



## **COMMITMENT TO THE DEVELOPMENT OF FOUNDATION SKILLS**

This policy identifies the Golden Bay Workcentre Trust's commitment to the provision of literacy and numeracy (Foundation Skills) for all enrolled learners believing that mastery over language empowers people to communicate effectively, creatively and imaginatively, as well as enabling engagement with the world at large.

### **Introduction**

The principal aim of the literacy policy at the Golden Bay Workcentre Trust is to enable all students to develop their ability to communicate effectively and confidently through the spoken and written word. We hold that literacy is a core value within the Golden Bay Workcentre Trust's ethos and a pre-requisite for positive educational and social progress.

### **Commitments**

- We are committed to raising standards of literacy for our students, particularly in the 'foundation skills' of reading, writing, vocabulary, speaking and listening.
- We offer students a safe and secure environment, which provides encouragement for the development of all aspects of literacy.
- We ensure that there is equality of access and opportunity for all students to develop their literacy skills.
- We will maintain a close partnership between the Trust and our stakeholders in order to maximise the learning opportunities for our students.
- We will provide opportunities for all students to move towards their full potential in all aspects of literacy while enrolled at the Golden Bay Workcentre.
- We will fulfil all contractual obligations to provide literacy and numeracy training as required by agency stakeholders.
- We will provide adequate and appropriate resources to achieve the aims of this policy.

## **Objectives**

We aim to develop students' abilities within an integrated programme of reading, speaking, listening, writing and vocabulary building.

We aim for students to be able to:

- Read with confidence, fluency and understanding.
- Speak confidently and clearly, adapting what they say and how they say it to the purpose and audience.
- Listen, understand and respond appropriately to what others have to say.
- Understand the connections between spoken language and the written word.
- Be able to plan, draft, revise and edit their own writing.
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- Develop an interest in books, read with enjoyment and understanding, evaluating and justifying their preferences.

## **Procedure within the Learning Environment**

In their teaching plans, tutors will:

- Use appropriate assessment tools to identify the areas of literacy that require improvement.
- Identify appropriate teaching and learning strategies as required.
- Provide organisational learning opportunities for students (embedding).
- Meet the specific needs of students within the practical constraints of time and resources.
- Provide opportunities for practical application of learned skills within the teaching environment.
- Exit assessment processes will identify gains to learner and to stakeholders.

## **Monitoring and Evaluation**

This generic policy will be evaluated for currency on a regular basis as part of the Workcentre's Quality, Evaluation and Review schedule.

## **Glossary**

### **Foundation Skills:**

Refers to both literacy and numeracy foundation skills.

Note:

Throughout this policy "literacy" and "numeracy" are interchangeable where required.