



Holmer Green Senior School

Literacy Policy

March 2020

Rationale:

Literacy underpins the whole school curriculum by developing students' 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 teachers are teachers of literacy and as such, the staff at Holmer Green Senior School are committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum.

We recognise that:

'All teachers should demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.'

Teachers' Standards, Department for Education, June 2013.

Aims:

- To adopt a whole school approach to Literacy across the Holmer Green Senior School curriculum.
- To develop a shared understanding between all staff of the role of language in students' learning, and how all teachers are responsible for promoting literacy, in order that they both contribute to and benefit from the development of students' ability to communicate effectively.
- To recognise that language is central to students' sense of identity, belonging and growth.
- To recognise increased reading for pleasure is integral to student success in all subjects.

Roles and Responsibilities

The Head of Department (English) and Whole School Literacy Coordinator will:

- Monitor and evaluate literacy across the curriculum.
- Keep up-to-date with current initiatives and recommended good practice.
- Co-ordinate cross curricular literacy initiatives.
- Audit staff professional development needs and lead appropriate professional development.
- Consult with departments who need support developing literacy within their subject.
- Monitor reading ages across year groups and identify students in need of intervention.
- Implement reading interventions for students identified as needing support.

- Ensure morning reading groups develop students' reading for pleasure as well as providing appropriate level of challenge across year groups.
- Monitor morning reading groups and lead on relevant professional development for staff.
- Ensure all teaching staff have access to and are familiar with reading age information gathered in English lessons.

Subject Leaders will:

- Ensure that subject specific literacy is clearly identified in schemes of learning, and that there is obvious progression through the Key Stages.
- Ensure that the whole school literacy marking policy is used consistently and effectively and that codes are visible in all classrooms.
- Ensure that all texts used within the department are accessible to all students.
- 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, particularly Tier 2 and Tier 3 vocabulary.
- Be aware of appropriate expectations of students and difficulties that might be experienced with literacy skills.
- Use SEN and reading age information to ensure that resources and teaching and learning activities are differentiated accordingly.
- Consistently use glossaries or relevant Tier 3 vocabulary with definitions as appropriate to the lesson.
- Consistently use Tier 2 vocabulary as relevant to students' written work.
- Ensure that marking uses the appropriate literacy codes and that students have sufficient time to respond to their teachers' marking.

Learning Support Assistants will

- Support teachers in the planning and delivery of literacy in lessons.
- Undertake/support literacy activities when working in the classroom or with individual pupils where appropriate.
- Use information about SEN pupils, or others whose literacy has been identified as weak, in order to support those pupils effectively.
- Support students with increased use of Tier 2 vocabulary and with definitions for Tier 3 vocabulary.

Consistency in teaching literacy

- All departments will ensure their schemes of work and lesson plans incorporate the literacy objectives in their individual subject areas, including relevant Tier 3 vocabulary to be explicitly taught during the unit.
- Expectation of standards of accuracy and presentation are consistent in all classrooms.
- The literacy learning that pupils are doing in English, and specific intervention programmes, is consolidated in other lessons.
- Teachers use the same terminology to describe language.

- Teachers always insist on full sentences, both in writing and speaking.
- Teachers adopt a 'say it better' policy in classrooms.
- Teachers adopt a talk, model, write policy.
- Teachers insist that pupils are checking their work for literacy errors.
- Teachers use the same literacy codes when identifying literacy errors.

Implementation

Successful implementation of this literacy policy is dependent upon the extent to which we:

- Take account of the needs of all students, with regard to ethnicity, gender, ability, and social and cultural factors
- Value students' language achievements including those in languages other than English.
- Support students' literacy and vocabulary needs for reading materials given in and out of lessons.
- Structure lessons appropriately in ways that support and stimulate.

Strategy for Implementation of Whole School Literacy Policy

- Identify improving attainment in Literacy as a key target for whole-school development.
- Agree whole school strategies for literacy development and ensure all staff are aware of these.
- Agree whole school literacy priorities and strategies for their implementation.
- Identify training needs of staff and plan for professional development.
- Monitor and evaluate during the course of the academic year 2019/20.
- Review literacy policy summer 2024.

Inclusive Approaches

We strive to support all students' achievement in Literacy; for all students to achieve their full potential. We have a moral duty to ensure all students, regardless of gender, prior attainment, Special Educational Need and/or family background are able to speak, read and write exceptionally well.

Marking For Literacy

Work should be marked in line with the Literacy marking policy. Assessments and homework, should be marked for spelling and punctuation using the codes given in the marking policy. Literacy marking should take place alongside subject specific marking. Students should be given sufficient time to respond to marking, including correcting errors and redrafting work as appropriate.

Monitoring and Evaluation of Literacy

Literacy across the curriculum is monitored through the whole school Monitoring Evaluation Review Cycle system including:

- Departmental meetings and reviews.
- Book looks.
- Lesson observations and learning walks
- Specific focus for MER cycle as specified.
- Monitoring of comprehension of books for morning reading groups.
- Observations of morning reading groups and professional development for staff implementing reading groups.
- The provision of an annual Action Plan, to include success criteria and milestones.
- The provision of a termly report that summarises progress towards that action plan, and includes strengths, areas to develop and any resulting action points.
- Report to the Senior Leadership Team on a termly basis.

The Deputy Headteacher with responsibility for Teaching & Learning, plus School Literacy Leader will report progress to the School Leadership Team and Governors.

Approved by Governors: March 2020

To be Reviewed: March 2022