



CBS Literacy Policy 2017-2018

Coombe Secondary Schools Academy Trust

Equality Analysis Impact

Title of Policy: **Literacy Policy**

Considered at Governors' Committee meeting:

Date: Reviewed and update July 2017; next review July 2018

Is there relevance to equality?

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|---|--|-----------|
| 1 | Does the policy have an adverse effect on employees, students or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. | No |
| 2 | Does the policy have an adverse effect upon a group with protected characteristics? (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion or belief, Sex, Sexual orientation) | No |
| 3 | Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality Policy) | No |

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

Coombe Boys' School Literacy Policy 2017-2018

Aims

The aims of this policy document are to:

- Clearly outline the whole school approach to Literacy.
- Support departments with their delivery of Literacy in a subject specific way.
- Help to bridge the gap between PPG/ SEND students and the whole school cohort.
- Foster a culture of reading for pleasure.
- Enable students to express themselves verbally and to prepare them for the wider world.

Through our Literacy working party, we aim to make all teachers, teachers of Literacy. Every subject area is responsible for developing Literacy within their subject. Our areas of collaboration are English, Humanities, Science, P.E., Maths, MFL and Business. Working in pairs and under guidance of the Literacy Co-ordinator, departments co-plan lessons with Literacy foci and together help to unpick some of the issues that teachers face in non-Literacy based subjects. We do so because:

- students need to be able to think, speak and write their ideas clearly and fluently;
- reading helps students to understand the wider world around them;
- writing in all subjects helps students to organise their ideas and therefore positively impacts the way they think and speak;
- thinking about writing makes students more reflective about their work and the work of others making them inquirers into what they study;
- ability to respond verbally will boost students' confidence and in turn have a positive impact on the writing ability across their subjects;
- reading is the source of all independent study and by promoting these skills across the curriculum students will become autodidactic.

School Roles and Responsibilities

- **Senior Leaders:** lead and give a high profile to literacy. To encourage parental engagement with Literacy.
- **English Department and Literacy Co-ordinator:** provide students with knowledge, skills and understanding they need to read, write and speak and listen effectively. To provide staff within the department with relevant CPD to ensure quality first teaching and to be able to guide other departments on their Literacy development.
- **Teachers across the curriculum:** contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **Parents/carers:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Students:** take increasing responsibility for recognising their own literacy needs and making improvements.

Department areas will:

1. identify the strengths and weaknesses in students' work within their own particular subject areas;
2. work collaboratively with the Literacy working party to improve Literacy strategies within their subjects;
3. seek to identify progression in the main forms of reading, writing, spoken language undertaken in each department and strengthen teaching plans accordingly;
4. plan to include the teaching of objectives to support learning in own subject area;
5. review this literacy policy on an on-going basis so that current needs are being met and maintained.

Speaking and Listening/ Debate and Discussion

We will teach students to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

Schemes of learning are developed to allow dedicated time to developing public speaking and debating skills in year 7,8 and 9 at KS3. Students will be given opportunities to participate in public speaking competitions such as The Jack Petchey 'Speakout Challenge'. This will allow them to work towards a goal while studying the skills of writing and delivering both speech and debate.

The English department will deliver inset training through the Literacy working party on how speaking and listening can be included in all lessons and how it should be monitored and checked by teachers. It is a tool which can greatly enhance the quality of written expression as it allows for 'think time' before students put pen to paper.

Reading

We aim to build students understanding of a broad variety of genres to enable them to access texts across the curriculum and in the wider world. We aim to shape students into writers as readers and readers as writers. The English department will teach the new GCSE (9-1) language papers in a holistic way in order to encourage students understanding of the links between writing and reading and how the skills they learn around both are transferable and applicable to their own work.

We will use Accelerated Reader to help foster a love of reading and competition amongst the students. We will use AR to baseline test and monitor the reading habits and ages of the students as they move across KS3. This will help to inform teachers and parents of the amount of reading being done and the content students are reading. Such knowledge will be most beneficial for teachers when it comes to planning and interventions.

DEAR time (Drop Everything and Read) periods are identified on the school calendar and are used to further student engagement with literacy.

We will build on and share existing good practice. We will teach students strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

Training will be delivered through INSETs and resources will be developed and delivered by department literacy representatives. This will enable teachers in all areas to have access to subject specific literacy resources rather than English directed resources.

We will encourage reading for pleasure whenever possible and will share our passion for reading with students. We will invite parents and carers to join their students in school on National Poetry Day and World Book Day and give our more vulnerable students the opportunity to write with professional authors and poets in order to stimulate their interest and passion for the subject.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce students' language skills, through:

- Making connections between students' reading and writing, so that students have clear models for their writing;
- Using the modelling process to make explicit to students *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

We recognise that staff will need support with this and will provide training via peer observations and sharing the importance of re-drafting written work in order to promote progress and pride in improvement. The English department's recent AQA language examination training has been heavily focussed on the importance of redrafting written work.

Writing non-fiction

The Literacy working party has discovered that while we teach many of the same skills in non-fiction, the language we use is often different. They are currently investigating how far we can standardise either the teaching of these methods or the language we use to make these skills more easily transferable for students.

Each department will:

- teach students how to write in ways that are special to that department's subject needs;
- liaise with the English department to help decide when the generic text types are best introduced in Year 7.

The text types are:

- information;
- recount;
- explanation;
- instruction;
- persuasion;
- discursive writing;
- analysis;
- evaluation;
- formal essay.

Spelling

KS3 students have a strong focus on spelling, which is promoted by the Literacy Coordinator through competitions.

Each department will:

- identify and display key vocabulary;
- revise key vocabulary;
- teach agreed learning strategies which will help students to learn subject spelling lists;
- concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of students.
- test or revise high frequency words regularly;
- set personal spelling targets.

Assessing Literacy Across the Curriculum

Available data from KS2 is used to inform planning and assist in responding to early pieces of work. This data is also used to reflect and evaluate the numerical and curricular targets for each cohort.

Assessment informs lesson-planning and target-setting and helps to maintain the pace of learning for students.

Oral contributions are recognised alongside reading and writing.

Students' performance in speaking and listening, reading and writing is taken into account when assessing and reporting on students' progress in subject areas.

Writing tasks make explicit to the students the key features of language that is being considered.

When responding to students' work teachers:

- make comments which are positive and supportive;
- target specific areas for improvement (a selective and focussed identification of errors);
- give guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error e.g. doubling of letters before adding -ing is specific and presents the student with a target which can be addressed;
- give priority to content, ideas, organisation and meaning above secretarial features; create opportunities for students to reflect on the quality of their own work and for peer assessment.

Monitoring and Evaluation

Data is used to assess the standards of students' literacy. The Senior Leadership team, Curriculum leader for English and Pastoral leaders help to monitor progress across the school.

These approaches include:

- sampling work – both students' work and departmental schemes;
- observations – student pursuit and literacy teaching;
- meetings;

- student interviews;
- scrutiny of departmental improvement plans;
- encouraging departments to share good practice by exhibiting or exemplifying students' work.

Inclusion

1. Differentiation

Coombe Boys' School students are entitled to our highest expectations and support. The main areas for Literacy development as a school are our SEND and PPG students. In order to support PPG students, we supply them with all set texts and run a weekly literacy support programme in conjunction with Kings College Wimbledon in order to support these students on a one to one basis. This has developed skills in:

- questioning;
- adjusting the demands of the task;
- using additional support;
- using structures;
- resources;
- making objectives clear;
- creating an atmosphere where students evaluate their own others' work.

2. The more able (MAGT)

More Able students are challenged by a partnership with Kingston University that allows groups of more able students to take part in a guided reading programme. These are University Lecturer led seminar style discussions of a given book that delve into some of the broader themes, ideas and SMSC issues surrounding the texts. This enables development of oral literacy and boost sophisticated vocabulary.

3. English as an Additional Language (EAL)

EAL students need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. For example, a group of students can learn about paragraph organisation in their mother tongue.

5. SEND

SEND students are of a particular literary focus. There is a focus on 'quality first' teaching which makes the most significant gains for students with SEND. We teach our students with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities.