



# **The Complete Works Policies**

## **Speaking and Listening Policy**

**Updated January 2017**

This policy is used to inform the creation of each subject's individual Curriculum Policy. For examples of how Speaking and Listening is incorporated into specific subjects please refer to those documents.

## **AIMS**

- At The Complete Works (TCW), we aim to encourage our young people to communicate confidently by providing them with purposeful language interactions and experiences.
- We aim to create an environment which promotes active listening and learning and productive talking; a caring environment where others listen, show an interest in and value what they say.
- We aim to provide young people with opportunities for exploratory talk, where children shape thoughts in new ways, as well as the opportunity to develop their presentation skills, where children present their ideas that are already formed.
- We aim to encourage children to communicate in a style appropriate to the audience and purpose of the task.
- We aim to provide real situations, affording the children the opportunity to develop a range of strategies and skills, which will enable them to function in society as confident, well-spoken adults.
- We aim to create opportunities for speaking and listening across all areas of the curriculum, as we believe speaking and listening is a vital part of the whole learning process and cannot be developed in isolation.

## **PRINCIPLES FOR THE TEACHING AND LEARNING OF SPEAKING AND LISTENING**

These objectives will be developed within all areas of the curriculum, on an ongoing basis. Speaking and Listening skills are an integral element of subjects such as:

- English Language and English Literature GCSE courses (though no longer affect their final grade), where students are assessed in communicating and adapting language, Interacting and responding and creating and sustaining a role.
- Student Council gives students the chance to communicate as a group and exercise democracy within the school and have their Student Voice used to make a change.

## **STRATEGIES FOR THE TEACHING OF SPEAKING AND LISTENING**

- We will provide regular and frequent opportunities across subjects for young people to speak to each other, listen to each other, interact in a group and participate in role play.
- We will aim to provide frequent opportunities to:
  - to communicate with an ever-changing selection of peers;

- to participate in games which promote confidence and self-esteem;
  - time to think about the contributions they wish to make;
  - structured support to practise the conventions of speaking and listening e.g. turn taking, responding appropriately, showing good listening, offering feedback etc.
- The young people will participate in whole class, group and individual speaking and listening activities, with the teacher modelling skills.
  - We will ensure all speaking and listening opportunities are delivered in meaningful contexts and ensure that students learn to value the importance of evaluating their own performance and that of others.
  - Once audience, purpose and learning focus are established there will be a progressive emphasis on skills in order to develop and extend children's speaking and listening skills.
  - Speaking and listening tasks/activities will be appropriately matched to individual abilities in the classroom (differentiation).
  - Planning will reflect visual, kinaesthetic and auditory activities and the learning ethos of the school.

### **STRATEGIES TO ENHANCE THE LEARNING OF SPEAKING AND LISTENING**

We believe that in order for young people to learn how to form good social relationships, be confident and effectively interact with others, they must be at the centre of their own learning. Some of the strategies used to enhance this independent learning are outlined below:

- All young people are individual and have preferred learning styles. Therefore we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance their speaking and listening skills.
- Children will be made aware of/involved in determining the learning focus of the lesson and will have a clear understanding of what the speaker/listener is looking for. (See Assessment Policy for further details of WALT/WILF).
- Children will be given oral and/or written feedback about their speaking and listening task, in order to help them develop specific aspects of it further, aiding progression.
- Children will be given opportunities to self-assess their own speaking and listening skills and the skills of others, against the criteria the teacher is looking for, to promote independence and self-development.

### **SPECIAL EDUCATIONAL NEEDS (SEN)**

Children with special educational needs are encouraged to take full part in speaking and listening lessons/activities, in all curriculum areas, except where disapplication is clearly indicated and fully

supported by the LEA. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary, to meet individual needs.

### **STRATEGIES FOR RECORDING AND REPORTING**

- On an ongoing basis, children will be asked to complete speaking and listening tasks/presentations, linked to the themes they are studying. These will be observed and assessed by the teacher, who will then identify next steps for the child.
- The accomplishments of the student council shall be displayed to demonstrate what good communication can lead to.

### **STRATEGIES FOR USE OF RESOURCES**

- A range of visual, auditory and kinaesthetic resources and stimuli will be used in the teaching of speaking and listening, to ensure all learning styles of the children are being addressed.