

Tasker Milward VC School – Strive to Achieve Respect
Ysgol RG Tasker Milward- Safwn Er mwyn Rhagoriaeth



Literacy Policy

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LITERACY POLICY

Rationale

Literacy is at the heart of the school's curriculum. Improving students' communication skills is essential when equipping them for the future. Teaching and learning in every subject is enhanced when students are able to express themselves clearly and confidently both orally and in writing. Furthermore as fluent readers, learners are able to access the full range of learning resources available to them and are empowered to become increasingly independent and reflective thinkers. All departments have a part to play in supporting a pupil's literacy development. They should be encouraged to value literacy and feel rewarded when they use language to think, explore and organise.

Aim

We aim to build a climate in school that supports literacy development and is inclusive for all pupils. This will be demonstrated through the analysis of key indicators and review of classroom practice. This policy outlines how all teachers fulfil their responsibility to do this and outlines the roles and responsibilities of key staff.

Leadership and management of literacy

- A member of the Senior Leadership Team (SLT), the School Literacy Coordinator will have strategic responsibility for literacy development in the school and will report to the Headteacher and Governing Body
- The Literacy Coordinator will have the necessary time and support to carry out the role, including monitoring of the ways in which subject leaders and other middle managers comply with this policy
- The School Literacy Coordinator will review the policy annually and discuss it at SLT meetings

The role of the Literacy Coordinator

The Literacy Coordinator has a strategic and operational role in the development of literacy. This role includes:-

- Developing an action plan for literacy development across the school as part of the School Development Plan/Post Inspection Action Plan
- Ensuring that the statutory national Literacy and Numeracy Framework (LNF) is embedded across the curriculum
- Mapping the strands and aspects of the LNF across subjects to ensure that provision and progress are in line with expectation
- Providing subject leaders and teaching/support staff with the necessary guidance in delivering, assessing and reporting on aspects of the Framework
- Providing parents with narrative reports once per year that clearly indicate the standards of literacy being achieved by their child
- Evaluating the provision for literacy in an annual audit and reporting to senior leaders, staff and the link governor on any issues arising as a result of this

- Identifying good practice and initiatives from outside the school and collecting and sharing good practice across the school, providing training for staff where necessary
- Overseeing the delivery of interventions and measuring their effectiveness

Cross curricular practice

It is the responsibility of all staff to support all pupils' literacy development by:-

- Using prior data to develop an appropriate expectation of every pupil's skills
- Becoming proficient in the use of common strategies used across the school to help under-attaining pupils with reading, writing, spelling and oracy
- Being able to model literacy skills
- Adhering to the school's marking policy and framework
- Using those Assessment for Learning strategies that support literacy
- All subject areas must ensure that at least one element of their Departmental Improvement Plan is focused on literacy
- All subject areas should have evidence of appropriate literacy foci within their schemes of work, using the LNF to ensure that work is targeted at an appropriate level of challenge
- Learning spaces should employ displays that promote literacy development.

Subject specific practice

Reading

- The school's "DRIVE" reading initiative should be used where appropriate to maintain a consistent approach to the teaching of the different reading strategies.
- Teachers should make the teaching of reading skills explicit using DRIVE to foreground the behaviours best adopted in order to read successfully, be they in skimming and scanning text, making predictions or analysing the text for bias, method etc. Furthermore, where this approach is used in the lesson, teachers and support assistants should make mention of the DRIVE initiative and use the logos and images provided to help create consistency of delivery across the school.
- Teachers should support the Accelerated Reader strategy with Year 7 & 8 pupils. Pupils are required to read independently during the first ten minutes of the first three lessons of each day. They should be encouraged by teachers and form tutors to have a reading book with them at all times and teachers, wherever possible, should help encourage the idea of reading as a pleasurable, rewarding and necessary activity. During reading sessions, teachers should model good reading behaviours by reading themselves where practically possible.
- Subject teachers are encouraged to adopt the PISA style question formats where possible, helping to ensure that pupils experience a diverse range of texts: non-continuous prose, fiction and non-fiction in a range of contexts.

Writing

- All teachers should promote the use of vocabulary specific to their subject.
- Where extended writing in an identifiable text type is being undertaken, teachers should adopt the strategies of initiatives such as Talk for Writing by:
 - Providing a model of a successful piece written in the same form and style

- Exploring what makes this successful as a way of forming success criteria and a writer's toolkit
- "Boxing up" the text as part of this process and possibly creating an "image map" to visually represent content
- Using the image map – or similar – as a writing frame
- Asking pupils to evaluate their own writing using the success criteria.

Oracy

- Where appropriate, opportunities for pupils to develop their oracy skills should be present in schemes of work.
- Oral activities should encourage pupils to present independently as well as work with others as part of a group.
- Teacher questioning should encourage pupils to develop oral answers and use oracy as a tool for writing rehearsal.

Interventions

- The school aims to remove any literacy deficit at the earliest opportunity. This will be identified through initial testing and teacher referral.
- There will be a range of interventions available, targeting pupils through strategies such as Read Write Inc. These interventions will be delivered through in-class support, extra classes held during form time and actual withdrawal from lessons. The details of those undergoing intervention will be made available to staff and regularly updated.
- Pupils benefiting from interventions will have regular opportunities to demonstrate improvement via the Literacy Assessment Online tool.
- Interventions will be monitored and evaluated to ensure impact is as rapid and as robust as possible.
- Post intervention there will be regular assessment to ensure literacy gains are maintained.
- Parent/carers will be regularly informed of both interventions and progress made.

Monitoring this policy

- Compliance with the policy will be regularly monitored by the Literacy Coordinator, subject leaders and through the school self evaluation process.
- This will include data analysis, work scrutiny, lesson observation and pupil voice.
- The impact of the policy will be shown by standardised test data, by English AT data and through monitoring reports.
- The evaluation of the monitoring process will inform School Improvement Priorities
- The school Literacy Coordinator will review this policy annually and discuss it at SLT.