



# COMMUNICATION/LITERACY POLICY

## 1. Introduction

We believe that children are natural communicators, using many forms of symbolic representation: words, movement, drawing, painting, sculpture, collage, dramatic play, music etc. Children explore and communicate ideas in many different ways, and link ideas across different media.

Spoken and written language are fostered and strengthened through our approach which recognises the power of communication through language to educate (build concepts, knowledge, understanding and skills), forge relationships, develop community, solve problems and interpret the human state. We constantly invite children to question, respond, inquire, debate, interpret, organise, and present verbally and in writing.

## 2. Guiding Principles

Communication and literacy at Lewes New School integrate with all curriculum areas and are taught in accordance with our **Teaching and Learning Policy**. Children are given opportunities to learn in purposeful and meaningful contexts, and to write and read for pleasure according to their own interests and enthusiasms and the interests and enthusiasms of the class.

Our approach to Literacy takes into account the age and stage of development of each child.

At Lewes New School we have adopted the following as our guiding principles for teaching literacy and communication:

- Children develop a sense of worth as an individual and as a social being through achieving confidence and competence in the use of her or his language or languages.
- Children have an innate desire to construct meaning and a powerful tool for this is the use of language.
- Spoken language is the mode of language from which competence in reading and writing springs.
- Speaking and listening, are key media through which children learn
- Children need to play with language and have enjoyable experiences of language to become competent.
- Children need to be competent in language before being expected to analyse language.
- Children's experience of language in education should value and confirm their linguistic, cultural and social backgrounds, and introduce them to other's cultural and social contexts.<sup>1</sup>

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<sup>1</sup> *English Language and Literacy 3 to 19: A better Plan*, John Richmond, Peter Dougill and Mike Raleigh

### 3. Our Aims

We aim to provide an environment rich with possibilities for communication and a multitude of opportunities for students to use language to explore their own experiences and imaginary worlds.

We aim for each child to be able to:

1. Use communication, language and literacy with competence and confidence, precision and critical awareness, imagination and inventiveness
2. Explore and experiment with the use of language (in literary and non-literary texts) in a range of texts and genres, and respond to different layers of meaning
3. Develop a sophisticated understanding of how the structure of language and communication works;
4. Develop a keen interest in words and their meanings and develop a growing and extensive vocabulary in spoken and written forms;
5. Adapt their spoken and written communication to suit different situations, purposes and audiences;
6. Develop an awareness and appreciation of the craft of communicating effectively through a range of media, and take pride in their work.
7. Listen with empathy and understanding.

### 4. Teaching Communication & Literacy

We aim to provide a meaningful context and real purpose for language use in all areas of life. Our emphasis on **learning through relationship** means that speaking, listening, drama, group discussion and interaction permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils.

Our **commitment to enquiry-based, experiential learning** and to **co-creating the curriculum** provide opportunities for children to develop skills of negotiation and collaboration and to develop a strong, independent voice.

Our **enquiry-based, experiential** approach to teaching and learning ensures high levels of motivation in reading for information, meaning making and pleasure.

Students learn from first hand experience, and through play. Communication, language and literacy are nurtured and extended both during formal study time (collaborative work, circle time, plenaries etc.) and through informal moments playtimes, snack times, lunchtimes etc.

An important aspect of our approach is independent research where children use language to source information that is both relevant and meaningful to them.

This approach set out above is described in more detail in the ***Teaching and Learning Policy***.

## 5. Speaking and Listening

### 5.1 Principles

- *Spoken language is the mode of language from which competence in all the other modes springs. Speech, and attention to speech through listening, are key media through which children and young people learn.*
- *Talk embraces a range of purposes and takes a range of forms, from the more exploratory through to the more presentational, from the more tentative to the more declaratory, from the more collaborative to the more individual.*
- *Talk is regarded as work of equivalent status and seriousness to other kinds of work.*
- *Respect for the learner's language, culture and community.*

Throughout their time at the school, children are encouraged to develop sophisticated skills in their language development.

Effective oral communication is valued extremely highly in the school for the development of imagination and for effective, mutually respectful and emotionally intelligent self-expression. All staff undertake training in **effective communication** (and parents are also encouraged to do so), meaning children witness adults modeling the skills and techniques of effective communication throughout their time at the school.

For more information, see the **Teaching and Learning Policy**.

### 5.2 Aims

We aim for each child to be able to:

1. Develop into confident, articulate oral communicators
2. Develop competence, precision and confidence in speaking and listening
3. Communicate appropriately with a variety of audiences and contexts
4. Experience and explore language through a wide variety of situations, e.g. questioning, discussion, debate, drama, role play and 'hot-seating'
5. Experience and explore stories, poems and songs from different cultures and authors, and from students' own work
6. Share their ideas and opinions mindfully
7. Work collaboratively in a range of different groupings and group situations
8. Question, challenge, evaluate and critique thoughtfully and respectfully

### 5.3 Teaching Speaking and Listening

Specific opportunities for developing speaking and listening skills include:

#### **Circle time**

This is a daily opportunity for students and staff in each class to come together and raise questions, explore ideas, resolve difficulties, discuss and debate.

#### **Writing workshops**

Students work in small groups to critique each other's work in ways that are constructive and supportive of the learning process.

### **Book club**

Children practice the art of reading aloud to actively engage their listener and learn to engage in constructive dialogue with their peers in a safe and supportive environment. (See **Appendix A: Book Club**)

### **Sharing assemblies and exhibitions**

Students have the opportunity to present their work to the whole school community and to respond to each other's work and ideas with curiosity, respect and appreciation.

### **Performances**

Students have regular opportunities for participating in dramatic productions, presentations and seasonal celebrations for the school community.

## **6. Reading**

We believe that success in learning to read depends on an existing competence in spoken language, and that reading is inextricably linked to other modes of language and communication.

Learning to read involves attention both to meaning and to the structures of words, and requires the beginning reader to use a complex array of skills: retentive memory, generalisation and the propensity to make meaning.

Skilled independent reading can bring valuable benefits, including pleasure, personal enrichment, practical value and power as a citizen.

### **6.1 Principles**

- Pleasure in reading is an essential prerequisite for success in reading.
- Learning to read is learning to infer and construct meaning from writing.
- Successful teaching of reading does not depend on a particular method.
- Reading is a complex task requiring a range of skills.
- We read for a variety of purposes.
- The interests and experiences learners bring to the classroom are an effective starting point for the encouragement of reading.
- Reading for information is a basic tool across the curriculum and in life.

### **6.2 Aims**

We aim to support each child to:

1. Build on language experiences and early reading skills that they have already acquired
2. Develop as independent and sophisticated readers, reading a variety of texts for different purposes and responding to different layers of meaning within them
3. Enjoy reading for pleasure, alone or as a shared experience with an adult or their peers
4. Read independently to follow personal interests and develop research skills to extend their knowledge and understanding
5. Develop a love of reading

6. Become ambitious readers, able to take on a wider range of texts outside their own immediate experience and at increasing levels of complexity and demand.

### 6.3 Teaching Reading

Our teaching and learning approach ensures students have frequent, regular opportunities to engage in independent and shared reading throughout their time at the school.

In addition, specific opportunities for developing reading include:

#### **Quiet Reading**

This takes place each day for around 30 minutes, depending on the age of the children. This is a time where reading is valued and enjoyed both individually and as a group and when the sharing of ideas about books and when book clubs usually take place. Interruptions should be avoided during this time.

#### **Reading Groups**

Children in Year 1 & 2 meet for Reading Groups each week. This is a supportive group to prepare children for participating in Book Club and develop independence in reading and confidence in reading aloud.

#### **Book Club**

Children in Years 3-6 meet in small groups on a weekly basis to share their independent reading, exchange ideas about books, recommend texts to each other and read an extract of a book they are enjoying.

Teachers use this opportunity to make notes about the child's reading development. Children prepare ideas for Book Club at home in advance, when they are able to do so with reasonable ease. The preparation is recorded in their Home-School Diary.

#### **Shared reading**

In Years 1-2 shared reading takes place as a precursor to 'Book Club'. During shared reading a small group of children all read the same text. The students are encouraged to respond to the text in a variety of different ways depending on the group. Children develop understanding and comprehension through considered questions relative to the story and challenge perception by posing alternative ideas/endings.

### 6.4 Resources

The school provides a balanced range of books and resources to promote independent reading. Beginning readers are provided with access to a wide range of books, crucially including books which have been composed using the natural patterns, usages and rhythms of English.

Children are encouraged to make their own choices about books that they would like to take home or read during class reading times.

**A selection of reading scheme books** are available for those children that enjoy them, or that find the structured progression a useful tool for scaffolding their learning.

Sets of **multiple copies of books** are used to build confidence in the early stages of reading development through shared reading experiences.

## 6.5 Spelling and Phonics

Spelling is the representation of words in English and other languages.

Many words can be read without being able to spell them. In the early stages of reading children are encouraged to use the context to provide clues to the identification of unfamiliar words. Words are often recognized as wholes rather than sounding out every letter.

The writer, however, needs to build up a knowledge of written forms and conventions and the skill of using letters in a conventional way to produce words. The practice of writing enables us to develop integrated movement sequences and muscle memory that aid spelling. Whenever possible learning spellings is integrated with handwriting practice.

### Principles

- Learning to spell is part of the developmental process of learning to write
- Spelling is learnt as we use it
- Students need to feel successful in learning to spell
- Errors can be diagnostic and developmental signposts
- Exploring words and vocabulary are part of learning to spell
- Independence and self-evaluation are essential in spelling development
- Effective spellers use a number of different strategies<sup>2</sup>

Teaching spelling is an ongoing activity. Teachers have an essential role in increasing students' interest in words and influencing their attitudes towards spelling and match teaching strategies to developmental needs.

Teachers decide on what children already know about spelling and build on this knowledge. When children come across new words they are encouraged to explore and analyse them.

Students are encouraged to proofread their work and underline words they think might not be correct.

Students are taught a variety of strategies for how to learn words including:

- visual – thinking about the way a word looks
- sound/symbol – thinking about the sounds in the word
- morphemic – thinking about what the word means and derivation
- analogy – making connections with other familiar words, strategies

Students are taught to use resources to obtain the correct spelling and learn about new words, and to make connections between familiar and unfamiliar words. They are encouraged to reflect on their learning and the strategies they apply in the spelling process.

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<sup>2</sup> *Christine Topfer, Teaching Spelling*  
Literacy & Communication Policy

Early phonic skills are taught through games and activities outlined in Letters and Sounds as well as other publications. These skills are taught discretely as well being incorporated into general activities.

High frequency words are available to all students either displayed on walls or on mats. Children are encouraged to learn spellings sometimes for homework

Early phonic activities include:

- Action songs and rhymes,
- phonic books,
- initial phonic sound matching games.
- CVC word building activities
- Letter sound and word detective games

When modelling writing the teacher will encourage children to sound out words.

## 7. Writing

### 7.1 Principles

- Oral language is an essential precursor to written language.
- The purpose of the early teaching of writing is to enable young writers to create meaning using text.
- A great deal of informal, unconscious learning about writing comes from reading and being read to. Oral and written stories, poems, songs and rhymes have a key role to play.
- When children and young people develop as writers, development in one area of literacy is often supportive of development in another.
- Provision of high-quality and varied texts – factual, instructional, persuasive and imaginative – is essential.

### 7.2 Aims

We aim for each child to be able to:

1. Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
2. Become effective independent and collaborative writers, able to write appropriately for a variety of audiences
3. Acquire the knowledge and skills to communicate effectively within a range of contexts
4. Use the conventions of written language and grammar
5. Experience a range of purposes and forms of writing
6. Experience a range of opportunities to plan, edit, draft and present their work
7. Develop awareness and appreciation of the writer's craft, and take pride in their own work
8. Develop a love of writing
9. Write in a variety of styles and forms appropriate to the situation
10. Produce, clear, concise, legible handwriting

11. Present work to a variety of audiences
12. Develop accuracy and fluency
13. Recognise that handwriting is a form of communication

## 7.3 Teaching Writing

Writing is undertaken in meaningful contexts where audience and purpose is clear and understood. Through our approach to teaching and learning, children have experiences of writing that are active, participatory, social and collaborative. There are also occasions for independent writing when quiet, reflective individual effort is required.

Children are provided with the support and the direct teaching necessary to bring them, without undue haste and without creating undue anxiety, to an understanding of the conventions of the writing system appropriate for their age, and to a relaxed control of the physical act of handwriting.

In addition, specific opportunities for teaching writing include:

### **Games and Puzzles**

In Early Years children play games and puzzles which support the development of pincer grip, hand-eye coordination and honing visual skills to begin to identify patterns and shapes formed in letters and words.

### **Modelled and Shared writing**

The modelling of writing is a feature of the teaching of writing, as is the study of how other writers have made successful texts.

In shared writing, the teacher models the writing of a text in collaboration with children who contribute by suggesting words or sentences. The teacher demonstrates how to write and explains decisions, modelling thinking, rehearsing sentences, writing and re-reading, and the generation of words and ideas.

### **Guided Writing**

Guided writing is a focused activity. Guided writing groups are fluid and subject to change. They include any child or group of children, who will benefit from learning or practicing a specific writing convention or skill.

### **Independent Writing**

Children are introduced to an appropriate range of writing, for a variety of purposes and audiences, and are encouraged to try out some of that range for themselves. This may include, letters, pamphlets, jokes, fiction, research, poetry, reviews, articles, web pages, scripts etc. Teachers ensure that this range represents the linguistic, social and cultural diversity of the classroom, and allows for exploration of real contexts and imaginary worlds beyond the classroom.

### **Drafting**

Teachers' attention to error in writing has the primary aim of developing the students' own awareness and enabling them to increasingly attend to their own mistakes.

The secondary aim of teachers' intervention is then to develop accuracy: with spelling, punctuation, layout and grammar.



Whilst much of what children write will not be published, from Year 2 select pieces of writing are re-drafted (to a developmentally appropriate level) for this purpose, using the **drafting process** below:

- **First drafts:** For first ideas. At this stage it is not necessary for spelling, punctuation and other conventions to be 'correct'
- **Second and subsequent drafts:** For reworking ideas in order to make the writing more effective. During these stages children are encouraged to make changes, and reminded that crossings out are important evidence of these, which don't need to be 'rubbed out'.
- **Final drafts:** At this stage spelling, punctuation and other conventions are observed more carefully.

**Conferencing** with teachers enables students to develop their own awareness of their writing including, plot, character, writers voice etc., and helps them to develop accuracy in the conventions of spelling, layout, punctuation and grammar.

### **Writing Workshops**

Through Writing Workshops children learn the skills to support each other with their writing. They can be called at any time to help a student generate ideas or redraft a piece of writing.

Each Writing Workshop is intended to help with one child's writing and may involve a small group or a whole class. It can be facilitated by the teacher or by the children themselves.

The process is as follows:

1. The child states reason for needing a conference
2. The child reads their writing
3. The group 'receives' the writing with positive comments which indicate that they have attended to what has been read
4. The group responds to the child's stated need by giving suggestions of ideas to take forward

## 7.4 Handwriting

We acknowledge that "*handwriting is the vehicle carrying information on its way to a destination*"<sup>3</sup>.

Our aim is to enable children to develop automatic relaxed handwriting that can record their thoughts clearly and at a reasonable speed.

We believe:

- Children's manual dexterity, strength and stamina are developmental
- Children are not developmentally ready to write at the same age
- Accurate letter formation is a complex skill that requires modelling and teaching
- Handwriting is an essential skill despite modern technology

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<sup>3</sup> (Donald Graves *A Fresh Look At Writing*)  
Literacy & Communication Policy

- Each person's handwriting will be individual
- There are conventions that govern our writing system
- Handwriting is the visible trace of a hand movement
- Handwriting doesn't need to be neat or uniform but does need to be legible

Opportunities are provided to develop fine motor skill and manipulation through play in Early Year, with construction materials, painting, play dough, clay, plasticine, beads, pegs etc.

There is dedicated handwriting practice time at least once a week and more frequently in Years 2 and 3. Handwriting practice is often linked to learning spelling patterns, and practiced in Handwriting books with guidelines. The school has a cursive script that is taught.

Children are encouraged to develop a sense of pride in these skills and to understand their value in the process of literary development. The practice of handwriting and the learning of spelling occurs as an integrated and on-going part of the writing process as well as being taught discreetly.

## 7.5 Resources

Children have access to a variety of writing materials including: whiteboards, large markers and smaller pens and pencils, chalks and chalkboards, clipboards and a variety of paper etc.

As children mature, they are encouraged to select materials for writing that are appropriate to the task. Diaries/journals might take the form of books whilst a longer piece of fiction might be written on loose leaves and stored in a folder so that children can re-draft their work successfully. All children in Later Years have a writing folder.

The range of children's writing, and the means by which the writing is displayed and distributed, employs digital and electronic equipment and media as well as traditional physical equipment and media.

Recent, fast-moving advances in digital technology have transformed and will continue to transform the possibilities for the production and exchange of writing, and for the combination of writing with other modes, for example images and sound.

To support the use of ICT for communication of written language, children are taught touch-typing skills when in Later Years.

## 8. Imaginative Play and Drama

Both imaginative play and drama have the potential to enhance learning across the whole curriculum both as an art form and as a teaching and learning medium.

Imaginative play and drama develop and enhance children's social, emotional, cognitive and language skills and increase imagination and creativity, self-awareness and confidence. Children deliberately engage in drama to develop their ability to understand

others perspectives and to make sense of the world (relationships, power, status, cultural rituals, gender and identity).

Drama is also a practical art form, with its own techniques, conventions, vocabulary and technology. It enables active and collaborative learning.

Imaginative play and drama are closely linked with literature and with narrative generally, and therefore have special significance within English, language and literacy teaching.

Principles:

- Imaginative play is a natural/innate behaviour
- Dramatic play is developmental
- Stories are an integral element of learning
- Making up stories is important in developing literacy skills and a basis for reading and writing
- Children benefit from both free dramatic play and structured dramatic play

Aims:

- To encourage children to develop the capacity and confidence to express ideas and to communicate them through drama
- To enhance and develop children's confidence, self-esteem and self-worth
- To provide children with the opportunity to experiment with everyday issues in a safe and secure environment
- To develop children's ability to evaluate their own and others ideas and understanding through drama
- To use drama as a learning tool across the curriculum
- To enhance literacy and to explore ideas and texts
- To develop dramatic skills appropriate to audience, context, purpose and task

There are many opportunities for children to explore ideas and take part in dramatic activities across the school. Children have increasing opportunities to take part in more formal drama sessions in Later Years. Children develop language skills both through informal drama/imaginative play activities and through participation in performances.

## 9. Media Literacy

Media Literacy is the capacity to access, analyse, evaluate and communicate messages in a wide variety of forms. It includes receptive and productive dimensions and includes:

- communication skills - mass media/popular culture/digital media, images, sound, music, graphic design are used to transmit meaning
- critical awareness – media and media messages can influence beliefs, attitudes, values, behaviours etc.

Our media culture provides a rich environment and tool for learning. It contains the content of our culture and of others' cultures. It provides us with alternative ways to learn and interact with our world. There is a wide spectrum of technologies that children will encounter in their everyday lives (radio, television, phones, computer, videos, film etc.) and a wide variety of types of communication (texting, instant messaging, social networking, tweeting, blogging, video conferencing etc.)

Principles of media education:

- Requires active enquiry and critical thinking about the messages we receive and create
- Recognises that media are part of culture and function as agents of socialization
- Recognises that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

Aims

- To provide children with alternatives to written communication
- To enhance and foster communication skills
- To enable children to learn how to manage media information
- To practice critical thinking, analysis, and perspective taking
- To enhance and support the process of inquiry
- To stimulate interest in new topics/projects
- To develop the tools and skills necessary to make good decisions around the media messages that they see.
- To provide opportunity to practice a variety of skills (reading and comprehension, writing, computer skills, research etc.)
- To foster connection within the community and with other communities.

## 10. Foreign Languages

Children in later years are offered at least one term each year in which they learn a foreign language. This language will depend on the knowledge and expertise of staff and the pupil and parent population. Enrichment activities give children additional opportunities to study another language and culture.

## 11. Literacy Intervention & Additional Support

We aim to provide for all children so that they achieve as highly as they can according to their individual abilities. Through observation and tracking of progress we identify which pupils or groups of pupils would benefit from additional support. This support is tailored to individual or group needs.

### **Personalised Learning for Reading**

For more information see the ***Special Educational Needs & Inclusion Policy***.

## 12 English as an Additional Language

Our approach to teaching communication and literacy is relevant to learners of English as an additional language. EAL learners are engaged in the complex process of sorting differences and recognising equivalences between their first and additional language.

Our curriculum has an integral flexibility and promotes the use of diverse forms of communication and creative expression that allow children to express their ideas in

different ways. The curriculum also recognises the rich resource offered by each individual's specific cultural background.

## 12.1 Aim

The school seeks to be proactive in removing barriers that stand in the way of EAL students' learning and success, to ensure all aspects of the curriculum and school life are accessible and to provide a safe, welcoming environment where they are accepted, valued and encouraged to participate.

## 12.2 Principles

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed, but must be made explicit.

Language is central to our identity. Therefore, the home language of all pupils and staff is recognised and valued. Students are encouraged to maintain their home language and opportunities are sought for them to share their language with their peers. Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

Although many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for continued academic study is deeper and more detailed, and can require continuing support.

Language develops best when used in purposeful contexts across the curriculum. Teaching and support staff play a crucial role in modelling uses of language.

**The school acknowledges the following stages for language acquisition:**

### 1. New to English

A child may:

- Use first language for learning and other purposes.
- Remain silent in the classroom.
- Copy/repeat some words and phrases.
- Understand some everyday English expressions but have minimal or no English literacy.
- Follow day-to-day social communication in English.
- Begin to use spoken English for social purposes.
- Understand simple instructions and follow narrative/accounts with visual support.
- Develop some skills in reading and writing.
- Become familiar with some subject specific vocabulary.

A child at this stage needs significant support. An additional Teaching Assistant may be employed for certain aspects of the timetable if this is considered appropriate.

### 2. Developing Competence

A child may:

- Participate in learning activities with increasing independence.
- Express themselves orally in English but structural inaccuracies are still apparent.
- Requires ongoing support in literacy, particularly for understanding text and writing.
- Follow abstract concepts and more complex written English.

A child at this stage requires support to access the curriculum fully. An additional Teaching Assistant may continue to be employed for some time.

### **3. Competent**

A child may:

- Developing oral English well, allowing successful engagement in activities across the curriculum.
- Read and understand a wide variety of text.
- Written English may lack complexity.
- Demonstrate evidence of errors in grammatical structure.

A child at this stage needs support from teaching staff to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

### **4. Fluent**

A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.

## 12.3 Strategies

Staff may use the following strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- Additional verbal support-repetition, alternative phrasing, peer support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/pupils, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular feedback from staff
- Opportunities to focus on the cultural knowledge explicit or implicit in texts
- Discussion provided before and during reading and writing activities, using preferred language where appropriate
- Learning progression moves from concrete to abstract
- Further support for pupils' language development outside the formal curriculum, e.g. in assemblies, workshops etc.

Our school seeks to provide appropriate materials such as dual language books, dictionaries and visual key word lists. Videos, maps, visual timetables and a range of ICT resources also give crucial support. All resources are age appropriate, at an appropriate language level, and are linguistically and culturally appropriate.

The school actively engages with parents of EAL students, liaising with them to support their child's learning and supporting them in accessing school life. Where necessary and appropriate, the school will seek bilingual support for family consultations and teacher's meetings.

## 12.4 Assessment and SEN

All EAL pupils are assessed in line with the school's **Assessment Procedures**.

Progress in the acquisition of English is regularly assessed and monitored alongside other learning outcomes.

The school makes a clear distinction between EAL and Special Educational Needs. Where SEN is suspected, the school will endeavor to seek assessment in the child's first language where possible and appropriate. Should Special Educational Needs be identified, EAL pupils have equal access to school's SEN provision.

## 14. Monitoring and Assessment

Teachers keep continual, dated notes about how a child's communication and literacy are developing. These notes are usually made during or after interactions that take place in class and are used for annotating **Portfolios**; the compiling of **annual reports** and the marking of the child's **APP (Assessing Pupil Progress) grids**.

For more information see the **Assessment Policy**.