



LITERACY POLICY



EPT Document Control

This policy applies to all Education Partnership Trust Schools.

Date of last review	January 2019
Date of next review	January 2020
Policy status	Statutory
Owner	Governing Body/ Board of Directors
Lead Contact	Natalie Lewis

Introduction

Literacy plays an important role in our daily life; as well as impacting on school attainment and achievement, literacy skills affect our confidence, career prospects and social skills. Literacy is therefore much more than spelling and reading, it is about effective communication in:

- Reading
- Writing
- Speaking
- Listening

In order to remove potential barriers to learning, there needs to be carefully planned literacy provision so that pupils' literacy needs are addressed to help them make better than average progress. Outstanding literacy provision makes extremely effective use of prior data to explicitly and appropriately develop literacy so that all students have developed functional literacy skills and make rapid and sustained progress.

The Aims of the Policy are to:

- Adopt a whole school approach to literacy where roles and responsibilities are clear, consistent and shared.
- Support pupils' reading, writing, speaking and listening skills in order to impact on their overall achievement and attainment and further raise standards across the school.
- Equip staff with the skills and resources needed to explicitly and appropriately develop literacy in their subject area so that pupils' literacy needs are addressed in all subject areas.

Roles and Responsibilities

The Height's Literacy Policy identifies key roles and responsibilities but firmly believes that Literacy is a whole school priority; subject teachers and key members of staff in all curriculum areas have a responsibility to develop pupils' literacy skills.

Deputy Head & Teaching & Learning

- Support and develop the Lead English teacher
- Oversee the monitoring and evaluation of literacy initiatives
- As part of the Deputy Head role (Teaching and Learning), support subject leaders and their SLT link to develop literacy provision within individual subject areas.
- Report to governors at the termly Teaching & Learning Committee and developments related to Literacy across the school.

Literacy Coordinator

- To formulate a yearly Literacy Development Plan to address whole school improvement and to keep abreast with latest pedagogy, to be reviewed termly.
- To work with all departments to promote and support the continuing development of pupils' literacy. To address any staff training needs and coordinate any relevant Continuing Professional Development.
- Coordinate and record literacy initiatives and intervention across the curriculum.
- Communicate ideas and initiatives to help raise the profile of literacy in school; keep staff well informed and encourage collaboration.
- Monitor and evaluate the effectiveness of literacy initiatives across the curriculum.
- To begin to develop literacy in the community.
- Develop the role of literacy in tutor time.
- Develop extra-curricular literacy.
- To be involved with literacy INSET .
- Liaise with the SEN department for pupils who are below functional literacy and / or require additional specific support

Students

- Know their current reading age, spelling age and English baseline grade and how to improve
- Read for pleasure and for specific purposes
- Take time to understand and act on literacy advice given through assessment and reporting
- Be effective communicators
- Read a wide range of texts

- Consistently apply literacy skills across the curriculum including vocational subjects

Parents/Carers

1. · Take note of monitoring and assessment information provided that highlights and addresses the literacy needs of their child.
2. · Encourage reading for pleasure
3. · Discuss topical issues and place emphasis on speaking and listening skills
 - Actively engage in any relevant extra-curricular activities that support Literacy.
4. · Share any concerns about their child's literacy with the class teacher, SEN, or the Lead English teacher.

Teachers

5. · Identify the literacy demands of all tasks and put in place support to remove any potential barriers, so that pupils can access the tasks and can achieve or exceed their potential.
6. · Identify pupils' prior knowledge and use assessment data to differentiate for the literacy needs of their pupils.
7. · Regularly mark and assess pupils' work for literacy, taking care to give diagnostic and appropriate verbal and written feedback on how they can improve.
8. · Reward and praise progress in literacy.
9. · Track and monitor the literacy progress of students and coordinate appropriate intervention.
10. · Have high expectations for students' achievements in literacy.
11. · Teach literacy in contexts that are relevant and meaningful to learners.

Subject Leaders

12. · Monitor the implementation of the policy through work and book sampling, classroom observations, learning walks and pupil voice.
13. · Evaluate and use data about pupils' literacy levels to inform differentiated departmental planning
14. · Share literacy concerns about pupils with Tutors and SEN where issues have not been satisfactorily resolved in subject areas
15. · Oversee and contribute to the development of teaching strategies and resources to support students' literacy development
16. · Develop resources to address the accuracy of spelling, punctuation and grammar in pupils' written work in line with GCSE examination specifications

17. · Encourage department members to seek support from the Lead English teacher and / or the Deputy Head (Teaching and Learning) regarding literacy issues and how to best address literacy in the classroom

Teaching Assistants

18. · Support classroom teachers in the effective implementation of literacy
 19. · Share good practice across the curriculum
 20. · Help identify appropriate literacy intervention to help raise standards
 21. · As an SEN department, test and review the reading and spelling ages of all students in all year groups. Share the information across school to help teaching staff differentiate for the literacy needs of all pupils. Provide appropriate literacy intervention to help raise standards.
-

Form Tutors

22. · Be a literacy role model to all members of the form, promoting all areas of literacy where relevant
 23. · Promote reading and writing for pleasure and include literacy activities during tutor time to address speaking and listening skills
 24. · Be aware of students who are underachieving and seek guidance from the Lead English teacher and English department.
-

Senior Leadership Team

25. · As part of whole school self-evaluation (observations, learning walks, work sampling, subject reviews), monitor and evaluate the effectiveness of this policy within the subject areas they line manage.
26. · Identify and provide training and cpd opportunities where appropriate to help embed the teaching and learning of literacy
- 27.

Governing Body

28. Establish and maintain effective lines of communication within school about literacy that is reported back to governing body committees as agreed.
29. · Monitor how effective literacy strategies are in terms of raising pupil attainment
30. Ensure literacy issues remain high on the school's agenda.

