



Literacy Policy (Whole School)

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Review cycle/date:	Every 2 years
Party responsible:	Curriculum Leader English, Student Committee
Linked policies:	Curriculum Policy, Numeracy Policy, SEND Policy.

A Whole School Policy for Literacy

“If standards of achievement are to be improved, all teachers will have to be helped to acquire a deeper understanding of language in education. This includes teachers of other subjects than English, since it is one of our contentions that every school should have an organised policy for language across the curriculum, establishing every teacher’s involvement in language and reading development throughout the years of schooling.” The Bullock report – A Language for Life (HMSO 1975)

This advice still stands. The materials in the School’s Literacy Procedures and this ‘Whole School Literacy Policy’ have been produced in order to assist all department areas in the development of improved whole school literacy levels.

The materials include:

- Whole School Literacy Policy
- Access to the Literacy SharePoint site which includes:
- Varying resources that can be used across or adapted for all departments
 - Level descriptors for all aspects of literacy
 - Materials relating to past training
 - Suggestions for procedures in implementing literacy across the curriculum
 - Support developing writing frameworks

Definition

The term literacy covers speaking, listening, reading and writing.

Students need to use these skills across the school in order to access the curriculum; therefore all staff share responsibility for literacy, whatever their subject, and must address together and as a priority the issues that literacy raises.

Our regard for its importance extends from specific subject and support areas to cover the whole school environment, and also the vital communication between staff and students, and to our links with home, the local community and the world beyond.

Relationships are at the heart of our ethos and these are built on effective communication.

Purpose

Literacy is fundamental for success in school and beyond. It is the strongest factor affecting success across the curriculum; attainment in all subjects is impacted by how well they understand written texts. Young people who leave school without good literacy skills are held back at every stage of their lives.

All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Students should be exposed constantly to appropriate academic language and phrasing to enable them to develop their own subject specific articulacy, and to read accurately and with understanding. Students must be supported in developing information processing techniques. All staff must recognise that literacy skills are both general and subject specific and demonstrate that they are actively supporting in both areas.

In addition, digital technologies have changed reading, with reading online being accessed by the majority and students now need to be taught how to validate and verify as they read and navigate in a digital world.

The School will work to:

- Ensure early identification of students who need support with literacy
- Implement and monitor effective strategies to raise levels of literacy for identified individuals
- Implement and monitor effective reading strategies for assessing the credibility of sources
- Ensure that all teachers are supported to understand how to teach students to read, write and communicate effectively in their subjects.
- Ensure that teachers model high quality talk, including key vocabulary and metacognitive reflection
- Raise standards of literacy throughout the school
- Enable students to access all subjects
- Give students the skills needed to cope in the wider world
- Involve all staff, students and the community in promoting literacy skills

Our objectives are:

- Proactively support students with the weakest levels of literacy using assessment to match students to appropriate types of intervention; the impact of interventions will also be monitored.

- Embed pedagogy which supports all students in accessing the subject:
 - Ensure that teachers have identified which words and phrases to teach as part of curriculum planning
 - Ensure that teachers plan in reading strategies to support students which allow for support to be gradually removed to promote independence
 - Ensure that teachers are planning in explicit instruction in how to improve writing
- To encourage home-school and school-community literacy links, including the use of appropriate and accessible (jargon-free) language in our communications with parents and others
- To embed reading across the school by locating parts of the library in the relevant subject areas with teachers actively discussing with students and promoting available reading material
- To embed reading across the school by introducing a crew time, three year reading booklet designed to encourage a love of reading, support teachers in supporting students, and introduce students to a wide range of fiction, non-fiction and poetry
- To ensure that reading for pleasure is at the heart of the school through CSA, Crew, the library, assemblies, awards, calendar events and teacher promotion

Arrangements for monitoring and evaluation

The effectiveness of the Literacy Policy will be monitored, evaluated and reviewed both day to day and more strategically:

1. On-going monitoring:
 - Lesson observations
 - Sampling of students' work
 - Discussions between members of staff
 - Student progress in lessons
 - Impact of interventions
 - Formative assessments on school MIS
2. Strategic monitoring and evaluation:
 - Schemes of Work are reviewed at the end of the period of study, or annually as appropriate
 - Quality and effectiveness of online provision
 - Analysis of student summative assessment data, termly
 - Assessment Days allow for scrutiny of data, schemes of work, students' work and planning with a 'so what?' approach and review of planning
 - Review of The School and Departmental Development Plans, annually
 - Responsive route maps reflect intelligent planning which includes interleaving, space for the 'fix' with CSAs incorporated in. Literacy needs to be embedded in the schemes of work on the route map, the 'fixes' and the CSAs where appropriate

The Governing Body will review the literacy policy every two years and assess its implementation and effectiveness.

The Role of the Literacy Coordinator is to:

- Work with the Leadership team to determine and implement an effective literacy strategy across the curriculum
- Ensure there is constructive liaison between subjects
- Ensure there is constructive liaison between the school and home
- Ensure constructive liaison between the school and feeder primary schools
- Assist in the monitoring of the literacy strategy and propose amendments in the light of evaluation and curriculum changes
- Assist in the implementation of interventions, working closely with the SENCo
- Review impact of interventions
- Ensure that all students are assessed and that their literacy targets are identified
- Ensure that all teachers are aware of each student's literacy targets
- Monitor teachers' focus on students' personal targets
- Provide training for teachers where necessary

The Role of all Staff is to:

- Act as a role model for literacy in their behaviour and work
- Develop literacy through their subject, including reading, writing, grammar, argument and comprehension, teaching awareness of areas such as structure, medium and audience, as appropriate
- Instill transferable skills, such as close reading, skimming and debate
- Ensure planning and quality first teaching support students' literacy needs
- Promote students' appreciation of the links between speaking, listening, reading and writing, and the value of each, wherever possible
- Aid literacy through displays/placemats in each classroom and work area in whichever ways are appropriate
- Teach the technical and specialist vocabulary of subjects and how to use and spell these words
- Teach the patterns of language vital to understanding and expression in different subjects (for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments)
- Provide and promote the usage of dictionaries and thesauruses
- Have a knowledge and understanding of students attending Wave 2 and 3 intervention
- Know and promote/address all students' literacy targets
- Use the whole school marking policy
- Have consistently high expectations in terms of the presentation of work
- Have a knowledge and understanding of data relating to literacy

- Know and focus on students' personal literacy targets
- Include literacy in the 'fix' element of planning if appropriate.