

Term of policy: Every years

Approved by: Board of Trustees

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Consulted with JCC? Yes ☐ No ☒

Introduction

This policy replaces any previous policy and follows the DfE regulations.

In line with the college's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of college life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

The policy will follow the five principles of the Children's Plan:

- to support parents and families
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs
- to use preventative measures to help students avoid the possibility of failure

This policy is based upon the College's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the College community.

Definition of Literacy

Literacy generates the development of effective skills in communication. To be literate is to be able to listen, speak and write at a level necessary to function in Education.

'Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance'. (Sir Kevin Collins -EEF)

Principles of the Literacy Policy

The aim of the whole school Literacy Policy is to raise literacy attainment at every level of ability. Staff work together to integrate the skills of listening, speaking, reading and writing into the curriculum to maximise the potential of each pupil.

- Literacy supports learning. Pupils need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects.
- Writing helps us to sustain and order thought.
- Better literacy leads to improved self-esteem, motivation and behaviour. It allows pupils to learn independently. It is empowering.
- Better literacy raises pupils' attainment in all subjects.'

This policy is based on the long-standing aims of the school to encourage all students to reach the highest level of achievement that is possible for them, both in public examinations and in the development of any special talents they possess; to equip all students with the knowledge and skills necessary for coping successfully with life; and to foster the development of all students as mature and responsible individuals. This policy is founded in the School's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the school's community.

Foreword

Rooks Heath School is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. This policy is formulated by Literacy co-ordinator, in consultation with staff, and is monitored by other members of the School's Leadership and Management Group. The policy is subject to annual review by the school's Leadership and Management Group and is subject to approval by the Governors of the school.

We believe that sound literacy development is central to learning, that it is intrinsically linked to raising achievement across the curriculum. Consequently, developing and supporting the literacy development of students is a responsibility shared by all teachers and support staff.

This literacy policy has been formulated to sit within the school's development plan and reflects the Government's recommended policy.

This policy needs to be read alongside the Assessment Policy, Behaviour Management Policy, Equal Opportunities Policy, Inclusion Policy, SEN/EAL policies and Teaching and Learning Policy. All these impact on students' literacy development.

Whole School Aims:

To improve the quality of students speaking, listening, reading and writing in order to enhance their progress and achievement. Students will be given opportunities to:

Speak clearly and effectively for a range of purposes and to a variety of audiences.

Listen thoughtfully to others and to understand their meanings, intentions and feelings.

Read confidently to gain ideas, interpret and infer information and stimulus from a written text – and for enjoyment.

Write accurately and coherently to task, audience and purpose expressing clear understanding. To present understanding, information and ideas appropriate to task.

Practice

1. Class teachers

- i. Need to be aware of the literacy needs of the students they teach. At KS3 this may be gathered from KS2 English SATs results, CATs results, Flightpaths and EAL/SEND assessments, which should be available on the network. Observation of students in lessons and the work they complete will add to this awareness. At KS4, the same data and target grades are also available.
- ii. In addition, teachers are provided, for Year 7 and 8 students the reading age and SSR data from Accelerated Reader Star reading tests to ascertain students reading capabilities.
- iii. Need to be aware of the literacy demands of their subject: the reading skills that students need; the types of writing that are most important in their subject.
- iv. Should take account of literacy when planning lessons. For instance, provide key words. Differentiate work to support literacy, for example use a writing frame to help students write in the appropriate form and style for the task.
- v. Model reading and writing strategies for students where appropriate.

2. Departments

Need to show awareness of the literacy needs of their subject and their students in their Schemes of Learning. This may be through content and/or structure. For example, a cloze procedure to introduce new vocabulary or a Speaking and Listening exercise to extend and support a particular format.

3. Heads of Department and Subject Leaders

- i. At the beginning of each academic year HODs will agree on the literacy foci for that year. This will be done at the first Curriculum Management Meeting in September.
- ii. Will support their departments by providing/facilitating training opportunities. (See section on class teachers)
- iii. Will take account of literacy development when reviewing SoWs.
- iv. Will negotiate with the Literacy Co-ordinator and SEND department regarding specific issues regarding to their curriculum area.

Principles

1. Literacy is integral to the process of learning: pupils require the skills of language in order to cope with the cognitive demands of all subjects.
2. The term 'literacy' includes all three elements of language: oracy, reading and writing.
3. All elements of the literacy policy should be reflected across the curriculum.
4. All staff must share responsibility for developing literacy skills and must work together to create a literacy environment which motivates and supports all pupils in order to raise their expectations of achievement, thus raising standards within the school.

The Literacy policy is seen as a key policy of the school and will:

- Reflect the needs of every pupil.
- Build on the strengths of existing practices and procedures.
- Support pupils learning in all subjects
- Develop a consistent approach across all curricular areas

4. The Literacy Co-ordinator

The Literacy Co-ordinator is responsible for:

- Keeping up to date with developments in Literacy and with new government initiatives
- Monitoring School policies for their impact on literacy
- Supporting Heads of Department in the setting of Literacy Foci
- Facilitating training for colleagues in department and whole staff meetings
- Liaising with the INSET Co-ordinator in order to keep Literacy on the training agenda of the School
- Liaising with the SENCO regarding LPUs
- Supporting the SENCO in the induction of new staff
- Liaising with the inclusion unit regarding support schemes which might benefit students
- Liaising with EAL staff to identify ways of supporting the literacy development of students new to English
- Overseeing Reading Challenge and similar initiatives
- Providing support for support staff if necessary
- Liaising with the Teacher in charge of ITT in order to ensure that teachers in training are aware of literacy issues
- Informing the Headteacher and the Leadership and Management team of new developments in Literacy, especially new government initiatives
- Ensuring that Literacy development is included in the School development policy.

Whole School Strategies for Supporting Literacy

Tutor reading time

Students use registration time to read a book of their choice encouraging the principle of 'Reading for Pleasure'. The aim will be that this will become 'Tutor led' reading – modelling effective reading strategies for students supported with directed guided reading questions across the year groups. Books read will link to a 'Reading Canon' formulated by the whole staff – purchase of the texts will come through a bid to finance this.

Books to read by the time you're 16

New idea – create a whole school list of texts for students from Year 9 -11 to complete as an ongoing task. Reviewed termly?

Tutor Literacy time

Literacy co-ordinator disseminates weekly Literacy tasks for Years 7-11 to refine and clarify student's knowledge of specific grammar and punctuation skills

Reading Logs

Students in Year 7 and 8 complete a weekly reading log responding to specific guided reading questions to check students understanding of the text.

Key words

Tier 2 and 3 words in each SOL are identified and taught to students explicitly through lesson planning. Key words are displayed in Knowledge Organisers and in classrooms during the course of the module. Students are encouraged to embed these words appropriately in their spoken and written responses.

Writing frames

Many departments have produced writing frames to support pupils in the writing process. Subjects adapt and withdraw these as pupils gain confidence. Live writing in lessons is also used as a measure of success for students to mirror and over time produce independently.

Reading Recovery

Pupils in Year 7 and 8 follow the Accelerated Reader Programme. Those students identified as having low reading ages and reading difficulties participate in Units of Sound – for this year this will be replaced with the Catch-up Literacy programme.

Pupils in Year 7 who did not reach expected standard for Reading are identified and allocated Literacy support lessons with Literacy co-ordinator to improve standards of Reading in terms of comprehension, SPAG and understanding of text.

Book Club

Led by KS3 lead - students meet once a fortnight to review and discuss collective text.

Spelling Bee

An inter-form spelling competition is held. Representatives are selected from each tutor group in KS3. Each pupil showcases their spelling prowess in the Year group assembly. The judging panel is comprised of English department and prefects.

World Book Day/Poetry Day

Each year, led by the Learning Resource Centre, the school participates in these days through tutor and assembly led PPTs and whole school activities, including competitions. Teachers are encouraged to share their reading choices. Aim will be to extend this and embed it as a more intensive whole school approach.

The Learning Resource Centre (Library)

This plays a leading role in supporting Literacy. There is a Library Induction Programme for Year 7 pupils and students in Year 7 and 8 have fortnightly scheduled Library lessons as part of the English curriculum to encourage

reading throughout the school. EAL students also have scheduled lessons working alongside the Accelerated Reader Programme to improve reading and fluency skills.

Learning resource lead GC also regularly organises theme/genre-based displays to promote wider reading and introduce students to new texts and promote particular topical events including Black History Month.

Marking for Literacy

All subjects have integrated the teaching of Literacy into their planning and should now have adopted the whole school approach to the marking and assessment of Literacy. There is a strong relationship between marking for Literacy and marking in general as marking the literacy elements of pupils' work can complement and support the focus on subject knowledge and understanding. Teachers should also respond to the students use of language in speech as well as writing, thus promoting the importance of high-quality oracy.

Mark	Means
Sp	Spelling error
P	Punctuation error
Gr	Grammatical error
C	Missing or misplaced capital letters
//	New paragraph/mark in where paragraphs should be
P P	Exceptional point/use of language
?	Not clear. Rewrite this short section
^	Word missing
D/T	Date/title needs to be added
U/L	Underline

Oracy Pupil Activities across the Curriculum

- Each subject will offer opportunities for pupils to:
- Use talk for a range of purposes and audiences
- Plan, discuss and evaluate their listening and speaking
- Explore ideas through drama and role-play
- Use talk to explore and evaluate other activities
- Use talk to express feelings and opinions
- Ask and answer questions in group discussion
- Solve problems collaboratively
- Engage in purposeful talk through encouragement
- Experience talk in a wider context beyond the immediate School community – Parents Evening – School Production – Speak Out Challenge
- Gain an insight into the ideas, perceptions and opinions of others

Approaches Lessons should enable pupils to:

- Value and respect talk of others
- Acquire knowledge, new concepts and understanding
- Acquire the skills needed to evaluate information
- Practise using new vocabulary
- Appreciate talk as a valuable area of learning
- Adapt talk to match the audience and purpose of the task

Organisation**Lessons will provide:**

- Some activities which feature talk as an essential element
- Opportunities to facilitate the assessment of listening and speaking either formally or informally
- Explicit rules about classroom talk so that the opinions and ideas of everyone are respected – British Values
- Opportunities for all pupils to be able to speak openly and confidently without fear of ridicule – British Values/Culture and Ethos
- Flexible teaching environments which are conducive to different speaking and listening activities

Reading**Activities Pupils will have opportunities to:**

- Use reading to research the subject area
- Use the library and ICT to support subject learning
- Be as independent as possible through reading to learn
- Read for pleasure
- Read a range of non-fiction text types
- Read texts in different media e.g. CD Rom, web pages
- Read narratives of events
- To locate and retrieve information
- To select and make notes from a text
- To use a range of reading skills such as skimming, scanning, reading for meaning
- To read fiction texts which will support their learning in a subject area

Approaches**Teachers will aim to:**

- Facilitate reading development through their subject
- Present reading tasks at a suitable level
- Draw pupils' attention to structure, layout, format, print and other signposts
- Help pupils to skim, scan or read intensively according to the task
- Teach pupils to select or note only what is relevant
- Help pupils to question, challenge and recognise bias in a range of texts
- Support pupils who are at the early stages of reading
- Teach pupils to read identified subject vocabulary

Materials**Pupils will be provided with:**

- A range of materials to support the subject topic
- Texts at appropriate readability levels which cater for the range of pupils' reading needs Resources / reference materials which enable all pupils to be independent

Organisation**Lessons will provide:**

- Opportunities to facilitate the assessment of reading either formally or informally • Activities which focus on reading and reading skills
- Opportunities to understand and use specialist vocabulary (key words)
- Homework activities which require reading

Writing Activities**Pupils will have opportunities to:**

- Write in a variety of forms for different purposes
- Write for a range of audiences (including real ones)
- Plan, draft and discuss writing
- Use writing to organise thoughts and to aid learning
- Produce written material of a quality appropriate to their individual level of attainment • Write for pleasure
- Structure an argument
- Record information and observations

Approaches**Each subject area will aim to:**

- Offer pupils models for writing in a range of forms
- Provide resources to support independence for all pupils (e.g. dictionaries / key words) Help pupils to draft writing through the subject context
- Provide appropriate activities for pupils of all levels of ability
- Draw attention to the purpose and audience of writing
- Help pupils with spelling and presentational aspects of writing
- Teach pupils to spell identified subject vocabulary
- Use ICT to support writing activities
- Use writing to instruct, explain, recount, analyse, argue, persuade, evaluate

Organisation**Lessons will provide:**

- Activities which feature writing as an essential element
- Homework activities which require a written response

Monitoring, Evaluation and Review of the Literacy Policy:

The Literacy Co-ordinator is responsible for initial monitoring and evaluation of the Literacy Policy in co-operation with Heads of Department. (See Section 5 above)

Overall evaluation and review will be undertaken by the Leadership and Management Group and reported to the Governors. This will be both part of the whole School review process and directly relate to the School development plan.