

Llangatwg Community School:

Literacy Policy

June 2015

Review: June 2016

Mission statement:

Llangatwg Community School is dedicated to promoting, raising and celebrating standards of literacy for every learner within our school. We aim to support our learners through their journey of successfully acquiring an extensive reservoir of literacy skills which they can independently apply in all areas of the curriculum to fulfil their potential as confident and articulate communicators fully prepared to meet the demands of further education, employment and adult life.

Rationale:

Llangatwg Community School is committed to the promotion and delivery of literacy across the whole curriculum with the shared goal of all learners accessing the curriculum and consequently raising standards of literacy in our school. We recognise that:

- Literacy is fundamental to all areas of learning, as it unlocks the wider curriculum.
- Learners should acquire the tools of literacy in order to access the potential within them and open up the breadth of opportunities available to them.
- We need to maximise skills and expertise in oracy, reading and writing opportunities throughout the curriculum to support the development of these three elements of literacy in a systematic and consistent manner.
- 'All teachers are teachers of literacy' and that they all have a responsibility in the promotion of literacy development.
- The National Literacy Framework (WG, 2012) is statutory and we are committed to the principles and aims outlined in the NFL document.
- The journey of literacy through our school should peak our learners interest, raise their self-confidence, and self-esteem, and occur in an atmosphere of enjoyment and challenge.
- In order to inspire, aspire and succeed, it is crucial that the promotion of literacy is embraced by the whole school, with teachers, support assistants, senior management, governors, parents and pupils contributing towards our shared goal.
- Raising standards of literacy for all learners will increase their achievement and is vital in overcoming social and economic disadvantage.

Literacy

“Literacy is the use of language skills in daily activities... Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us... Literacy is based on reading, writing and oral language development across all subject areas.” (*National Literacy and Numeracy Framework* Informational document no: 120/2013. p. 16)

Aims

The aims of this policy document are:

1. To support learners in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills;
2. To enrich students' learning experiences through a broad curriculum in which enhanced literacy skills contribute to and promote achievement and autonomy;
3. To ensure that teachers and learning support assistants across the curriculum develop confidence and competence in using, promoting and celebrating literacy skills in the effective teaching of their subjects;
4. To raise standards across LCS by developing a shared understanding between all staff of the benefits from contributing to the development of learners' literacy skills through their subjects and acknowledging the significance of each subject's contribution to this goal;
5. To raise standards across the school by enabling all learners to access spoken and written language more effectively and with greater enjoyment;
6. To accelerate the progress of learners with Additional Learning Needs (ALN) to raise confidence, self-esteem and achievement;
7. To raise all students' own expectations of achievement through an appropriate level of challenge and target setting, thus raising standards;
8. To identify those learners with literacy needs and initiate mentoring and coaching through teachers and peers;
9. To encourage the development of boys' literacy and those learners on Free School Meals in order to address the school's strategic aims;
10. To promote knowledge and understanding of the students' standards of achievement and assessment in speaking and listening, reading and writing, and the identification of any areas of strength and weakness;
11. To boost the confidence and self-esteem of learners by ensuring that they recognise the value placed on their spoken and written work;
12. To motivate and inspire learners to aim higher.

Across the school we shall:

1. provide consistency across the learning by implementing the same strategies, e.g. spelling strategies, reading strategies and writing frames;
2. employ successful new practice, e.g. the 8 reading behaviours;
3. use a common mark scheme and mark in a similar way, to the same standard;
4. remind and positively encourage learners to apply skills that they have learnt in one subject in others;
5. teach those literacy skills that we are best placed to promote and that are most applicable in our subject throughout the learning journey of the student;
6. consolidate learning by using the same terminology;
7. actively encourage and promote the enjoyment of and importance of reading;
8. model effective literacy skills via the way in which we communicate with learners;
9. work together as part of a Professional Learning Community with the focus of improving literacy skills amongst learners.

Roles and Responsibilities

Head teacher

- lead and manage the National Literacy Strategy as part of wider school development;
- secure the commitment of the whole staff to the strategy;
- dovetail the National Literacy Strategy with existing cycles and systems;
- take overall responsibility for school improvement/development plan, monitoring;
- line-manage the role of Literacy Coordinator.

Deputy Head: standards and curriculum

- report to senior management team and advise on all aspects of Key Stage 3 National Strategy;
- lead data and target-setting strategy;
- manage the process of monitoring and evaluating the progress of the strategy, particularly with regard to quality of teaching;
- produce a standards report for governors;
- ensure literacy and numeracy points appear on staff meeting agendas.

Senior Teacher: literacy link

- attend all Literacy PLC meetings and feedback to SMT as agreed;
- support the implementation of transition days with a focus on literacy.

Senior Teacher: performance management

- ensure that targets for developing the role of literacy are evident in performance management targets for all staff.

Literacy Coordinator

- manage Literacy budget;
- advise Literacy PLC on literacy issues;
- coordinate literacy initiatives on behalf of the Literacy PLC;
- co-ordinate and report on literacy auditing process;
- create and formalise the literacy action plan for the National Literacy Framework;
- support departments on implementation of NLF;
- co-ordinate interdepartmental literacy work;
- advise ALN Coordinator on literacy training for Learning Support Assistants;
- liaise with primary feeder schools in the identification of learners with specific literacy needs;
- liaise with head of Year 7, Basic Skills Coordinator, Subject Leader for English and ALN Coordinator about attainment on entry in English;
- liaise with ALN Coordinator and Basic Skills Coordinator when identifying those learners in need of intervention – those who attain below Level 4 and with a Reading Age of less than 90 – and formalise target setting, progress tracking and end of intervention goals;
- liaise with MAT Coordinator on challenging the literacy skills of MAT learners
- liaise with the Subject Leader for English in the monitoring of the impact on standards of literacy, e.g. sampling pupil work, learning walks, lesson observations;
- positively and actively encourage participation in the improvement and promotion of literacy skills by all members of the school community; including the whole school Literacy Focus and Funday Friday activities for KS3;
- be responsible for supporting the LCS manager in developing the environment, role and usage of the LRC;
- assist in the co-ordination of the assessment, and subsequent reporting to parents, of learners' progress in literacy.

Head of Year 7

- receive, collate and disseminate cross-phase data.

Teachers

- role-model: as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards literacy through role-modelling effective literacy in all interactions with learners;
- facilitate: provide a supportive and stimulating environment, organising purposeful activities and enabling children to develop literacy skills;
- initiate: provide a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in speaking, listening, reading and writing, including creating prominent displays which signpost subject-based literacy tasks to learners;

- monitor: observe and record the development of skills in literacy; keep records of literacy scores and reading ages of learners;
- assess: evaluate and assess the development of skills in literacy;
- utilise the fortnightly Literacy Focus activities to promote literacy and inform teaching.

The role of the English department

- To use their specialist knowledge to support all teaching staff in meeting the requirements of this literacy policy and the NLF.
- To utilise their expertise in this field to support the promotion and development of literacy throughout Llangatwg Community School.
- To have a key role in identifying the school's literacy priorities, targets, objectives and action plan, e.g. the Subject Leader for English to be a member of the Literacy PLC and aid in identifying lines of enquiry for the improvement of literacy skills.
- To aim to introduce the elements of the NLF to learners in Year 7 in the autumn term through a Scheme of Learning that embraces each of the activities within the framework. To develop a literacy scheme of learning for each year group in KS3, in the autumn term, to initiate the teaching of the corresponding literacy skills from the NLF.
- To facilitate the preparation of learners for the National Reading Tests.
- To disseminate examples and writing frameworks which reflect the GCSE English Language specification so that all subjects can work towards consistency.

Literacy Governor:

- take a special interest in literacy issues and help ensure that they remain a priority on the school's agenda;
- provide a link between governors and staff on literacy issues, reporting to the governing body as appropriate;
- meet termly with the literacy coordinator;
- be aware of targets and attainment for English;
- be aware of how pupils' progress is tracked;
- use termly visits to view literacy lessons in the classroom.
- ask about resources allocated to literacy from the school budget;
- talk to the Head teacher about school literacy issues;
- be involved in the school's attempt to inform parents and involve them in their children's learning of the subject.

Parents

We recognise the central role of the parent and guardian in supporting the development of literacy skills among learners at Llangatwg Community School. There are a variety of ways in which parents can promote literacy skills at home:

- by encouraging reading for pleasure, use of local libraries and working with learners to act upon advice for improvement from teachers.
- To attend meetings in order to gather information about intervention procedures and practices for those learners who need more individualised support in order to achieve their potential at school.
- To inform the ALNCo or Literacy Coordinator of any concerns they may have regarding their child's literacy needs.

Literacy and Learning at Llangatwg

Across the curriculum all subjects will be promoting the development of the following three areas:

- Oracy across the curriculum
- Reading across the curriculum
- Writing across the curriculum

Strand 1 - Oracy across the curriculum

Oracy comprises speaking, listening, collaboration and discussion.

All learners should be given the opportunity to:

- communicate ideas and information to a wide range of audience and a variety of situations.
- listen and respond to the viewpoints and ideas of others.
- contribute to discussions and presentations
- discuss the viewpoints/ideas of others to reach agreement.

Strand 2 – Reading across the curriculum

Reading encompasses the location, selection and use of information through a variety of reading strategies and the ability to respond to what has been read through comprehension, response and analysis skills.

All learners should be given the opportunity to:

- use a range of appropriate reading strategies to make sense of texts
- use strategies to improve the fluency of reading
- assess quality and reliability of texts.
- gain an understanding of unfamiliar information
- identify main ideas, events and supporting details
- predict, make inferences, understand layers of meaning
- make connections, within/across a range of texts/themes
- carry out research to develop a full understanding.

- organise and analyse relevant information
- distinguish between facts, theories and opinions
- compare a range of views
- evaluate the content, presentation and reliability of texts.

Strand 3 – Writing across the curriculum

Writing incorporates the ability to organise ideas and information through an understanding of meaning, purpose, readers, structure and organisation. It also involves the ability to write accurately through an understanding of the appropriate language, vocabulary, grammar, punctuation and spellings to use. It also refers to handwriting.

All learners should be given the opportunity to:

- plan and adapt writing styles to suit the audience and purpose
- improve writing through independent review and redrafting
- write to ensure full coverage of a topic
- improve the presentation of the writing (by including the use of ICT)
- reflect, edit and redraft to improve writing
- use a structure that is appropriate to the purpose of focus of the task
- select, analyse and present information appropriately
- establish a structure to organise writing
- use language appropriate to writing
- use appropriate technical terms and vocabulary/language appropriate to the subject specific context
- use grammar punctuation and spelling accurately and consistently.

Targets for assessment

1. Teachers will make use of diagnostic cognitive, reading and spelling tests to identify learners' progress and needs.
2. Use the data from the National Literacy Tests to inform teaching and planning;
3. To use assessments of literacy skills to assess the needs of learners and their progress;
4. Encourage the achievement of literacy targets and display those targets in exercise books;
5. Use the Common Mark Scheme to inform, develop and promote learners' literacy;
6. Comply with statutory regulations to report the assessment of literacy skills to parents;
7. Use the toolkits for literacy (and numeracy), and the Literacy Focus strategies, to inform their teaching of literacy skills;
8. Ensure that literacy skills, as outlined in the National Literacy Framework, are evidenced in their KS3 Schemes of Learning;
9. Include assessments of literacy skills in reports to parents.

Developing teachers' approach to reading

The eight reading behaviours have been adopted by the English department since September 2013 and an INSET will be arranged for all staff to be introduced to the concept

and practical application of the reading behaviours. This will become Llangatwg's main approach to the cross-curricular teaching of reading.

Literacy intervention programmes

In order to support those readers who are less confident and/or have a lower literacy ability there are currently two forms of literacy intervention running at LCS:

1. Rapid Plus – a reading programme which is run by the Basic Skills Coordinator. Learners receive two hours of intervention a week where their reading and writing skills are developed through a range of literacy support activities;
2. Precision Monitoring – a reading programme to boost the confidence of learners who are finding Rapid Plus challenging or are not yet ready to access Rapid Plus. Learners are withdrawn for part of their registration period every day to receive support.

We are aiming to use the BSKB programme to support the progression of learners throughout KS3 and KS4.

Learning Support Assistants also run handwriting clubs during registrations for Year 7 and 8 learners.

Learning Resource Centre

Following significant refurbishment to the LRC all learners, in KS3 initially, will have a registration lesson once a term in the LRC. They will be encouraged to take out books and to become involved in the selection of reading resources and reading tools available.

Subjects will be encouraged to use the facilities in the LRC, which include a suite of iPads and will include an interactive whiteboard and Apple TV.

The LRC will also become a gallery for the sharing and celebrating of learners' work, with subjects having a dedicated period of time to display student work.

The LRC will become a hub for the school community and enhance the learning experiences of all learners.

Learning Environment

- Literacy displays will be present in every class in every subject across the school. They will also be in corridors.
- Different departments can display work based on their own subject content and highlight the different literacy skills in use.
- Examples of excellence in literacy will be displayed as models for learners to emulate.

School Planners

- Contain literacy guidance for learners, including spelling charts, the different forms of punctuation, sentence starters and key vocabulary from different subjects;
- A table to for learners to identify their literacy targets and to track their own progress.

Policy reviewed and updated by: Terrena B Morgan – LCS Literacy Coordinator

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References:

‘The National Literacy Programme’ – WG 2013.

‘Guidance for writing a Literacy Policy – Discussion Document’ English Support Team , Antrim Board Centre.

‘Literacy across the curriculum: Management Guide’ DfEE document.

Examples of Literacy Policies from schools across Wales and England were also viewed for reference and guidance.