

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

LITERACY POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
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Responsible Officer	Literacy Intervention Co-ordinator: Mr C Webb-Cook
Policy Number	CS4

Rationale

“Moving pupils on” is top of the Copleston agenda and this can only be achieved if every member of staff understands their contribution towards whole school targets.

Literacy is an extremely powerful tool which will enable students to access all aspects of the curriculum. Our aim is to improve the literacy skills of all our students at all levels. With parents/carers support, we can aim to equip students with the essential literacy skills to achieve academic success and thereby enable them to participate in the highly competitive world of employment.

Each teacher, regardless of subject or key stage is a teacher of Literacy, and therefore must address the following areas wherever appropriate in their lessons:

- The development of students’ writing skills, including spelling, punctuation, vocabulary, sentence structure and text structure
- The development of students’ reading skills, including the decoding of unfamiliar words, comprehension, fluency and meaning, both implicit and explicit.
- The development of students’ speaking and listening skills, including use of standard English, clarity of expression, vocabulary choices and interacting and responding to others.

NB: while Speaking and Listening may not be considered by many as ‘Literacy’, the development of good oral skills underpins writing. Therefore, provision of high quality Speaking and Listening activities as a precursor to writing and as a means of developing comprehension and interpretation is an integral part of the Literacy agenda.

Consistency is the key to developing students' Literacy skills. This policy therefore sets out the actions that must be undertaken by every member of our community in order to achieve our aim.

Please note that Literacy is not the sole responsibility/preserve of the English Department. Whilst reference is made to specific responsibilities within English, these are simply part of the whole school agenda.

Aims

- Support students' learning in all subjects by supporting teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills.
- Increase students' standards of achievement in literacy and across the curriculum.
- Promote knowledge and understanding of the students' standards of achievement and assessment in literacy across the curriculum, and the identification of any areas of strength and weakness.
- Raise students' own expectations of achievement, thus raising standards and aspirations.
- Develop a shared understanding, between all staff, of the role of language in students' learning and how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life.
- Develop students' confidence and ability to express themselves.
- Support the staff team to implement effective literacy development and wider achievement across the school.

Promoting Literacy at Copleston High School

Reading

Reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge. At Copleston High School, our aims are as follows:

- **To create an environment where reading is promoted across the school.**
All form tutors promote reading within tutor time. Reading events, such as author visits, Carnegie and Greenaway groups, Book Mastermind and ReadIt@Copleston are promoted across the whole school. All English teachers keep a stock of modern fiction in classrooms and promote new fiction through starter activities in lessons.
- **To provide time in school every week for all students to read.**
All Key Stage 3 lessons within English start with ten minutes of private reading to help foster an enjoyment of reading. In addition, all Key Stage 3 students have a designated one-hour lesson in the library each fortnight focussing on developing reading skills and promoting reading for pleasure.

- **To promote and support reading in non-school hours.**

Our school library is open before and after school and students are encouraged to use this space as a quiet area for reading. All reading groups, such as Carnegie, Greenaway and ReadIt@Copleston are held in the school library during lunchtimes.

Specific students with a low reading age will attend Word-Up sessions in the morning with a designated reading mentor. A new cohort of students will be selected each term and their progress is tracked by measuring their reading age before starting the programme and when completing the 10-week course.

All Key Stage 3 students are given a reading project in the autumn and spring term which involves reading a range of different novel openings and responding to texts in the form of a reading journal.

- **To implement a more robust assessment process in order to identify weakness and strength, which in turn is used to inform planning and intervention.**

All Literacy Catch-Up students in Year 7, 8 and 9, and some additional selected students as identified by the SENCO, will participate in Accelerated Reader and will have a dedicated 'AR' lesson once a fortnight from September 2017.

Accelerated Reader helps students to become more able readers by encouraging reading for pleasure and ensuring that all students are reading texts that are of an appropriate level for their age and skill set. Students are encouraged to choose and read books within their reading level before taking an online quiz to determine how much they understood and can remember. Students win points for completing their chosen books and passing their quizzes, which add together towards their target points total each term.

Writing

All staff at Copleston High School will model high standards of presentation in their writing and will promote high standards of spelling, punctuation and grammar. Our aims at Copleston are as follows:

- **To provide students with a range of challenging writing tasks.**

The Key Stage 3 curriculum in English has been adapted to provide further levels of challenge for our students in order to prepare them for the demands of GCSE level study. Writing tasks in lessons focus on creative and narrative prose writing tasks as well as transactional writing tasks in line with GCSE English Language. With the introduction of Life After Levels, other curriculum subjects are setting challenging writing tasks for students. Assessment of student progress across the curriculum is based on formal assessments three times a year with each assessment involving extended writing.

- **To support writing with frames or scaffolds where appropriate, and use modelling, within subjects.**

All teachers are expected to identify those in their teaching groups whom Literacy presents difficulties. Writing scaffolds are used in specific lessons, where appropriate, and teachers model good writing in the classroom. Students should know what tone and level of formality they should be using in their writing. Teachers may use mnemonics to help students scaffold their own ideas such as: PEEL, PETAL or PEARLS when working with texts.

• **To ensure grammar, spelling and handwriting are supported in all subjects.**

- All teachers must ensure that students are writing in full sentences.
- Promoting oracy in the classroom is also fundamental to the successful development of written ideas.
- Subject specific terminology is promoted in the classroom.
- Students are encouraged to proof read their own work for technical accuracy, using green pens to correct and re-draft ideas.
- All students have access to dictionaries and thesauri.
- Marking codes are used by all teachers with SPAG errors highlighted in red pen. Students are then given dedicated improvement and reflection time (DIRT) to complete their own corrections in green pen. For some students, particularly those whom struggle significantly with spelling, spellings will be corrected by the teacher and students will be asked to learn three spellings at a time.

• **To promote and support writing in non-school hours.**

Handwriting, spelling and sentence clubs run after school for any students in need of additional support. Literacy Catch-Up students are encouraged to attend spelling and handwriting clubs. Writing Skills Workshops run each term for students who are identified as being below target for writing in Year 7 and 8. Audio-visual materials are utilised to help encourage visual literacy. Our SEN department also run Lexia, Toe-by-Toe and homework clubs to support those students where literacy presents difficulties.

Speaking and Listening

All staff will:

- Lead by example, ensuring Standard English is used at all times and is expected in response.
- Challenge students when slang or inappropriate colloquialisms are used. Encourage the correct use of English in the classroom environment.
- Encourage students to correct their own speech when errors are drawn attention to.
- Create opportunities for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.

Roles and Responsibilities

Subject teachers must:

- Be aware of those students in each class for whom Literacy presents difficulties, and intervene to ensure that their needs are addressed
- Include a Literacy focus as appropriate in every lesson plan. (e.g. where students are writing for a particular purpose or genre, the teacher must discuss and teach the conventions of the style, and provide good models of the form as an example, to enable the students to succeed)
- Mark for Literacy in line with the school's Assessment Policy.
- Ensure that Subject Specific vocabulary is high profile in the classroom

Form Tutors must:

- Promote literacy activities (e.g. reading in tutor periods) wherever possible/practical

Heads of Department must:

- Ensure that all colleagues are aware of the specific literacy needs of individuals in their classes
- Provide opportunities within collaborative planning for the sharing of good Literacy practice
- Ensure that there is a shared understanding within the department of "What good writing in looks like"
- Ensure that all colleagues adhere to the requirements of the Literacy Policy and the Assessment Policy through regular monitoring of lesson plans and lessons during informal visits and Learning Walks.

The Senior Literacy Leader must:

- Monitor the implementation of existing Literacy practices through Learning Walks, Marking reviews and informal visits to classrooms.
- Further develop and promote Literacy in its widest sense, across the school and with parents
- Liaise with the SENCO, Literacy Intervention Co-ordinator, and Head of English to ensure that the Literacy needs of Literacy Catch-Up students, weaker readers and Pupil Premium students are being met.
- Keep abreast of current developments, sharing good practice and resources across the school via training and the VLE
- Work with the SENCO to provide high quality, relevant training and resources to all staff

The SENCO must:

- Identify those students with the greatest Literacy needs and liaise with English teachers and other colleagues to ensure that those needs are consistently met across the curriculum.
- Liaise with the Senior Literacy Leader to identify high quality training opportunities for staff to raise awareness of successful strategies for the promotion of good Literacy skills across the curriculum.
- Liaise closely with the Senior Literacy Leader and Head of English to drive the Literacy agenda forward.
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The English Team must:

In addition to their day to day teaching of Literacy which is, of course, an integral part of their work, the English staff will support the whole school Literacy agenda by:

- Providing focussed Literacy Intervention for selected groups of pupils in KS3 via after school Literacy clubs with the support of CTAs.
- On a regular basis use discrete differentiated literacy resources with all students in their KS3 classes focussed on the specific needs of their pupils.
- Monitor the impact of Literacy Interventions on students' skills via regular assessment.

LITERACY INTERVENTION

Each year, Copleston High School receives Catch-Up funding to support students in Year 7 with low prior attainment at Key Stage 2. This year, the funding was targeted at students who achieved a standardised score of below 95 in English and/or Mathematics in their Key Stage 2 assessment tests. A standardised score of 100 is the expected achievement in these tests. Current funding is being used with 52 students for whom this applies in English. At Copleston High School we continue to track, monitor and support the progress of the students for whom the funding applied throughout their journey in the Main School up to GCSE with appropriate interventions being put in place to help students achieve their best possible outcomes. Literacy is a crucial skill, and the development of good literacy skills is potentially life changing. In order to drive the Literacy agenda forward therefore, the school will provide a range of Literacy interventions which are outlined in the following table:

Provision	Description
Intervention forms	Selected pupils in year 7, 8, 9 and 10 have been invited to work in intervention forms from 8:20. Year 7 and 8 have been accelerated reader forms utilising the programme and working with teachers to improve their reading. Year 9 and year 10 have been working alongside the English curriculum to build a clear sense of progression and a more visible impact on their English assessment grades.
GOALS (Gaining an Opportunity to Accelerate Literacy)	Selected pupils in years 7 and 8 are withdrawn from Modern Foreign Language lessons in order to receive additional Literacy input in small groups of 10-15 students, taught by a member of the English team and usually also supported by a CTA. Pupils are selected on the basis of Prior Attainment Data and recommendations received from Primary feeder schools, and follow a two year Literacy course designed to improve all aspects of Literacy – spelling, reading, and writing skills – through a series of bespoke schemes of work. Students use the accelerated reader programme to close the gap in reading ability.
Accelerated Reader	This is used by year 7 and 8 pupils in GOALS and intervention forms to close the gap in reading ability. Progress is monitored and interventions are targeted at underperforming students.

Monitoring and Evaluation of Literacy

- It is the responsibility of the Literacy Coordinator, Heads of Department and the Senior Leadership Team to monitor and evaluate the literacy work taking place within the school and to implement further developments. The team will meet regularly with Senior Leaders, the SENCO and Heads of Key Stage to monitor the progress of Literacy Catch-Up students and discuss appropriate interventions. It is the responsibility of the Literacy Coordinator to write an annual Literacy Action Plan and evaluate progress against objectives met.

The Literacy Intervention Coordinator must

- Select students for Literacy interventions on a needs basis
- Use all available current data including Key Stage 2 test data, current assessment levels, results of reading and spelling screening tests conducted in Autumn and early summer in years 7 and 8, and teacher recommendations
- Meet regularly with Senior Leaders, the SENCO and Heads of Key Stage to monitor the progress of Literacy Catch-Up students and discuss appropriate interventions
- Plan appropriate Schemes of Work to support Literacy teachers of GOALS, using up-to-date, challenging resources to help catch students up with their peers as quickly and effectively as possible

The SENCO must

- Ensure that as wide a range of Literacy intervention activities are offered as possible
- Oversee the work of the Literacy Intervention Coordinator
- Support parents in encouraging their children to participate in Literacy intervention activities