The Literacy Policy

Review Date: October 2023   **Review Period:**   Annually

Next Review Date: October 2024

Contents

1. Aims

'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

➢ Varying resources that can be used across or adapted for all departments

➢ Level descriptors for all aspects of literacy

➢ Suggestions for procedures in implementing literacy across the curriculum

➢ Support developing writing frameworks

In the context of this document, the term "literacy" is used to embrace all aspects of language development – reading, writing and speaking and listening.

2. 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.

3. Purpose

Literacy is a fundamental skill in learning, in one's career and in life in general problems with literacy can be at the root of student disaffection with learning and a barrier to success. Literacy is at the very centre of our teaching.

All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Students should be taught in all subjects to express themselves correctly and appropriately using 'Standard English', and to read accurately and with understanding.

The academy will work to:

➢ 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:

➢ To closely monitor student literacy progress

➢ To provide enhancement programmes as needed

➢ To establish strategies towards literacy that are consistent across the school, including training for staff and the use of appropriate resources

➢ 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 develop the use of the library and the wider school as a literacy resource

➢ To foster a love of literacy through activities within and outside school

4. Arrangements for Monitoring & Evaluation

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

4.1 On-Going Mentoring

➢ Learning Walks

➢ Work Scrutiny

➢ Discussions between members of staff

➢ Feedback from parents

➢ Pupil progress in lessons

4.2 Strategic Monitoring and Evaluation

- Schemes of Work are reviewed at the end of the period of study, or annually as appropriate

- Analysis of student summative assessment data, termly

- Review of The School and Departmental Development Plans, annually

- Schemes of Work revised to include the 'fix'. Identification of literacy needs to be addressed as part of the 'fix' The Governing Body will review the literacy policy every two years and assess its implementation and effectiveness.

5. Roles & Responsibilities

5.1 The Role of the Literacy Co-Ordinator 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

- Ensure that all pupils are assessed and that their literacy targets are identified

- Ensure that all teachers are aware of each pupil's literacy targets

- Monitor teachers' focus on pupils' personal targets

- Provide training for teachers where necessary

- Provide up to date and ongoing training for IT based programs to staff.

5.2 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

- Instil transferable skills, such as close reading, skimming and scanning pupils.

- Ensure pupils with literacy needs are supported

- Promote pupils 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

- Know and promote/address all pupils' 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 pupils' personal literacy targets

- Provide reading corners in classrooms.