



To nurture each individual's aspirations and talent

To provide outstanding learning experiences and opportunities

To promote respect for one another and the environment

To encourage collaboration and partnership

WHOLE SCHOOL POLICY FOR LITERACY

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“Every teacher in English is a teacher of English”

Literacy underpins the school curriculum by developing pupils’ abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. All departments, teachers and support staff have a responsibility for supporting pupils’ literacy development.

1. PURPOSE

1.1. The aims of this policy are to:

- 1.1.1. raise staff and pupil awareness of the importance of literacy across the curriculum as we better prepare our pupils for the future;
- 1.1.2. outline the key aspects of literacy with which all teachers aim to support their pupils’ development;
- 1.1.3. recognise that language is central to pupils’ sense of identity, belonging and underpins their *incentive to achieve*; and
- 1.1.4. improve the literacy support offered to pupils with English as a second language (**ESL**) and pupils with special educational needs and disabilities (**SEND**) across the curriculum.

2. RELATIONSHIP TO OTHER POLICIES

2.1. This policy should be read in conjunction with other relevant documents, including:

- 2.1.1. Curriculum policy;
- 2.1.2. Departmental policies; and
- 2.1.3. Teachers’ Standards.

3. SCOPE, PRINCIPLES AND DEFINITIONS

Reading

3.1. We want our pupils to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- 3.1.1. read fluently, independently and accurately;
- 3.1.2. be confident reading a wide range of text types; and

- 3.1.3. apply techniques such as skimming, scanning, and zooming in and out effectively in order to research and appraise texts.

Writing

- 3.2. Each subject requires pupils to be able to write and to write extensively (more than one sentence). We want our pupils to have every opportunity to develop their literacy skills when writing so that they are able to:
 - 3.2.1. take pride in their written work and take responsibility for upholding a good standard of written work in every subject area;
 - 3.2.2. produce different text types and confidently identify the appropriate form and purpose for writing;
 - 3.2.3. write extensively by developing their personal response using clear frameworks (both at sentence and whole text level) and demonstrating their learning of subject specialist vocabulary;
 - 3.2.4. present their writing clearly using accurate punctuation, correct spelling and legible handwriting; and
 - 3.2.5. apply word processing conventions and understand the principles of authoring multi-media text.

Speaking and listening

- 3.3. Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our pupils to develop increasing confidence and competence in speaking and listening so that they are able to:
 - 3.3.1. clarify and express their ideas and explain their thinking;
 - 3.3.2. adapt their speech to a widening range of circumstances;
 - 3.3.3. use features of vocabulary and grammar that help to create the academic 'feel' of language; and
 - 3.3.4. actively listen with understanding and respond sensitively and appropriately.

4. ROLES AND RESPONSIBILITIES

Literacy co-ordinator

- 4.1. The literacy co-ordinator must create opportunities for staff to work collaboratively, to improve their teaching and learning and to celebrate good literacy practice across the curriculum.

English teachers

- 4.2. English teachers must provide pupils with the key knowledge, skills and understanding they need to read, write and speak and listen effectively.

Teachers across the curriculum

- 4.3. Literacy is an integral element of all good teaching. All teachers across the curriculum should build upon the literacy skills taught in English, embracing those key opportunities to support pupils in their writing, reading and communication skills.
- 4.4. They should liaise closely with teaching assistants to further support pupils with their literacy development.
- 4.5. All teachers should share good practice within departments and across subject areas where appropriate.

Associate staff

- 4.6. Associate staff should actively seek opportunities to collaborate with teaching staff in order to support both staff and pupils in the teaching and learning of literacy.

Inclusion Manager

- 4.7. The inclusion manager should:
 - 4.7.1. identify and assess pupils with language and literacy difficulties;
 - 4.7.2. monitor student progress and work with staff to determine future provision;
 - 4.7.3. plan intervention programmes for pupils with severe literacy difficulties; and
 - 4.7.4. make the reading age of all pupils available to staff.

Transition manager

- 4.8. The transition manager should liaise effectively with feeder primary schools to identify pupil prior attainment, to maintain effective liaison and to evaluate the success of our transfer process, and in this transition process share examples of good literacy with the whole staff.

Heads of Department / Faculty

- 4.9. Heads of department / faculty should ensure all schemes of work allow pupils the opportunity to develop and improve their literacy skills. They should be professionally reflective and diagnose the key areas of weaknesses in literacy of their pupils in their subject area and seek to address those on-going literacy issues by:
 - 4.9.1. encouraging key word displays in each classroom to support their pupils in their acquisition of their academic register;

4.9.2. modelling and differentiating the writing process to ensure that every opportunity to write is an opportunity to write well;

4.9.3. identifying areas for training in order to support their staff and help develop subject based literacy materials.

Heads of Year and tutors

4.10. Heads of year and tutors should:

4.10.1. Identify pupils whose literacy skills are a concern and liaise with the inclusion manager for support;

4.10.2. use tutor time effectively to support literacy through reading, speaking and listening and writing activities; and

4.10.3. ensure whole school literacy interventions are followed to help raise the profile of literacy across the school.

Parents

4.11. Parents should support staff by encouraging their children to use the range of literacy strategies they have learnt in school, thereby actively supporting their child's literacy development.

Pupils

4.12. Pupils should take increasing responsibility for recognising their own literacy needs and making the necessary improvements both in class and at home.

Governors

4.13. The governing board's curriculum and student welfare committee and quality of teaching committee are responsible for literacy within the school.

Senior Leadership Team

4.14. The senior leadership team have an active role in leading and supporting staff in their teaching and learning of literacy, monitoring the literacy interventions in place in school and ensuring pupil progress across the curriculum.

5. MARKING AND LITERACY

All staff will

5.1. follow the Farmor's Whole School Marking Protocol when assessing pupils' work;

5.2. ensure the spelling and grammar (**SPAG**) criteria is displayed clearly in each classroom and in pupils' exercise books across all subject areas;

- 5.3. create opportunities for pupils to reflect on their writing in and out of lessons, to proofread their work and to address their target areas to improve;
- 5.4. raise standards and make clear to all pupils that '*if it's not your best it's not finished*' to ensure pupils take equal responsibility for their learning and progress;
- 5.5. where appropriate, give a literacy target in their feedback;
- 5.6. ensure marking for literacy is embedded into the wider marking policy at both department and whole school level and
- 5.7. ensure that both praise and target support is given during the feedback process to give our pupils the necessary confidence and support to further develop their literacy skills.

6. MONITORING, REPORTING AND EVALUATION

- 6.1. Heads of department and the senior leadership team will monitor the teaching and learning of literacy through work trawls, blinks and lesson observations, where appropriate.
- 6.2. Heads of departments are to encourage the inclusion of literacy in professional and curricular development opportunities, where appropriate.