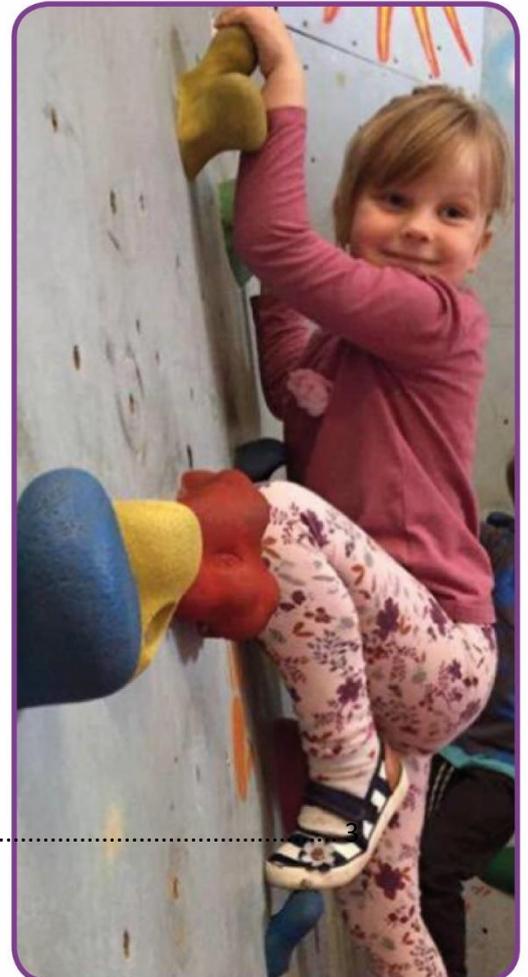


Communication & Literacy Policy 2020



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Intention:

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Intention:

Students who attend Peak Education may have significant gaps in their communication and literacy skills. Some may have experienced difficulties with the development of speech, language and communication skills or reading and writing skills. This could be due to numerous factors which may include disruptions to a student's education or them possibly having un-met additional learning needs. At Peak we recognise that literacy development is an important factor in enabling students to enjoy and engage with the learning process. All areas of the school curriculum will require some level of communication and literacy skill to enable students to achieve and be successful. Literacy skills are necessary to ensure students have a good understanding of the world; can successfully transition to further education or employment and are able to lead independent and fulfilling adult lives. It is our intention to support students to develop appropriate communication and literacy skills which will enable them to enjoy learning at each key stage; become well-rounded and informed members of the community, and ultimately gain a range of relevant qualifications to allow them to be successful in their chosen next steps.

Implementation of the Communication and Literacy Development at Peak:

All students that attend Peak are assessed upon admission to determine their ability and to identify any gaps in learning. This is done to ensure that learning is pitched at the correct level. Students are supported to develop in confidence when accessing each curriculum subject.

Speech, Language & Communication Development:

At Peak we understand that language is a vital skill, necessary to aspects of effective communication. If a student is to access and be successful in learning they must be able to understand the meanings of words and to be able to form sentences in order to communicate well and understand instructions. Language and communication skills are also necessary to allow a person to interact effectively with others and develop relationships. Therefore, they are vital to the holistic well-being and the prospects of every young person.

Communication and Literacy skills are essential to learning and therefore are developed across each area of the school curriculum as well as during English lessons. We recognise that in order to access all areas of the curriculum effectively students must have a firm grasp of the language used in each discipline/ subject. Every lesson at Peak will include a focus on the pre-teaching of all subject specific language/ vocabulary that is required to access each subject/ topic. Appropriate support and differentiation will be provided to each student as needed. Students will be encouraged to use the new vocabulary in the correct context. This will support the development of subject knowledge and open new avenues of interest by providing students with a linguistically enriching experience. Students will:

- Acquire and develop an appropriate vocabulary in writing and spoken language
- Listen to and understand spoken language and use spoken English effectively
- Engage with all communication and literacy-based learning activities including collaborative learning tasks, discussions and debates in all subjects such as science, PSHE or English
- Develop their personal confidence and ability to communicate in a variety of different social situations

Literacy Development:

Reading Development:

In every subject discipline our student's will access a range of written materials. They will be presented with appropriate, engaging reading stimuli from various relevant contexts. Students will have opportunities to develop reading skills and fluency as well as developing and critical thinking skills that encourage enquiry into different topics and themes. Reading materials will support students with the SMSC areas of the curriculum as well as fundamental British Values.

- Improve reading skills from their starting point using appropriate resources and teaching strategies
- Develop an enjoyment of reading a variety of different texts.
- Read, with increasing fluency a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets.
- Develop reading comprehension skills.
- Read and compare texts, explaining personal preferences where relevant.
- Locate and explain information or ideas from texts.
- Understand and appreciate the importance of reading as a life skill and to support learning and personal development.

Writing Development:

In every subject each student will be expected to respond to teaching and show understanding by writing. Writing helps students explore topics, develop healthy thought processes, create persuasive arguments and communicate effectively. Producing a piece of writing allows students to consider and organise their ideas and express their thoughts. Students can provide well-defined, coherent explanations. A strong writer can communicate with purpose. At Peak our students will learn to:

- Develop their ability to write clearly with access to appropriate resources and teaching strategies.
- Write effectively and coherently expressing their ideas with clarity and carefully selected vocabulary.
- Use appropriate written communication skills in different curriculum contexts. E.g. report writing in science and history, creative story-telling in English.
- Develop independent writing skills and stamina so that they can access more challenging learning activities and are equipped to answer examination questions in full.
- Use grammar correctly and punctuate and spell accurately.
- Learn to take pride in their handwriting and presentation skills.

Communication & Literacy Development Leadership:

All curriculum subject teachers at Peak Education have high expectations of all students in relation to the development of communication and literacy skills.

At peak, Communication and literacy is supported by qualified and well-trained teachers at each of our schools. Teaching staff plan activities and support literacy development using information gained from using a range of baseline assessments. This ensures that each student can access learning materials and activities that are tailored to each individual student learning-journey.

School leaders monitor the impact of the teaching of Communication and Literacy skills regularly. This is done by evaluating progress in reading and writing, from student work scrutinies, learning walks and lesson observations. Teachers with responsibility for leading Communication and Literacy have clear performance indicators which are reviewed regularly.

Inclusive teaching of Communication and Literacy skills at Peak:

Students at Peak Education may have previously experienced significant difficulties with the development of communication and literacy skills which could put them at a significant disadvantage to peers. Some students may have additional learning needs that may have not been recognised or met at previous educational settings. They may have significant gaps in learning due to them having prolonged spells of time out of education. Peak Education endeavours redresses any inequity that students may have experienced previously. Our students all access a bespoke and balanced programme of study that is designed to meeting the learning needs of each student. All students will receive the appropriate support, access to reasonable adjustments, supportive resources that they require to succeed. This will enable them to improve their self-esteem and recognise their own potential as a successful learner.

Students are assessed using appropriate assessment materials to determine if they have a specific learning difficulty by the school SENDCo. The SENDCo will also work with each student to determine if they will require Access arrangements to support them during external examinations.

Breadth and depth of communication and literacy development at Peak:

Developing our student's communication and literacy skills is important to ensure that they can access learning across a broad range of learning activities or curriculum subjects. Literacy skill development is a consistent feature of the whole curriculum Some features are listed below;

- Communication and negotiation skills during outdoor adventurous activities.
- Exposure to and learning about technical vocabulary in enrichment activities.
- Interpreting mathematical problem-solving statements.
- Designing and creating informative posters in PSHE.
- Reading about issues relevant to protected characteristics.
- Use of spelling, punctuation and grammar in ICT projects.

Assessment:

Peak Education relies on multiple and regular assessment to ensure that planning of work is adapted to meet the rate of progression, interests, ambitions and life stages of each student.

Students undertake a variety of baseline assessments (NGRT, NGST and BKSB dependent on qualification path) to inform and underpin teacher lead professional judgements.

Students work is regularly marked providing a clear focus on progression. Each piece of marking will identify strengths in the piece of work and to will support students to identify their next steps in learning.

Student Passport:

Managers, teachers and Inclusive Educational Practitioners all work together to monitor and evaluate teaching and learning to ensure that each student is making the expected level of progress with the development of communication and literacy skills. Each student is supported using a document called a student passport. This is reviewed termly in consultation with the student, parent carer and teaching staff. The Student Passport will include information about the student's strengths and learning needs. It will also include desired outcomes for the students to develop their literacy and communication skills. This 'assess, plan, do, review cycle' enables us to meet the learning needs of our students and reflect upon support and teaching practice in order to improve their learning experience.

Qualifications:

We offer students a very personalised learning experience, so our programmes of study are flexible. Key stage 4 and post 16 students can access a ladder of qualifications dependent on their ability and progression. The range of qualifications on offer reflects the diverse needs and aspirations of our students.

Our most able will have access to:

- GCSE English Language
- GCSE English Literature
- Step up to English (Gold)
- For students who require a more bespoke approach to demonstrating their literacy skills they will also have access to
- Step up to English (Silver)
- Functional Skills (English)

Appendix 1 - Communication & Literacy Intervention/Support Plan:

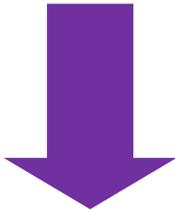
Whole School Support for students – Every Child has access to high quality teaching.

Language Development: Key words, word lists- pre teaching vocab and language. Focus on the development of SLCN skills in all areas of the curriculum.

Well qualified support staff and teachers in all lessons.

Assessment upon entry. GL tests etc. to identify support requirements.

Cross curricular Communication and literacy focus.



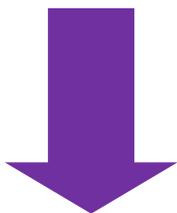
Targeted Support for Groups of Students:

Focused in class support to develop communication and literacy.

Students support needs detailed in student passport.

Small groupings whereby specific SEND support is provided. Nessy, Beat Dyslexia, reading for understanding, language programmes, paired reading.

SENDCo. monitors language and literacy progress and plans provision. (Plan-Do-Review cycle). Standardised tests, NC data.



Targeted support for Individuals.

Withdrawal and individual support to develop communication and literacy skills.

Better reading, Toe by toe, SOS spelling, Phonics, Personalised multisensory teaching.

Bespoke learning pathway for individual students and a ladder of qualifications available for all students.

Assessment and application for exam concessions and access to voice activated software/ coursework support.

Referral or signposting to external agencies.