



Glen Hills Primary School

Speaking and Listening Policy

Intent

At Glen Hills, our curriculum is underpinned by the importance of spoken language in pupils' development. During their time at school, our intention is to develop our children's ability to express their own opinions, articulate their feelings, and listen to and respond appropriately in a variety of situations. In addition to this, we provide opportunities for our children to participate with different groups of children in order to present ideas with confidence, valuing the views of others. Children are encouraged to speak audibly and confidently before an audience. It is our aim that this will encourage children to develop effective communication skills in readiness for later life.

This is underpinned by our whole-school curriculum goals:

1) Curriculum enhancing experiences (*enrichment*)

Community

In Speaking and Listening, this means that we provide opportunities for children to confidently speak in front of a variety of audiences. For example, reading in church, engaging with school visitors and speaking in assemblies.

Child-Led

In Speaking and Listening, this means that we use children's interests to inform and provide opportunities to develop their communication skills.

Professional Innovation

In Speaking and Listening, this means that teachers have the professional freedom to utilise their knowledge of the children's understanding and interests in order to shape Speaking and Listening opportunities for their children.

2) Quality Texts

All children explore, through a variety of media, a breadth of inspiring literature to encourage language development and discussion. Through delving into a range of fiction and non-fiction texts, children will have the opportunity to discuss, question and further investigate their interests, drawing on and building their communication skills. This can be through digital literature as well as physical texts in school.

Implementation of the subject from EYFS to Year 6 (to include: planning; assessment; and evaluation.)

Due to the nature of Speaking and Listening, children at Glen Hills are encouraged daily to develop and enhance their communication skills across the whole curriculum. In order to promote high quality speaking and listening, teachers will model dialogue, listening, participation and the values attached to these in all areas of the curriculum. Teachers also provide a wide range of contexts for communication and language development throughout the school day through drama activities, exploring age-appropriate vocabulary, and allowing children to demonstrate what they know and evaluating their understanding. The learning environment is organised to support speaking and listening by using space effectively, interactive displays and resources.

Speech and Language progress is monitored throughout informal and formal situations and we encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking, evaluation, self- assessments against age-specific objectives, the use of talk partners and end of unit assessment task. Through these, both children and adults are able to recognise the progress being made.

Resources

Our school has a range of resources to support Speaking and Listening across the school. Classrooms have a range of basic resources with more specialised equipment stored centrally. We have a wide range of vocabulary rich material in the school library. People with an interest, or expertise, in a particular topic or area of the curriculum are invited into school to work with the children to encourage further speaking and listening opportunities. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring of the subject

Subject monitoring takes place termly through a range of:

- sampling of medium -term planning for all year groups - learning walks
- lesson observations
- scrutiny of children's work
- examination of topic books and classroom environments - analysis of assessment and tracking data
- pupil voice.

Inclusion/SEND

We believe that all children, irrespective of background, race, gender and capability should have equal access to the curriculum.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Health & Safety

Our school policy for visits and excursions will be adhered to for all trips, a copy of which can be found on our website.

