



Excellence in Literacy Quality Mark

We are delighted to confirm that Manor Primary School achieved the Excellence in Literacy Quality Mark from the International Literacy Centre on Thursday 3rd December, 2015. The award is valid for three years and recognises the school's ongoing commitment to improvement in literacy provision.

The Headteacher and SMT take an active role in literacy leadership and a devolved leadership model ensures that there is a shared responsibility for literacy provision and outcomes. Excellent systems ensure that children are able to learn effectively and that those falling behind at any point are supported through additional targeted provision. Daily communication between class teachers and teaching assistants also contributes towards the good progress made by pupils alongside the work of the SEN Co who manages this process. Offering dedicated time for collaborative planning of literacy lessons is also a strong feature of practice.

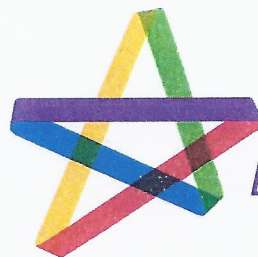
A literacy rich environment offers children a balance of attractive support materials and ways to celebrate their work. Displays are of a high quality and children's presentation of work through handwriting reflects the efforts of the school in fostering this aspect of literacy. Reading for pleasure is at the heart of both policy and practice and a new, attractive and well-resourced library is central to that focus. Children are able to discuss reading choices and are motivated to read.

Children make very good progress in all aspects of literacy and coherent systems for tracking enable early identification of pupils not making the expected progress. A bespoke target card system is used effectively and well-communicated to children and parents/carers. Homework is seen by the school as an opportunity to consolidate and extend literacy learning and is highly valued by parents. The school has also produced a range of informative booklets to support parents and publishes termly curriculum maps for each year group on the school website.

Communication skills are well supported and integrated into the curriculum. The youngest pupils are encouraged to construct simple sentences orally with the high frequency words they are learning in a fun and motivating way whilst the oldest pupils still have the opportunity enjoy role-play and props to enhance their learning. Vocabulary is extended both orally and in written work. Pupils met or observed during lessons spoke clearly and confidently.

Professional learning is fostered through dedicated training sessions, collaboration on planning and moderation and through observation and coaching. There may be potential to develop this aspect further by investigating external professional learning and researched approaches which can bring new expertise into the school team.

Helen Morris
Excellence in Literacy Quality Mark Lead



Excellence in Literacy