriculum, regardless of gender, ethnicity, or any other determining factors.

As a school we are aware that Northern Ireland is a transforming, changing society. We encourage our pupils to appreciate and respect differences between themselves and others. Our school maintains a policy of inclusiveness for all with frequent integration of pupils from the Learning Support Centres with their mainstream classes.

We ensure that the teaching methods and materials are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us.

Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Gender Issues

As Christ the King Primary School is a mixed school we are always aware of the need for equal opportunities for boys and girls. The programmes of study at each Key Stage require boys and girls to read from a range of texts and it is our task to make sure that children do not confine themselves to just what might interest a boy or a girl. Teachers have this

aim in mind when they choose books from the mobile library or for the communal book areas. Topics and themes for talking, reading and writing are wide ranging and we endeavour to ensure that one gender group does not predominate. We are also aware that at certain times pupils should be given opportunities to talk in single sex groups.

Differentiation

We aim for Christ the King Primary School to be an ideal learning environment for nurturing and developing the whole child. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning for individuals. We make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learning.

Within the structure of every class there are children of varying ability. Differentiation is necessary to identify and meet the needs of every individual pupil in both mainstream and Learning Support classroom settings. Differentiation is appropriate to individual ability and development stage. Differentiation is reflected in learning intentions, independent tasks, and level of adult input. Meeting the individual needs of a pupil is the responsibility of the class teacher in order to ensure progression in all aspects of literacy.

Classroom assistants support individual pupils during group work, paired tasks and independent activities.

Progress of pupils within literacy is individually assessed through the use of Standardised Tests, Running Records, Observation Assessments, Expected Learning Intentions, teacher observations and child's independence.

Classroom Organisation

Children are provided with a range of opportunities to work in a stimulating environment where learning intentions are clearly displayed, progressive and connected to tasks. Pupils work individually, in pairs, in groups and as a whole class, depending on the activity.

Talking and Listening

Rationale

Talking, listening, group discussion, interaction and drama permeate the whole curriculum. Oral language should be recognised as the primary mode of language and therefore should receive a central emphasis and focus in all areas of the curriculum. At Christ the King Primary School pupils are encouraged to listen attentively and to speak clearly, confidently, fluently and appropriately for a variety of different audiences and purposes.

Classroom Environment

The classroom environment is one in which children feel welcomed, accepted and acknowledged. Talking opportunities are planned for and every pupil's contribution is valued. Boys and girls are given equal opportunities to talk.

Talking and Listening Sessions

Throughout Foundation Stage, Key Stage 1 and Key Stage 2, children will be provided with opportunities to express their ideas in speech, to define their ideas, to make plans and to participate in discussions. They will learn the conventions of conversation, turn taking, responding appropriately to what has been said and valuing opinions of others.

All members of staff have the responsibility to ensure that all pupils are encouraged to speak and express their ideas. Class teachers will model oral language in a variety of situations such as questioning/responding to children's questions, encouraging use of full sentences, use of proper syntax etc. It is only when speaking and listening skills have been developed that children can effectively work cooperatively and collaboratively. Children will be supported to speak in a range of contexts and, as they mature, adapt their style of speech appropriately.

Structured Activities to Promote Talking and Listening:

- Telling or reading a story to/with a class (See Appendix 1)
- Shared and guided reading
- Drama activities
- Circle time
- Show and share/tell time
- Oral dictations (spellings)
- Speeches and persuasive arguments/discussions

- Play scripts
- Class assemblies
- School productions

Many of these activities will be delivered as part of literacy lessons and therefore included in literacy planners. However other opportunities are given throughout the day to encourage and facilitate speaking and listening.

Teachers plan for talking and listening using the Language and Literacy Framework.

Assessment is continuous and informal. Pupils will be assessed upon their ability to:

- Speak with confidence.
- Take turns in conversations.
- Respond to the views of others.
- Ask relevant questions.
- Participate in spontaneous speech.
- Use of body language.

Reading

Rationale

Reading allows pupils access to countless avenues of exploration and sources of knowledge. It equips them with the ability to understand the ideas of others in the past, present and future and should be an enjoyable experience. Perhaps most important of all, reading develops pupils' potential as learners.

Classroom Environment

Each classroom has its own designated library/reading area which is well resourced with a wide range of big books, picture books, information books and story books, visual aids, audio cassettes, tables, chairs and shelving. This creates not only a learning environment, but a visual stimulus for the children. Such a literacy enriched environment will aid the learning process and create intrinsic motivation for all learners.

Writing

Rationale

In Christ the King we view writing as an essential tool in the learning process. 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 the range of curricular activities in which they are involved. Our aim is that our children in both mainstream and LSC settings, will develop the ability to write effectively in various forms; to spell, punctuate and use grammar accurately and to plan, revise and redraft with proficiency.

Classroom Environment

Class teachers will endeavour to provide a stimulating environment where children are encouraged and inspired to write. Each classroom will be a print-saturated environment where writing appear in context. Foundation Stage and Key Stage 1 children have opportunities to write in various situations through Play based learning. There is a writing area/corner/resource table in all Foundation Stage and Key Stage 1 classes. Key Stage 2 pupils have opportunities to plan, edit and redraft their work using appropriate frameworks. Children have access to dictionaries, thesauri, word banks, try pages, try books, wall lists, wall displays and word processing software.

Writing Sessions

There are a variety of teaching approaches used during writing sessions. These include modelled, shared, guided and independent. The approach used determines classroom organisation and children will work in whole class groups, small ability groups or independently.

Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to construct and convey meaning in written language. Writing requires the writer to understand and apply accurately the conventions of grammar, spelling and punctuation whilst presenting narrative in a legible form. Successful writers use different genres appropriately, matching it to audience and purpose. Teachers plan carefully to provide writing opportunities that develop successful, effective writers. This involves differentiated planning suited to the ability of the writer, levelling writing using the CCEA levels of progression, discussion with colleagues and scrutiny of work within the year group and throughout the school.

Opportunities for writing and teaching writing skills will be integrated into all aspects of the curriculum. By utilising cross curricular links, we can give writing a purpose and audience. Children are assisted to see links between different areas of the curriculum and to appreciate how their knowledge, skills and understanding in one area can inform learning in others.

Specific aims

- ✓ To provide opportunities for young writers to investigate with mark making and early writing through Play Based Learning.
- ✓ To scaffold children's understanding of writing through the promotion and use of the writing process (Familiarisation, Problem Solving, Modelled, Shared, Guided and Independent).
- ✓ To model and provide examples of the type of writing required.
- ✓ To demonstrate a variety of planning strategies so that pupils can select the one which best suits their purpose.
- ✓ To promote redrafting of a text as an integral part of the writing process.
- ✓ To develop collaboration, mutual support and constructive criticism so that pupils can understand the relationship which exists between writers and readers.
- ✓ To encourage pupils to proof-read their work for the aspects of spelling, punctuation and grammar.
- ✓ To provide opportunities across all subject areas for pupils to experience a wide repertoire of writing forms.
- ✓ To provide real audiences for writing, both inside and outside the classroom, so that pupils are motivated to write and also realise the relationship between writers and readers, eg letters to Council, environmental activists etc.
- ✓ To use the marking policy consistently and effectively so that all pupils receive consistent messages from all teachers on the agreed standard of presentation of their writing. Teachers mark towards the learning intentions.
- ✓ To respond positively to a piece of writing initially, followed by guidance about how to improve what is being presented by the writer. The extent of correction should be in direct proportion to the confidence and competence of the writer.
- ✓ To use ICT for composing, editing, revising, proof-reading and presentation purposes

Child Centred Provision

- 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 education 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.

Inclusion:

In Christ the King, we aim to provide for all children so that they reach their full potential in English according to their individual abilities. We will strive to identify as early as possible, those pupils or groups of pupils who are experiencing difficulties, using professional judgement and any available data. This information will also help us identify pupils or groups of pupils who are underachieving or have special educational needs, in order to take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Learning Experiences

- Through observation, teachers will be aware of each child's stage of development and will build on and extend his/her learning experience.

- Where Classroom Assistants are available, consultation between the Class Teacher and the Assistant will take place, so that the Assistant will be able to support a child or group of children within the class.
- Activities will be differentiated to match the child's needs and abilities.
- Children are made aware of what they have to do through the use of the WALT and WILF boards.
- A variety of activities will be designed to help develop the child's ability to match oral/written responses to audiences/purposes through shared modelled and guided work.
- There will be planning for cross curricular activities so that language is used in different contexts, (e.g. develop spoken language as a collaborative, social and communicative tool)
- Various stimuli will be used to promote skills within English.
- Concentrate active learning experiences will be provided, recognising that children learn by doing.
- Learning experiences will be planned to deliver the Northern Ireland Primary Language Framework.
- Reading for enjoyment is promoted through timetabled use of local library facilities, schoolbook fairs and timetabled silent reading.
- Teaching staff use various approaches so that individual needs are met through guided, shared and modelled activities to promote learning and understanding.
- Teachers try to provide a stimulating and attractive environment to promote literacy through the use of labels, charts and word banks to support children in their writing.

Resources.

Teaching staff are conscious in their selection of resources and in their teaching methods of:

- Ability
- Gender
- Culture
- Socio-economic background

Intervention Programmes.

We strive to identify children as early as possible so that early intervention can take place to remediate any problems, before they become a major cause for concern. Children are identified through the use of:

- PM Bench Marking Kit
- RISE NI
- Running records
- Professional judgement
- Nfer Progress in English

1. Children who are identified as under achieving or experiencing difficulties are monitored within the classroom and follow differentiated activities to try and address their difficulty.
2. Parents will be contacted and concerns discussed. Parental consent will be sought for children who we have identified as underachieving to become involved in the Engage Programme. This programme is carried out by a teacher.

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.

HIGH QUALITY TEACHING AND LEARNING:

- 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 are 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.

Subject organisation.

The English Curriculum is delivered using the requirements in the N.I. Curriculum for Language and Literacy. As a small school we have composite year groups within most of our classes most of the time. As a consequence of this there will be differentiation already in existence within each class and the existence of language grouping.

In Foundation a Classroom Assistant is used, at the discretion of the class teachers to support different groups.

Our Classroom Assistants also help us in the delivery of the Reading Partnership Programme.

In planning for language and literacy all staff use a format designed for usually a 6 week period. Learning intentions and differentiated activities are outlined at this stage. Short term weekly planning is carried out within individual ***Teacher Planners***.

Plans are honestly evaluated at the end of each planning period and evaluations inform the next planning period.

In Christ the King PS, we use modelled and guided strategies in the language model of text, sentence and word level work outlined in the Primary Language Framework.

Approaches to talking and listening

The strands of talking, listening, group discussion and interaction and drama pervade the whole curriculum. Oral language should be recognised as the ***primary mode of language*** and hence should receive 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. We aim to encourage an enquiring mind and an ability to challenge, check and modify their thinking.

In order to achieve this we need to present children with suitable, tasks and activities in literacy and across the curriculum, where good quality oral development is the end product.

When the child enters Foundation until they leave in P.7, they will be encouraged to use oral language to express their views and opinions and to clarify their thinking. We will also pay close attention to the use of Standard English and to the impact we have as teachers as positive role models of oral language. Children will be given opportunities to enter into discussions in a variety of situations e.g.

- One to one, teacher/adult/child
- One to one, child/child.
- Small group situations (Think, Pair, Share)
- Whole class situations.
- Effective questioning will be used to promote thinking and good quality responses.

- Thinking time will be given before answers.
- Children will be challenged to clarify their thinking.
- Opportunities to use drama as a way to explore themes and help to develop self esteem, self confidence and emotional development.

Approaches to Reading

In helping with the acquisition of reading skills, we provide our children with opportunities to experience:

- Explicit modelling of reading, thinking and responses to text by the teacher.
- Shared reading of a text
- Guided, small group reading sessions with specific focus at instructional level.
- Guiding reading sessions with older children with explicit purpose and focus.
- Independent reading of familiar texts to reinforce and develop fluency.
- Timetabled silent reading sessions within the school day.

We in Christ the King PS, place great importance on the development of comprehension skills and strategies, which we believe need to be developed and encouraged from the beginning, without detracting from the pleasure of reading. The pleasure and enjoyment of reading should be fostered within the language lessons, across the curriculum and beyond the classroom. Involvement of our parents is critical in developing and nurturing the importance of books in our multi media world and in the education of their child.

We use Jolly Phonics as our Foundation school phonics programme as a way of building phonological awareness, the key to a successful reader. We recognise that no one programme is suitable for all our children and that we may need to use other strategies and programmes to help children acquire the phonetic code.

Book Bands are used for all reading material in Foundation and Key Stage 1 & 2 using the school reading scheme - Bug Club.

Children are matched with the correct instructional level of text through the use of the PM BENCH MARKING KIT. Running records are used to establish the correct instructional level text and to verify when a child is ready to move on through the bands. It is also a good source of evidence of progression for children from Foundation to Key Stage 1.

Within the book bands there is a range of genre from fiction, non-fiction, poetry and drama and from different publishers, so that children are exposed to different formats and styles from an early stage. In Key Stage 2, through the use of Big Books and IWB children are exposed to a range of genre during modelled and shared sessions. There is a range of novels by various authors both classical and contemporary for children from the end of Key Stage 1 to the end of Key Stage 2.

Within all classrooms children have access to a class library with a range of fiction and non fiction texts suitable to their age and maturation.

We are also conscious of gender differences in relation to attitudes and interests and try to ensure we select texts which will appeal to boys and girls.

To encourage reading we regularly avail of any activities organised by the local Ballynahinch Library.

We also have Reading Partnership which helps to stimulate and encourage an interest in reading in a relaxed and supportive one to one environment.

We organise a Book Fair every year and encourage parents and children to participate.

Approaches to Writing.

We in Christ the King, seek to develop a child's writing skills for a range of purposes and audiences, ensuring that spelling, punctuation and syntax are used correctly, through the use of shared, modelled and guided work.

Teachers look for opportunities across the curriculum to extend and support children's understanding of different genre, both fiction and non-fiction and to give them writing experience.

In Foundation children are encouraged to write with the provision of a writing area and to talk about what they have placed put on paper. This evolves into emergent writing with the support of the teacher and the classroom assistant.

As children progress they are encouraged and supported in developing their writing through the use of modelled, shared and guided writing sessions. The teacher is important in demonstrating how he/she thinks, writes and edits a piece of writing in a modelled session.

We aim to develop the link between talking and writing and encourage children to develop reading as a writer and writing as a reader. All year groups are encouraged to **THINK IT.SAY IT.HEAR IT. LIKE IT? WRITE IT. READ IT**, when they are writing.

Within each year group we use a range of age appropriate interactive resources as well as Big Books to explore the different genre.

Writing frames are used to support children in developing their writing skills in both fiction and non fiction and to support them in their understanding of the different features of genre types.

We place high importance on the development of legible handwriting, with children in the Spring Term of year 7 encouraged to develop their own legible joined writing style. For additional detail please see attached Handwriting Policy.

Thinking Skills and Personal Capabilities.

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

We as a staff are aware of different styles of learning within a classroom and the need to encourage pupils to use their visual, auditory and kinaesthetic channels for better learning.

We will use of a range of active learning strategies in the classroom, including drama strategies to enhance children's understanding.

We will ensure effective questioning by the teacher and pupils to encourage and develop thinking skills. In our questioning we will be aware of how to lead the child towards clearer thinking and expression, using maintaining strategies.... restructuring questions, maintaining eye contact, avoiding (when appropriate) yes and no answers. Adequate time will be allowed for thinking and talking about tasks before asking for a more formal response, varying audience where appropriate.

The Use of ICT

We in Christ the King Primary School believe that ICT can contribute to language development. We encourage children from an early age to become computer literate and use the computer to consolidate and enhance their learning. The children are made aware of programmes on the C2k system which are relevant across the curriculum eg Newsdesk and how to access extra reading material on Bug Club. Through the use of ICT children are made aware of the various means we have of communicating in the world around us. Each classroom has an interactive white board and access to lap tops, ipads and PCs, which are used to engage children in the learning process and the acquisition of language and literacy skills. Staff are encouraged to share good practice and useful resources they have found to help enhance the delivery of literacy in the classroom. Teachers are encouraged to include or add in suitable ICT resources to their medium term planning and to assess their suitability.

Assessment and Target Setting.

Work will be assessed in line with the Assessment Policy. In addition to this the following arrangements for assessing pupils are in place

Tests Administered	Purpose of test	Response
<u>Foundation Y1</u> Observations	To assess receptive language skills on entry into Foundation To assess progress.	To look at areas causing concern and begin remediation programme for Foundation Y2
<u>Foundation Y2</u> Observations		Children enrolled on Special Needs Register and placed on an IEP.

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All data generated by standardised tests is placed on SIMS Assessment Manager.

This information is then used to identify children who are a cause for concern at the beginning of each school year and who may need additional support/advice from the SENCO teacher and the classroom teacher.

Effective Leadership.

Each year the Literacy Co-Ordinator draws up an action plan which targets a specific area for development and improvement. This action plan and its targets are clearly identified in the SDP each year. The literacy action plan is monitored and then evaluated in the third term along with the SDP. This is shared with the Principal and the Board of Governors in June.

Staff are given opportunities to share and learn from best practice and discuss any concerns they may have over the implementation of new programmes or teaching approaches in an open and supportive environment.

Role of the Literacy Co-Ordinator.

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

- Monitoring and evaluating:-
 - pupil progress
 - management and analysis of relevant data
 - provision of Literacy (including Intervention and Support programmes, eg Reading Partnership/Reading recovery)
 - the quality of the Learning Environment;
 - the deployment and provision of support staff

- Auditing and supporting colleagues in their 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, Board of Governors, 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

An annual report is made to the Governors on the work of the Co-Ordinator.

The School in the Local Community.

From P.1-P.7 children are encouraged to make use of the classroom library facilities.

From P.4 children visit the library to select their own books. They also participate in any activities arranged by the library.

Children in P.6 and P.7 take part in literacy activities provided by some of post primary schools in St Colman's Ballynahinch.

The Role of Parents.

We aim to involve the parents of our children as much as possible in their children's education. We have a pre-school meeting for all new Foundation children in the summer term.

Children's achievements and progress are reported to parents in a number of ways, through displays, comments on their work and February Parent/teacher meetings. Parents are also made aware that they can speak to their child's class teacher, by appointment, at any time through out the year. Parents are also consulted and advised about and concerns we may have with regard to lack of progress or

under achievement and of any interventions we may wish to put in place to help their child achieve their full potential.

Review of policy

This policy will be reviewed and monitored on an annual basis in line with any statutory curricular changes.