

The Bromfords School and Sixth Form College



Literacy Policy

Introduction:

The development of an effective literacy skillset (that is, speaking, listening, reading and writing) is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At The Bromfords School and Sixth Form College, we recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering. Our curriculum is underpinned by developing students' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school. We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age. We will quantify this development through a robust program of assessment, intervention and data analysis. Baseline data in term 1 will inform intervention and planning with progress and development mapped against two further assessment points throughout the year, alongside monitoring and evaluation procedures.

Principles

- All pupils are capable of learning and deserve our best efforts to help them to develop to their maximum potential as stated in the school's mission statement.
- Students have different learning styles and abilities which require a varied approach to teaching.
- Literacy has an important part to play in all departments within The Bromfords School & Sixth Form College as young people use it to think, explore, to recognise and communicate their ideas in all subject areas.
- Every member of staff has responsibility for developing literacy through his or her subject area.
- For pupils to progress in any subject they need to be provided with the language of that subject.
- Bromfords School and Sixth form College believes that to be literate is central to the development of learning.
- We believe that good literacy skills are a prerequisite for access to employment opportunities.
- Bromfords School and Sixth Form College believes that literacy is an entitlement for all and close links between tutors, SENCO, all teaching and support staff and subject leaders ensures that all pupils are able to access their entitlement.

To achieve consistency in teaching literacy we will ensure that:

- Literacy skills are taught consistently and systematically across the curriculum.
- Expectation of standards of accuracy and presentation are similar in all classrooms.
- Teachers are equipped to deal with literacy issues in their subject both generically and specifically.
- The same strategies are used across the school - the teaching sequence for writing; active reading strategies; planning speaking and listening for learning.
- The literacy learning that pupils are doing in English, and specific intervention programmes, are consolidated in other lessons.
- Teachers use the same terminology to describe language.

Fundamental Aims

Spelling and vocabulary - Students should be able to:

- Correctly spell subject specific key words.
- Understand the meaning of the subject specific key words.
- Use subject specific key words in context in their writing.

Reading - Students should be able to:

- Read and follow written instructions.
- Read to explore and to develop understanding.
- Sift, select and take notes from the text.
- Access their textbook, including format and index
- Select from written material, reformulate, question and challenge what they read in textbooks, encyclopaedias and newspapers, or from ICT sources

Writing - Students should be able to:

- Use writing to plan and organise.
- Plan, draft, discuss and reflect on their writing.
- Write for a range of purposes and audiences.
- Make notes in a variety of formats.
- Use different ways of opening, developing, linking and completing paragraphs.

Speaking and Listening - Students should be able to:

- Listen and carry out instructions.
- Explore and develop ideas with others, through their talk.
- Ask questions as well as answer them.
- Work collaboratively with others.

Cross Curricular Literacy

We believe that It is important that we work together to ensure we equip pupils with basic life skills in literacy and identify opportunities for cross-curricular and literacy development.

- Collaboration can help to raise standards in ALL subjects.
- The English department can support the work of other subjects.
- All subjects can provide a context for Literacy.
- Collaboration can help pupils make connections.

Roles and Responsibilities

The KS3 English Co-ordinator will:

- Lead the development of whole-school policy and practice in the development of and teaching of literacy.
- Implement a co-ordinated whole-school approach to supporting and developing students' literacy skills, supporting departments to develop literacy across the curriculum.
- Lead staff training on literacy, including contributing to the academy's induction programme for new staff and leading staff professional development sessions.
- Contribute to school self-evaluation processes by evaluating literacy programmes and the impact they have on student progress.
- Raise the awareness of, and participation by students, in national and local literacy events, working in conjunction with the English department.
- Develop students' reading, writing, speaking and listening skills.
- Develop a culture of reading across the school and ensuring that the development of literacy skills is encouraged.
- Provide guidance for parents in supporting their child's literacy skills.

Heads of Subject will:

- Ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages.
- Ensure the school's marking for literacy policy is embedded in the department.
- Ensure that the termly focus for Literacy is being applied by staff.
- Ensure that all texts used within the department are accessible to all students.
- Ensure that the department's instruction of reading, writing, speaking and listening is in line with whole school's recommended pedagogy.
- Ensure that all department members are aware of the literacy demands of their subject and that progress is reviewed termly.

All teaching staff will:

- Ensure that they are familiar with the specific literacy demands of their subject and plan to cover these skills in their lessons.
- Use the school/department agreed strategies in order to teach writing, speaking, listening and reading skills.
- Be aware of appropriate expectations of students and difficulties that might be experienced with literacy skills.
- Ensure they are familiar with The Bromfords School and Sixth Form College Whole School Literacy Policy
- Use the Whole School Marking Policy to support students' literacy
- Use SEN and reading age information to ensure that resources and teaching and learning activities are differentiated accordingly.

Students can support this policy by:

- Writing answers to questions using full and complete sentences.
- Spelling words correctly and using support materials (e.g. dictionaries, word walls) to help spell words they may find difficult
- Structuring work with paragraphs to signal a change of topic, change of speaker, change of time and change of place.
- Using punctuation, including full stops, commas, semi-colons, question marks, apostrophes, quotation marks and speech marks, correctly.
- Beginning a sentence with a capital letter, along with all proper nouns.
- Use discursive markers or connectives, such as 'finally' and 'however', to signal the development of an argument or their opinion, or their consideration of another's opinion.
- Planning, organising, drafting, editing and reflecting on their writing.
- Using formal Standard English in their writing as appropriate.
- Not using "text speak", inappropriate informalities and abbreviations such as "gotten" and "gonna".
- Through their reading and writing, being increasingly familiar with the key vocabulary of each subject.
- Taking pride in the presentation of their work
- Writing the title and date of all work in full
- Using only blue or black pen to write and using pencil for graphs, the drawing of boxes and other illustrations.

Parents can support the implementation of this policy by:

- reading with their children and encouraging them to read more widely
- buying books as presents.
- visiting libraries or literacy events.
- Reading through the comments written by teachers regularly.
- Supporting the school in checking that students are correcting spellings
- Supporting the school in providing a bag that can accommodate books comfortably.
- Making every effort to attend parents' evenings, literacy evening, when requested.

Governors

It is the role of the governing body to monitor and evaluate the effectiveness of this policy and its practice. They will be informed of its impact through:

- Receiving feedback on this in the regular teaching and learning feedback provided by the Headteacher, Deputy Headteacher or Assistant Headteacher.

Whole School Strategies for Promoting Literacy

In order to ensure that all students are taught literacy skills in an effective manner, the school will ensure that:

- Staff know what the specific objectives are.
- Staff share effective strategies for embedding good literacy practice.
- All students will supported in relation to their specific needs.
- The creation of a 'reading for pleasure' ethos is promoted.

Monitoring and Evaluation

We aim to identify Literacy support at the earliest stage and act proactively. To do this we will use the following as indicators of potential support needs:

- Primary school referrals.
- Baseline information from Key Stage 2.
- Testing of Reading in Year 7 & Year 8.
- Teacher referral.
- Parental concerns/requests.
- Referral from SENCO or TA.
- Target setting at Key Stage 3 & 4.
- Predicted grades at Key Stage 3 & 4.
- Reports from outside agencies.

Literacy progress across all pupils will be monitored and evaluated via various means, including:

- Classwork
- Homework
- Assessments
- Test scores
- Lesson observations
- 1:1 support The effectiveness of intervention will be assessed and reviewed

Literacy Lessons

- Students in Years 7 to 9, will receive one lesson per week which will be used by English staff to support students' literacy. Students in Years 7 and 8 follow the Accelerated Reader programme within these literacy lessons. These lessons are based in the library.
- Sixth Form mentors volunteer to assist students in Year 7, particularly those eligible for catch-up funding, with their reading.
- LSAs to support Years 8 and 9 through morning enrichment and at times lesson withdrawal to help students improve their literacy skills.
- Events such as National Literacy Day, World Book Day and Book Week will be used to raise further the profile of reading for enjoyment. These will be organised by the English Department.
- Literacy lessons have a specific focus on students' spelling and grammar.
- Tutor time is used to deliver key literacy skills from Years 7 to 9, whilst at KS4 pupils will be quizzed each week on either the Core or Options to prepare them for examinations (progress examinations, assessments and real life GCSEs).

Marking for Literacy

All staff will:

Follow The Bromfords School Sixth Form College literacy marking policy when assessing students' work.

- Display the marking key/poster in their classroom.
- Underline/highlight mistakes and place appropriate symbols in the margin. If no margin available, symbols can be placed next to the error. It is not policy to indicate every single mistake in students' work especially when marking work of students who have low levels of literacy in all areas of spelling, punctuation and grammar. Specific areas may be targeted in different assessments. Ensure that the student knows which particular literacy focus will be assessed beforehand e.g. The particular focus for this piece of writing will be the correct spelling of all key words and the correct use of paragraphs.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.
- Ensure marking for literacy is embedded into wider marking policy e.g. correct colour pens used for WWW, EBI and red pen response.
- Utilise the self/peer marking of literacy with students marking their own or a partner's work with a red pen.

During marking for acknowledgement, each teacher will make literacy a focus using the following codes:

Sp	Spelling error
G	Grammatical mistake
^	Word or letter is missing
C	Capital letter is missing
P	Punctuation error
?	Something doesn't make sense
//	New paragraph

Where a spelling mistake is identified, teachers should place the correct spelling in green. Students must then write out the correct spelling 3 times in red pen. Staff should be mindful of students with weak literacy and focus on common misspelt words or topic specific vocabulary rather than correct every spelling mistake.

Additional Support Strategies

These include:

- Literacy posters in all lessons to address basic expectations
- More able upper school boys (year 9) to ready with year 7 PPG and EAL
- Word of the week, which will be bespoke to the school's curriculum.
- Posters mounted on doors where staff can share what they are currently reading; this should also be tagged to emails as part of the individual staff signatures.
- Paired Reading Programme.
- Peer Mentoring Programme
- Classroom Assistants – in-class support to enable pupils to meet the literacy demands of all subjects at their own level.
- Literacy focus directed by literacy champion with guidance/support where appropriate.
- A fully resourced school library. There are a range of school activities which support Literacy. These include:
 - World Book Day
 - Competitions both local and national
 - Literacy Week
 - Millionaire Champion Assembly
 - Literacy Kings and Queen Assembly

Quality Assurance

The school will monitor the impact of literacy through its existing self-evaluation processes.

These include work scrutiny sessions, evaluation days, lesson observations, line management meetings and student voice. The results of these evaluations will impact on any CPD to be offered to support and challenge students' literacy.

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