Literacy Policy

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1 OVERVIEW

1.1 Introduction

This document aims to assist all members of staff in the successful integration of literacy into planning and assessment, in order to optimise learning outcomes for all pupils.

In the context of this document, the term 'literacy' is used to embrace all aspects of language development – reading, writing, speaking, and listening. Pupils need to use these skills across the school in order to access the curriculum; therefore, all staff share responsibility for literacy, whatever their subject, and must address the issues that literacy raises *together and as a priority*. Our regard for its importance extends from specific subject and support areas which cover the whole school environment to the vital communication between staff and pupils, and our links with home, the local community, and the world beyond. **Relationships are at the heart of our ethos, and these are built on effective communication.**

1.2 Purpose

Literacy is a fundamental skill in learning, in one's career, and in life in general. Problems with literacy can be at the root of pupils' disaffection with learning and therefore can be a barrier to success. Literacy is at the very centre of our teaching. All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Pupils should be taught, in all subjects, to express themselves correctly and appropriately using 'Standard English', and to read accurately and with understanding.

Kew House School works to:

- Raise standards of literacy throughout the school
- Enable pupils to access all subjects
- Give pupils the skills needed to cope in the wider world
- Involve all staff, pupils, and the community in promoting literacy skills

Our objectives are:

- To monitor pupils' literacy progress closely
- To provide enhancement programmes as needed
- To establish strategies towards literacy that are consistent across the school, including training for staff and the use of appropriate resources
- To encourage home-school and school-community literacy links, including the use of appropriate and accessible (jargon-free) language in our communications with parents and others
- To develop the use of the school libraries and the wider school as a literacy resource
- To foster a love of literacy through activities within and outside school

2 THE APPLICATION OF CROSS-CURRICULAR LITERACY

In order to help pupils to recognise the inherent educational value of literacy across their studies, it is crucial that all subject areas fulfil their obligations to incorporate literacy carefully into the planning, delivery, and evaluation of lessons, whenever it is suitable and relevant.

This may include:

- Acting as a role model for literacy in their behaviour and work
- Developing literacy through their pastoral and subject role, including reading, writing, grammar, argument, and comprehension
- Teaching awareness of areas such as structure, medium, and audience, as appropriate
- Instilling transferable skills, such as close reading, skimming, and debate
- Ensuring that pupils with literacy needs are supported
- Promoting pupils' appreciation of the links between reading, writing, speaking, and listening, as well as the value of each, wherever possible
- Aiding literacy through their role as *Personal Tutor* and in displays in each classroom and work area, in whichever ways are appropriate
- Teaching the technical and specialist vocabulary of subjects, including how to use and spell these words
- Teaching the patterns of language vital to understanding and expression in different subjects (for example, teaching language to express causality, chronology, logic, exploration, hypothesis, comparison, as well as teaching how to ask questions and develop arguments)
- Providing and promoting the use of dictionaries and thesauruses
- Having a knowledge and understanding of pupils attending intervention sessions
- Knowing and promoting and/or addressing all pupils' literacy targets
- Using the whole-school *Marking, Feedback, and Assessment Policy*
- Have consistently high expectations in terms of the presentation of work
- Having a knowledge and understanding of data relating to literacy

3 LITERACY ACROSS THE ABILITY RANGE

Upon entry into Year 7, all pupils complete MIDYIS tests; these establish their current literacy level and their projected progress into Key Stage 4. The data gathered from this, alongside Key Stage 3 assessment information, is made available to all staff in the *Academic Data* folder on *SharePoint*. This should be incorporated into differentiated planning activities in all subjects. This will allow teachers to plan tasks with an idea of the literacy levels of the pupils.

Pupils whose literacy ability is notably lower than standard expectations receive additional support from the English department and the Learning Support department. English sets from Year 9 upwards are also available to view in the *English* folder on *SharePoint* and on *iSAMS*; staff across all departments have a responsibility to monitor pupils who are struggling and to report any concerns to the Learning Support department.

4 AUDITING LITERACY

The effectiveness of the *Literacy Policy* will be monitored, evaluated, and reviewed – both day-to-day and more strategically.

Ongoing monitoring:

- Lesson observations
- Sampling of pupils' work
- Discussions between members of staff
- Feedback from parents
- Pupils' progress in lessons
- Pupils' progress in intervention sessions

Strategic monitoring and evaluation:

- *Schemes of Work* are reviewed at the end of each period of study or annually, as appropriate
- Analysis of pupils' summative assessment data
- Review of the school's *Development Plan* and any departmental *Development Plans*

5 FURTHER INFORMATION

For further information on any aspect of the *Literacy Policy* or literacy provision, the following staff members can be contacted:

Head of English | Michael Long
Deputy Head Academic | Louisa Hopkinson
Assistant Head of Teaching & Learning | Jennifer Chambers