

Literacy Policy

Rationale:

Literacy underpins all aspects of learning. Good skills in reading, writing and communication empower students to achieve and are currency for success in the wider world. To this end, every teacher at Rosebery School is a teacher of literacy; supporting students in the development of confidence, accuracy and fluency in literacy to enable them to flourish.

Aims of the Policy:

- To develop in students the vocabulary, expression and organisational control to meet with the cognitive demands of subjects, including sustaining and ordering their thinking.
- To enable students to reflect, revise and evaluate the things they do, and on the things others have said, written or done, in-order to learn from sources beyond their own immediate experience and so in this way develop as independent learners.
- To empower teachers to effectively monitor, evaluate and reflect on student progress and attainment in literacy and use this information in effectively planning lessons that have a positive impact on individual progress in literacy.
- To enable school leaders to monitor, evaluate and reflect on the progress made towards realising key school priorities.
- To guide and encourage parents so that they are engaged in supporting and extending a student's capacity for progress in literacy.

Whole School Practice

1. Every teacher secures high quality outcomes for students through a consistent focus on reading for meaning and on communicating complex thought with sophistication and accuracy, both verbally and in writing. Teachers are supported to deliver excellence in the teaching of literacy, through explicit training, guidance, collaboration and action research.
2. Marking for literacy is a key aspect of the school *Assessment Policy*, ensuring students receive consistently high quality feedback and that their progress is effectively monitored and evaluated.

The *Assessment Policy* outlines the following marking criteria which students, across all subject areas, receive feedback on:

| Code: | Explanation: |
|-------|--|
| SP | This highlights a word has been misspelt. Not all words spelt incorrectly need to be identified, but those which are central to a student's understanding of the subject. The correct spelling will be provided. |
| // | This demonstrates the need to begin a new paragraph. |
| C | This indicates the need for a capital letter and the letter in question is circled. |
| ^ | This suggests that a letter or word is missing. |
| EXP | This denotes awkward written expression, which requires re-structuring in-order to have clarity. |

3. Student progress in literacy is monitored after each data collection cycle. If appropriate, students receive intervention support within and beyond the classroom. The impact of this work is carefully monitored and evaluated to ensure the provision is fit for purpose.
4. The school offers a range of enrichment opportunities to ensure students are challenged to excel in reading, writing and communication. These include subject specific opportunities, as well as extra-curricular activities.
5. The provision for literacy is monitored through a cycle of rigorous quality assurance which is undertaken by leaders at all levels. This process of evaluation and reflection informs the continuous development of literacy across the school.

Roles and responsibilities:

Teachers

Teachers improve levels of literacy in a variety of ways, including: planning, resources, displays, structured assessment and feedback. Staff actively encourage students to plan, organise, draft, edit and reflect on their writing, which often includes offering pupils a model for writing in unfamiliar forms or for unfamiliar purposes. Reading is promoted and guided, not only as a way to gain vital subject knowledge, but also as a way to become experts in a subject. Through careful monitoring, teachers ensure that all students' learning needs are met with regards to literacy and this includes providing high levels of differentiation, challenge and support.

Teaching Assistants

Teaching Assistants work with staff and students to monitor and support progress in literacy, with a particular focus on students with additional needs. In lessons, they are active in assessing student progress against learning goals and intervening to ensure any gaps are addressed. Across a range of lessons they provide consistent support for specific literacy needs and further enhance this provision through undertaking appropriate intervention. This includes targeted support for students with literacy SEND needs, such as Dyslexia.

Heads of Department

Heads of Department lead in ensuring high quality provision for the teaching of literacy in their departments. This includes a focus on literacy in curriculum planning, delivery and standardisation. They ensure that the consistency of literacy provision is monitored through departmental quality assurance, including the monitoring of marking for literacy. They provide staff with opportunities for professional development in the practice of teaching literacy within the context of their subject.

SENCo and Intervention Team

The SENCo and Intervention Team support individuals and groups of students to accelerate their progress in literacy. This includes a wide variety of approaches such as in-class support, withdrawal groups, 1:2:1 tutoring and paired reading. They collaborate with others in providing guidance and training for both staff and parents, in-order to ensure that students with gaps in literacy are fully supported in lessons and at home. The Team ensure that data and information related to literacy needs are effectively disseminated and closely monitor the impact of intervention through regular progress checks.

The Literacy Co-ordinator

The Literacy Co-ordinator ensures the strategic development of whole school literacy, taking a leading role in determining the vision and direction of literacy provision. They lead, and work with others to lead, on developing opportunities for both staff and students and evaluate the impact of literacy provision through a cycle of quality assurance. They promote literacy in a wide range of formal and informal ways, ensuring that literacy remains a key priority for staff, students and parents.

The Head of the English Department

The Head of the English Department works in conjunction with the Literacy Co-ordinator to ensure that students have a wide range of opportunities to excel in reading, writing and communication. They ensure that the work of the English Department impacts on levels of literacy across the school through working with other departments, helping students to develop transferable literacy skills.

The Leadership Team

The Leadership Team strategically lead in the development of literacy, determining the vision and direction for the provision of literacy to ensure that students continue to receive high quality literacy teaching across the school. The Leadership Team work with school leaders to monitor and review the implementation of this policy.

The Governing Body

The Governing Body review the impact of literacy provision in every full Governing Body meeting through the Governor Dashboard. Governors act as a critical friend, ensuring that current high standards in literacy are maintained.

The Governing Body ratify this policy and review its implementation and effectiveness.

Parents

Parents offer support and encouragement to students through the regular monitoring of literacy in homework tasks. They make use of subject specific reading guidance to ensure students are using their wider reading to develop and pursue independent learning goals.

Policy Review

This policy is reviewed on an annual basis by the Governing Body, Leadership Team and relevant members of staff.