SPECIALIST EDUCATION SERVICES

Literacy Policy and Practice

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CONTENTS

1   RATIONALE

This document should be read in conjunction with the Curriculum Statement, which outlines specific issues underpinning the curriculum approach at SES, that is underpinned by our 'no limits' vision, and 'Be Curious, Show Love, Build Connections' ethos.

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. We provide a holistic framework of high quality care and therapeutic intervention embedded in a highly personalised learning experience known as the PAN My Journey Learning Model; this enables them to re-engage in the learning process. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits' positive psychology.

The intensity of work in this respect, with both the child and where possible, family, is beyond what any child in a mainstream setting, and in many other specialist settings, would experience because of the very purpose and nature of practice at SES.

This document sets out the policy and principles that underpin the whole process of learning across the twenty-four hour learning experience available.

2   CURRICULUM INTENT

Literacy has a pre-eminent place in education and in society. A high-quality education in Literacy is central for our students to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society; students, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Our overall intent is to provide our students with a strong command of the spoken and written word, and to develop their love of reading, contributing to their future success, wellbeing and happiness.   We strive to provide experiences that will improve the child's self esteem allowing them to develop confidence and at the same time enjoy success in areas of endeavour specific to the subject.

Many students coming to SES may well have had difficult experiences with Literacy, either in the way it has been taught or in the way they have received the teaching. Their low self esteem and poor self image as learners, coupled with their learned avoidance behaviours often used for self protection against the risk of failure, mean that they may never have experienced the excitement and satisfaction of success in Literacy. Thus we aim to ensure they:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate the different uses and effect of the spoken word according to situation taking account of tone, vocabulary choice and the use of Standard English;
- appreciate our rich and varied literary heritage;

- develop study skills, individually and as part of a group, particularly information retrieval strategies;
- develop initiative, creativity and confidence in the development and expression of thoughts and ideas;
- develop skills in evaluating and assessing own work and suggesting and predicting progress;
- use evaluation skills to assess group work or the work of peers.

Our Literacy curriculum is built upon the strands of Speaking and Listening, Reading and Writing; each of these have a clear intent.

Speaking and Listening
- We will ensure that spoken language is omnipresent in our Learning Centre and within our Home.
- We will provide a range of situations and activities to develop student competence, precision and confidence in speaking.
- We will promote discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- We will develop their ability to listen to an individual or group of people and understand the content.
- Students will experience drama as a vehicle for further development within language work across the curriculum.

Reading
- We will foster a love of reading in all and an ambitious aim to enable all students to become functional readers and reach their potential.
- We will strive to develop the habit of reading widely and often, for both pleasure and information.
- We will develop individual reading skills in the Learning Centre and in the Home, a critical process for students becoming independent learners.
- We will encourage an interest in reading from a wide range of possible sources and in a variety of situations including texts from other cultures and traditions

Writing
- We will develop students ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- We will develop a range of writing skills, both factual and creative and to use these in a variety of situations.
- As writing is a key skill for life both inside and out of educaton, we will provide students with transferrable writng skills that can be used throughout each phase of their educaton, preparing them for future study and employment.

3   **THE IMPLEMENTATION OF LITERACY**

3.1   PLANNING FOR LITERACY EXPERIENCES

The teaching of literacy provides opportunities for our students to experience and explore language in a variety of contexts. Strong literacy knowledge and skills ar essential for success across the curriculum and a lifelong gift; they also allow us to

build and develop student's cultural capital by exposing them to a diverse range of text, places, ideas, characters, emotions and attitudes.

Literacy schemes of learning are highly personalised and derived from our underpinning literacy knowledge sequences, in order to support them in future pathways.

Our literacy knowledge sequences are guided by the National Curriculum Framework for English. As a core cubject, it is arranged in bands from 1- 32; we aspire that all students achieve band 16 as a minimum; this provides the essential building blocks for life. Age related expectations are indicated on the knowledge sequence. The knowledge sequences for literacy have the following outline:

Speaking and Listening (KS1-2; bands 1-16)
- Group discussion and social interaction
- Grammar and sentence building
- Listening and understanding
- Verbal storytelling and narrative
- Vocabulary
- Clarity of speech

Speaking and Listening (KS3; bands 17+)
- Group discussion and social interaction
- Group discussion and social interaction
- Listening and understanding
- Verbal storytelling and narrative

Reading (KS1-2; bands 1-16)
- Reading fluency
- Phonics
- Attitude towards reading
- Understanding

Reading (KS3, bands 17-32)
- Retrieval and selecting evidence to support interpretations.
- Inference, language and structure.
- Contextual understanding.

Writing (KS1-2; bands 1-16)
- Spelling
- Composition
- Punctuation and grammar
- Handwriting

Writing (KS3; bands 17-32)
- Text structure.
- Sentence structure.
- Composition: Evaluate and edit.
- Composition: Drafting.
- Composition: Drafting.

Each term the students personalised literacy pathway builds on their previous learning, and knowledge is strengthened, broadened and deepened over time. This approach allows teachers to identify gaps in learning and provide opportunities that will allow them to recover and catch up over time. The rationale for the student's personalised literacy curriculum, with clear links to their EHCP outcomes, is outlined in their Learning Centre Education Plan.

Planning for Literacy will take a variety of forms for which personalised schemes of learning and units of work will include:

- Individual work;
- Group Work;
- Classroom based learning;
- Extended learning in the wider community.

Student at SES, will receive appropriate and significant support from our SEN teachers, who has access to an external senior educational psychologist for advice and support.

Each scheme of learning provides the planning, including knowledge and objectives, for a unit of learning. A scheme of learning will relate to the SES knowledge sequence, as well as, where applicable, to the requirements of any examination syllabus chosen in KS4. They are intrinsically flexible; it is useful to use a variety of approaches and teaching strategies covering the same core unit to develop a variety of skills.

A scheme of learning may be designed to be revisited as many times as is judged necessary across all year groups and key stages. Schemes of learning are designed primarily to be enjoyable, to offer the chance of success, to enrich and enthuse the experience of each individual and to offer the opportunity of development across the experience of literacy and Literacy.

Schemes of learning may be based on a bespoke personalised interest or passion to re-engage the student in the learning process

3.2 SPEAKING AND LISTENING IMPLEMENTATION

"There are people who, instead of listening to what is being said to them, are already listening to what they are going to say themselves."

Albert Guinon (1863 – 1923, French Playwright)

The overriding aim of any language programme must be the personal development and social competence of the student. The most significant contributor to that development is speech. An inability to speak fluently is a serious limiting factor that can affect all aspects of a child's development and social interaction. Thus, a major part of the SES's response is to ensure that, as far as possible, each student can speak easily, clearly and with interest. It is vital that students have experiences that will not only give them the words, but the confidence to express them.

Listening and the ability to listen to fact, others opinions and points of view are critical to all people in all walks of life. Our students are often in deficit in key listening aspects such as attention, concentration and appropriate response. It is important that the Literacy curriculum provides the necessary experiences to develop these areas. These are skills that can be worked upon across the operation of each establishment.

- The use of precise, articulate and appropriate language will be encouraged, modelled and promoted throughout the twenty-four hour curriculum.
- Students will be required to reflect upon their use and grasp of language through exposure to a variety of language forms across a variety of media.
- An appreciation of appropriacy will be encouraged and group work will offer discursive opportunities as well as experience of language through written, audio and video material.
- A variety of language styles will be explored; dialect, accent and regional idiom as well as the development of Modern Literacy through major Literacy writers.
- Students will approach the concepts of audience, tone, speed and complexity of language patterns through role-play and discussion.

SES work in partnership with an external Speech and Language Therapist to advise, develop and support the delivery of specific programmes. In specific circumstances they may work directly with the student.

3.3 READING IMPLMENTATION

It is important to rigorously, but sensitively, extend student interest and skill in this area. The emphasis on extending confidence and independence in reading should be a feature of the whole SES experience. Students are encouraged to have open access to reading material of all kinds in order to expose them to the largest possible variety of textual information.

<u>The Teaching of Reading</u>

There is an eclectic approach to the teaching of reading, with a variety of schemes and approaches to select from for classroom based teaching.

Reading is taught by:

- A variety of phonetically based systems.
- Reciprocal reading (structured group guided).
- Disciplinary reading (reading, writing, talking and thinking practices unique to specific subjects).
- A development of sight vocabulary of 200 most common words (key words to literacy).
- Common words (key words to literacy; McNally and Murray 1962).
- A sympathetic and intensive approach offering challenging and sequential development.
- Exploration of the normal grammatical structure of the Literacy Language to provide appropriate cues.
- Syntactical, contextual and predictive cue work.
- Specific multi-sensory approaches where necessary and appropriate.

- All members of staff, either directly or by guidance and modelling across the 24hr curriculum.
- A 'learning without limits' approach that progress will be made, new approaches found and innovation used to maximum effect.
- For experienced students to act as mentors and peer support for others

Further advice and guidance on the teaching of phonics can be found in the SES Phonics Teaching Overview document.

3.4   WRITING IMPLEMENTATION

- Students will be given opportunities to write for varied and extended purposes; it is taught as a transferable skill across all subjects and cross curricular links are strongly encouraged.
- Writing will be taught as a means of developing, organising and communicating ideas.
- To become effective writers students should be taught how to develop ideas, vocabulary, style, as well as organisational, structuring, grammatical skills and appropriate presentation.
- The teaching of writing should take due account of the full matters, knowledge, skills and processes as outlined across the knowledge sequences based on the key stages within the National Curriculum.

3.4.1 Grammar, Punctuation, Spelling and Handwriting

These disciplines and aspects of literacy will naturally be taught at all levels as an inherent part of the classroom curriculum. Where necessary however, certain aspects may be approached and developed as either group or individual recovery units to ensure a coherent and monitored group progress. Individual needs, specific difficulties and differing levels of competence on admission may lead to a wide variation of achievement within the group at any stage. Designed, specific, units of work may also be used at any time or level to provide consolidation and revision.

3.4.2 Grammar

Grammatical accuracy is central to a developing grasp of both literacy and literature and will be dealt with in a sequential manner through the classroom curriculum.

3.4.3 Punctuation

Recognition and correct application of punctuation across the whole curriculum will be addressed both on an individual basis and through the classroom curriculum across all subjects.

3.4.4 Spelling

Spelling and word work is an integral part of literacy development, language, and literature appreciation. It is important that spelling is not taught in isolation within "Literacy" lessons but across the curriculum. The method of

"Look, Cover, Write, Check" is the adopted central method at SES. This means that requests from students for spellings should be dealt with in the same way.

The development of sight recognition where appropriate will be supported through focussed teaching, key words in displays and careful consideration of the language used in notices around the building.

Consideration should be given to the following:

- In line with the "Look, Cover, Write, Check" method spellings when given should be in written form, and can if needed be reinforced verbally
- Balanced use of dictionaries and spell checks when word processing
- Individual student spelling books
- Encouraging students to make first attempts
- Building word banks into unit planning and practice
- Individual study, based on the two hundred most common words and the secondary hundred supplement reading word list
- Vocabulary and spelling extension work in line with individual targets.
- Use of specific spelling recovery software
- Etymological word origins

3.4.5 Handwriting

There will be an expectation that students, wherever possible, will aim towards a cohesive and legible cursive style of handwriting. In practice, the main aim is to refine the student's own style, ensuring a uniformity and consistency of approach where the major problems occur. SES draws upon various resources in aiming towards a legible cursive style.

- Students will be encouraged to adopt correct orientation, posture and grip.
- Students will be taught to write with a range of instruments (pencil, ink pen, italic pen, biro), helping them to see that different ones are suited to different purposes and styles

Students may use individual handwriting books to develop pattern forming skills

In the eventuality that handwriting becomes a barrier to learning for a student, laptops are utilised as an alternative.

3.5 TEACHING AND LEARNING STYLES

The teaching of Literacy is a fundamental aspect of our personalised curriculum offer; it allows students to communicate clearly, accurately and precisely. The following teaching and learning styles all actively support this aspiration:

- activities should bring together different areas of language work;
- the order of activities should be flexible;

- activities should be balanced between tasks which develop knowledge skills and understanding and those which develop the ability to tackle practical problems;
- activities should be balanced between activities which are short in duration and those which have scope for development over an extended period;
- activities should, where appropriate, use students' own interests or questions either as starting points or as further lines of development;
- activities should, where appropriate, involve both independent and co-operative work;
- tasks should include those which have a prescribed method of working and those which may allow a variety of approaches;
- activities should be balanced between different modes of learning; doing, observing, talking and listening, discussing with teachers and other students, reflecting;
- there should be a richness and variety in the type of writing activities undertaken;
- activities should encourage students become confident in the use of a range of tools available in language work such as digital media, radio, video, telephone, television and new technology;
- activities should encourage students to become competent in collecting, recording and processing information;
- there should be a strong element of student negotiation and involvement in the targets identified within their Portfolio of Achievement and Needs
- individual or group based texts should be stimulating.
- the range of potential resources and stimuli is inexhaustible and a variety should be used to maintain interest and motivation.

3.6 EQUAL OPPORTUNITIES

SES is committed to ensuring that all students are treated with equality of regard.

This will involve:

- Providing equality of opportunity in the Literacy curriculum in an attempt to maximise the potential of each individual student.
- Treating as of equal value the different needs, interests and abilities of individual students.
- Through their experiences within Literacy students should have respect for others and the idea that all should be treated as equals.

In pursuing this policy with regard to individual students, there are four categories of difference between groups of students, in which it is generally acknowledged that 'treatment as equals' may be problematic and for which it is therefore important to have specific policies. These are:

- Racial/Cultural differences
- Social-class differences
- Ability differences
- Gender differences

3.6.1 Racial/Cultural Differences

It is vital that staff avoid any racial bias or stereotyping with respect to the particular individuals who are from ethnic-minority backgrounds and that they are alert to and willing to challenge any such discrimination or stereotyping by other students.

3.6.2 Gender Differences

Equal opportunities in terms of participation are carefully considered, however, issues of prejudiced attitudes and stereotyping towards the opposite sex can be in existence and can potentially be magnified in our environments, especially given the contextual background and past experiences of our young people.

Staff should therefore be aware of this and should be willing to challenge any such discrimination or stereotyping by students. Furthermore such risks can be mitigated through planned teaching strategies.

3.6.3 Social Class Differences

The availability of Literacy material and the type of material within homes can vary tremendously across the social class continuum. Staff should be aware of making assumptions about student's level of knowledge and opportunities for practising skills that invariably have a bearing on rate of progress. At our establishments there is a wide range of literacy based reading materials (including books and magazines) and students are involved in purchasing decisions.

3.6.4 Ability Differences

SES establishments are resourced such that students receive a highly individualised curriculum based on their Portfolio of Achievement and Needs. Implicit in this is a response to differing levels of ability.

It is also important that protected characteristics as defined in the SES Equality and Diversity Policy are considered when planning and implementing teaching practice to ensure equal opportunities. This policy should therefore be read in conjunction with the SES Equality and Diversity Policy and Practice document and the DfE guidance around our equality duty.

3.7 LITERACY AS A CROSS CURRICULAR SUBJECT

The level of importance of Literacy skills in enabling access to all areas of the curriculum cannot be over emphasised. Competence in Literacy is essential to accessing virtually the whole curriculum as well as many aspects of learning, communication and social functioning beyond the Learning Centre day. At each establishment every aspect of its operation is viewed as a potential vehicle for building upon student's literacy and communication skills. All staff need to be skilled at finding unobtrusive ways of supporting cross-curricular links through taking advantage of the total living experience without this intruding on the naturalness of domestic living.

It is important to acknowledge the key role that key adults outside the Learning Centre play in the development of language awareness and associated skills, (e.g. in listening to students read). Where practically possible the potential of this support should be emphasised and such support encouraged with careful advice.

Cross curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society.

A significant proportion of the students will have deficits in their literacy and communication skills. In many cases Specific Learning Difficulties will be the predominant complication or at the very least a complicating factor. Highly specialised approaches to literacy and communication programmes are therefore essential for our students.

3.7.1 Learning Outside the Classroom

SES promote Learning Outside the Classroom as the principles and philosophy match the SES Vision Statement. We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

The use of places other than the classroom for teaching and learning often provide the most memorable learning experiences and help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

Students can benefit from well-organised visits, community activities and getting involved in wider learning projects (such as helping to organise information, reviewing policies and providing peer support). As students progress, work placements and visits help shape their decisions about future opportunities.

All children and young people have the opportunity to participate in both focused field trips and extended residential weeks, throughout a range of local and national locations. In addition to the social and personal benefits, these offer real life knowledge and experience that can be developed in context.

3.8 PRESENTATION OF WORK

At SES we believe presentation of work is vital aspect of creating a positive and stimulating environment and in enhancing student motivation and self-esteem. Presentation of work can take a wide variety of forms ranging from:

- Written format
- Recording (oral and photographic)

- Displays
- Through use of computing and digital media
- Through witness statements created by students and adults

Adults at SES are expected to make a professional judgement with regards to each individual student's aptitude and ability in terms of facilitating presentation of work. We seek to continually implement our 'No Limits' thinking in the way we facilitate presentation of work, ensuring feedback is given to support young people's continual progress in this area.

3.9 PROGRESSION IN LITERACY

Progression includes:

- An increase in knowledge, skills and understanding.
- Developing language and communication in a range of familiar and unfamiliar contexts.
- Meeting needs which demand more complex or difficult solutions.
- Students' awareness of their growing language, literacy and communication skills.

In speaking and listening, progression is characterised by:

- increasing confidence and competence in adapting talk, using standard Literacy as appropriate
- development in the ability to listen with understanding
- increasing participation in discussions.
- growing ability to process more complex ideas and adjust their talk, making independent judgments

In reading, progression is characterised by:

- ability to read increasingly demanding texts, using a repertoire of reading strategies
- challenging and questioning texts independently, making connections between what they read and hear
- identifying how texts are crafted to produce meaning and structure, and the impact on the reader
- reading for information
- the ability to increasingly demonstrate the complex skills of synthesis and comparison when analyzing texts

In writing, progression is characterised by:

- development of skills in writing
- increasing control of different forms of written texts
- development in the ability to adapt writing for meaning and effect
- increasing independence in orchestrating writing for a range of purposes

At SES progression is assessed against the knowledge sequences for the subject.

3.10   DIFFERENTIATION

Students at our establishments will clearly differ in ability and teaching should take account of this by providing a range of learning situations and approaches. In addition the philosophy of SES is such that personalised learning is a cornerstone.

Differentiation is a process not a single event. This process involves recognising the variety of individual needs within a group, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

Literacy provides wide opportunities for differentiation by:

- Input
- Resource
- Task
- Support
- Outcome
- Response

However, differentiation does not happen automatically and careful consideration of student's abilities should be taken when planning Literacy learning experiences. This process involves recognising the variety of individual needs, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

Differentiation should involve:

- Providing a range of equipment appropriate for different students
- Using a variety of teaching methods to elicit a particular response
- Organising the groups in different ways appropriate to particular objectives
- Setting open-ended tasks so that students can respond at their level
- Issuing different 'challenges' to different students
- Providing extension work for students with greater ability
- Allowing time for individual diagnosis, teaching and feedback

The method of assessment and reporting should provide feedback, which is appropriate to students of differing abilities. It should aid their future learning by providing knowledge but should also give them support and encouragement.

3.11   ASSESSMENT AND RECORDING

Assessment is part of an ongoing process that informs future planning and subsequent learning. All assessments should take account of:

- Knowledge, skills and understanding acquired
- The contexts of the activity
- The purpose of the activity

Effective formative and summative assessment:

- is embedded in planning, teaching and learning
- requires a shared understanding of learning objectives and success criteria between teacher and learner
- draws on evidence of learners' achievement and progress from a wide range of contexts within and beyond the classroom
- values information that teachers retain in their heads, as well as concrete evidence produced by learners
- is based on evidence generated in the course of continuous teaching and learning, engagement with learners through observation, discussion, questioning, and review and analysis of work
- helps to shape and refine future teaching and learning, and to personalise the experience of individual learners
- provides the basis for discussions with learners themselves, their parents/carers and with other professionals about their strengths, areas for development and future learning targets
- is the foundation upon which periodic assessment can be based
- recognises and celebrates learners' progress in the light of their previous performance and motivates them to improve further
- promotes independence and self-motivation
- develops the capacity for peer and self-assessment among learners.

Assessment is a continuous process and testing and accreditation are built in at various stages of a students development.

Any system of evaluation and assessment should:

- Identify what has been taught and learnt
- Monitor students progress continually
- Monitor students progress in cross-curricular elements
- Establish students' needs as a basis for further planning and teaching.

Student involvement in the assessment and evaluation process is critical.

Evidence can be gleaned from:

- Observing
- Questioning and listening
- Discussion
- Written work, audio and video tape recording, drawings, charts, etc.
- Specific assessments tied to curriculum materials.

3.11.1 The marking of students work

Teachers' responses to students' work should be positive, encouraging, sympathetic, honest and appropriate. Marking should be completed in a pragmatic way, as appropriate to the needs of the student and whenever possible completed in their presence. Further areas of study can then be negotiated with the student.

- Students should be made aware of the assessment criteria being employed, particularly before tackling new situations and subsequently when marking work
- Students should, as a result of the interaction, be aware of the next steps in their learning
- It is sometimes useful for students to respond to each others work

3.11.2 Record Keeping

Records are kept in the form of long term planning (Curriculum Overview), Medium Term Planning (unit objectives) and short term planning (detailed planning of learning episodes). A record of progress is evident in the on-going feedback (verbal and written) between adult and pupil. Where appropriate an evidence base is collated for an episode of learning this can take various forms e.g. files, exercise books, scrap books, digital media files.

3.13.3 Individual Programmes

- The Portfolio of Achievement and Needs of each student will inform the global priority targets to be addressed for the child.
- More detailed educational objectives will be identified by Learning Centre staff and students, and negotiated targets reached.
- Targets set will be specific, measurable, attainable, realistic and time related.
- Targets will always be compatible with the requirements of the National Curriculum and/or Portfolio of Achievement and Needs

3.12 EVIDENCE FOR LEARNING

Every student has a unique and personalised learning journey that is based on their individual needs and starting point. Evidence of Learning enables Learning Centre staff to capture and create a rich, comprehensive picture and narrative that details learning and progress for each student. The subject knowledge sequences are available to track and record professional judgements on progress, alongside the students personalised EHCP and LCEP outcomes, and broader PAN targets.

4 IMPACT

The impact of the Literacy curriculum will have a lasting impression on our student's lives. Success helps them achieve, in the subject, across the curriculum and in the world beyond, by developing their ability to communicate clearly and effectively. It will lead to improved self confidence, self esteem, motivation, attention, engagment and resilience.

Progress is measured through the assessment outlined above, as well as through twice yearly WRAT standardized testing. All students will have the opportunity to work towards external qualificications depending on their individual pathway.

- The Edexcel GCSE Literacy specification has been chosen due to the modular structure, a more suitable choice of poetry and less unseen

material. There is also a high level of support for resourcing through Edexcel.

- Entry Levels 1, 2, and 3 in Literacy accreditation are available through AQA and Edexcel. These can be used as a springboard to GCSEs or to boost confidence for younger learners.

- Functional Skills in Literacy are also available, at both Entry Level and at Levels 1 and 2. For those students taking GCSE Literacy, the Functional Skills component is an integral part; therefore it s personal choice to take them as a standalone qualification.

- Additionally, students can take OCR Cambridge Progression in Literacy Awards, ranging from Entry Level 1 through to Level 2. These are bite sized, credit based units.

Due to our personalised approach to learning chronological age is not seen as a barrier to accreditation.

Literacy gives students the confidence to ask questions, rather than taking things at face value. It provides them with the skills to examine the validity of what they are told or read and challenge it on grounds of logic, evidence or argument. Through reading a variety of texts and discussing issues, Literacy can provide opportunities to explore situations and dilemmas that will help students make the right choices to stay safe.

Literacy plays a central role in contributing to young people's long-term economic wellbeing by developing the literacy and communication skills essential to any job. It encourages them to be adaptable and find creative solutions to problems, put their views and ideas across for maximum effect, and work effectively in groups. All these are skills and attributes valued by employers.

Literacy provides many opportunities for students to get involved and contribute positively by working collaboratively, most obviously as part of a group discussion or drama performance, but also through the emphasis on students evaluating and providing constructive responses to each other's work. Another key aspect of making a positive contribution is being involved in the community, and in Literacy students have the opportunity to speak, listen and write for purposes and contexts beyond the classroom, such as becoming reading mentors for younger students.

5   SMSC AND BRITISH VALUES IN LITERACY

At SES we believe the development of SMSC and promotion of British Values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice document.

5.1   SMSC

At SES we develop SMSC in many aspects of the curriculum through ensuring opportunities for SMSC development are extensive and frequent. These opportunities are reflected in planning documents as well as in outcomes for students.

Examples of SMSC development within Literacy are:

Spiritual

- Independent reading time, allowing students to reflect in a calm space.
- Students are encouraged to create and express ideas in Literacy for example; in creative writing and drama.
- Students are encouraged to express their thoughts and feelings when reading writing and communicating.

Moral

- A variety of texts explored, examine moral issues such as; trust, respect and empathy e.g. A Curious Incident of the Dog in the Nighttime, Hello mum.
- Tasks are designed to support students in questioning and discussing issues such as right and wrong.
- Students are encouraged to explore moral and ethical themes within the contexts of their own lives.

Social

- In Literacy teamwork and cooperation are promoted through a range of learning activities.
- Students are offered the opportunity to develop their argument and debating skills within Literacy.
- Students are offered the opportunity to explore real life issues and discuss ideas and themes, which relate to them.
- Independent and self-reliance is promoted through independent reading and writing opportunities.

Cultural

- A range of different texts are studied (fiction, non-fiction) which examine different cultures, for example Mallory Blackman.
- Speaking and listening within Literacy offers students the opportunity to share experiences and learn to appreciate the perspectives of others.
- Visits to support learning give students the opportunity to access cultural activity; for example theatre visits.

5.2   BRITISH VALUES

Promotion of British values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

Examples of the promotion of British values within Literacy are:

Rule of Law

- Students are offered the opportunity to explore themes relating to rule of the law and supported in considering the importance of rules and laws.
- Whilst studying Literacy rules and expectations regarding respect and attitude are made clear and students are supported in following these.

Democracy

- In Literacy, students are offered the opportunity to make group decisions and complete voting tasks.
- Importance of listening to all points of view and opinions is activity promoted within Literacy.

Individual Liberty

- Students are given the opportunity to develop personalised learning focuses within Literacy and indicate areas of study, which are of interest to them.
- At SES it is a fundamental belief that students should be respected and provided with a learning environment in which to express themselves freely, yet respectfully.

Mutual respect for and tolerance of those with different faiths and beliefs and those without faith

- Collaborative working is integral to many aspects of Literacy, including producing presentations and speeches developing mutual respect.
- Studying literature offers students the opportunity to explore different cultural themes including exploring different faiths and beliefs.