

Whole School Literacy Policy 2019/20

A central aim of teaching and learning is to develop students' ability to use language effectively, in order to think, explore, organise and communicate meaning. Improved literacy leads to improved student self-esteem, motivation and behaviour; it enables students to learn independently; and it is personally empowering.

More specifically, effective use of language - both written and spoken - is crucial to successful learning in all subject areas of the curriculum, each of which can contribute to developing literacy skills through its own distinctive opportunities and demands. It follows that all teachers are teachers of literacy.

Literacy is an important skill to enable students to unlock the whole curriculum and express themselves specifically across their suit of subjects. The school is committed to ensuring that literacy is an embedded feature across the curriculum and that teachers are invested in the importance of literacy and have the necessary skills to support students to develop these skills within their subject areas.

The whole school literacy priorities for 2019/20 are:

1. Ensuring that reading for pleasure becomes an embedded feature of school life, crossing both academic and pastoral curricula.

Measure	Sub-group	Action	Completed by?
100% participation of Year 9 students in ETUP groups with STAR reading test and loaning a book from the library.	ACR – Lead JRS/PWR- ICT support Year 9 English teacher – Monitoring Year 9 Tutors - Support	Liaison with JRS to ensure all student details are imported onto Renaissance place. Staff to use library lessons for students to complete STAR reading test and select reading books from ZPD range. ACR to deliver part of Y9 assembly to outline expectations of DEAR.. STAR tests repeated throughout the year.	Autumn Term 1 Autumn Term 1- once fortnightly staff to send students to the Hub. Autumn Term 1 Autumn Term 2, Spring Term 2, Summer Term 2
Diagnostic screening reports demonstrate 100% engagement of students with reading quizzes and average score of 85%.	ACR- Lead KM-intervention Year 9 English Teacher Y12 students	Empower staff to use data provided from Accelerated Reader to intervene with underperforming students. ACR to provide staff with a 'day-to-day guide' for staff for AR and half-termly diagnostic screening reports.	Autumn Term 2 onwards- faculty meetings.

		<p>Staff to RAG student performance on diagnostic reports and document conversations/intervention on 'Status of the class' document.</p> <p>Initial screening report from STAR reading test used to identify students 'at risk.' KM to deliver reading intervention.</p> <p>Students with below average and above average reading ages to be flagged on Bromcom from initial reading test and the parameters communicated to colleagues so that literacy levels are considered in teaching and learning across subjects</p> <p>SI to use STAR reading data to identify students for the Sound Training programme to improve literacy levels.</p> <p>ACR to issue Home Connect letters to Y9 parents/carers of ETUP students outlining AR programme. ACR to monitor parental engagement with Home Connect. ACR to attend Y9 tutor evening to promote reading with Scholastic Book Fair following up with email for parents who are unable to attend.</p> <p>LJS to identify Y12 G&T students to work alongside underperforming PP students during PSD sessions.</p>	<p>Autumn Term 2 onwards- discussions with students to take place during English lessons.</p> <p>Autumn Term 2 onwards- intervention to take place with KM/Y12 students during PSD slots. Continued intervention following repeated STAR test dates.</p> <p>After each STAR Reading assessment round</p> <p>After each STAR Reading assessment round</p> <p>Autumn Term 1. Half-termly monitoring.</p> <p>Spring Term 1.</p>
<p>100% participation of students and staff with Drop Everything and Read. Student voice and staff</p>	<p>SL/ACR – Lead SLT and other named teachers – Monitoring Tutors-Monitoring.</p>	<p>Monitoring of Drop Everything and Read on a Monday PSD for all lower school students and a Tuesday PSD for the sixth form.</p>	<p>Autumn Term 1 onwards- Every Monday/Tuesday.</p>

feedback to be gathered on a termly basis.		ACR to attend Y9 pastoral meeting to outline removal of DEAR book boxes and emphasis on students bringing in own reading books.	Autumn Term 1.
100% of staff to actively promote reading throughout the school.	ACR- Lead CK-Library lead All staff SLT and other named teachers – Monitoring	Creation of 'I am reading...' posters for teaching and non-teaching staff. ACR to re-iterate the importance of modelling reading during DEAR slots and English lessons to all staff.	Introduce Autumn Term 1. New versions distributed. Autumn Term 1- presentation to whole staff delivered.
Greater usage of the library by students. Student voice and staff feedback to document a shift in the perception of a library to it being more of a focal point for our reading community which responds to the needs of its users.	ACR- Lead Y9 students	ACR to widen the range of non-fiction texts available in the library to encourage students to read more widely across their subjects. ACR to develop the Y10/11 Literacy Leaders and launch the opportunity of Y9 Literacy Leaders to promote reading across the school and the re-branding of the hub into the library. Y9/Y10 Literacy leaders and sixth form students to plan celebrations for WBD in South with the library being the focal point for celebrations.	Autumn Term 2 onwards Autumn Term 2/Spring Term 1.
Half termly diagnostic screening and monthly library usage to be followed by rewards in lessons.	ACR- Lead English teachers	Celebration of reading successes in a variety of forms e.g. individual achievements, English groups and tutor groups achievements.	Introduce Autumn Term 1
DEAR time in Sixth form to be used as an opportunity for students to engage with topical issues.	ACR/RW/SL	Form tutors to discuss topical articles with tutor groups during DEAR time.	Introduce Autumn Term 2.

2. Developing a consistent approach to the whole school marking of literacy and students' response to this.

Measure	Responsible	Action	When?
100% of learning walk data to document usage of the 'literacy blues' marking method.	SL/ACR - Lead SLT/Heads of Subject – Monitor All subject teachers	Analysis of 'Literacy blues' marking - highlighting with blue any errors with literacy (spelling, grammar, expression) with feedback to staff. Posters to display in classrooms for 'Literacy blues' to reinforce expectations.	Half-termly learning walks and analysis of data on Lessons Learned. Autumn Term 1
100% of learning walk data to document effective student response to 'literacy blues' marking method.	ACR - Lead SLT/Heads of Subject – Monitor All subject teachers	ACR to reinforce our whole school expectation that literacy errors will be corrected by students to both staff and students with effective use of 'dictionary corner'. ACR to share successes of effective literacy marking across the school.	Half-termly learning walks Presentation delivered to whole staff during PD day. Autumn Term 2 onwards.

3. Widening students' vocabulary choices to close the vocabulary gap via PSD slots and a departmental focus.

Measure	Responsible	Action	When?
Students using a higher frequency of Tier 2 words in their vocabulary choices	ACR – Lead Form tutors- deliver SLT/Heads of Subject – Monitor All subject teachers SM- display Word of the Week on Headteacher bulletin.	Introduce phased Tier 2 vocabulary for Lower School (Y9-11) and Sixth Form (Y12-13) with Word of the Week. Use of PIXL unlock to develop Tier 2 and subject specific vocabulary.	Autumn Term 1

Ensure that the academic writing skills of sixth form students are enhanced	ACR- Lead RW/subject leaders	Academic writing workshops to be delivered throughout the course of the year.	Autumn Term 1
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4. Ensuring that students leave Y9 with the 'essentials' of Literacy skills.

Measure	Responsible	Action	When?
Students to engage with SAM learning to develop literacy skills.	ACR – Lead Form tutors- deliver	SAM learning tasks completed by students on a weekly basis and monitored by ACR/tutors.	Autumn Term 1

The success of the whole school literacy priorities will be monitored in the following ways:

- Accelerated reader data
- Staff feedback
- Student voice
- Learning walks

The Whole School Literacy policy will be reviewed in July 2020.

ACR
September 2019