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SECTION D
CURRICULUM and STANDARDS COMMITTEE:
ACHIEVEMENT STRATEGIES

(Overarching Student Achievement Strategy)

D1.7 Literacy Strategy Policy

SLG April 2016

Approved by Governors' Curriculum & Welfare Committee October 2016

Rationale

Alder Grange inspires pupils to achieve excellence within and beyond academic work. Excellent command of the English language is a fundamental skill to access learning in all curriculum subjects. Furthermore, it enables the expression of complex ideas and emotions; promotes self-confidence and self-esteem and provides the foundations for successful careers and personal relationships. Therefore, successful development of literacy skills is fundamental to all aspects of educating the whole child.

Our aim is to teach literacy across all curriculum subjects and through form tutorial activities. Each and every teacher, with the support of curriculum support staff, is responsible for the literacy development of all pupils with whom they have contact. Literacy is woven into the development of pupils and students through each element of our teaching and learning and pastoral programmes.

Purposes

1. To ensure that pupils have the necessary literacy skills to be able to access curriculum learning materials within each subject.
2. To enable the development of subject literacy through the direct teaching of the literacy skills required in each subject. This might be through the teaching and modelling of subject terminology, for example.
3. To provide pupils with opportunities in every subject to enhance their literacy skills. This might be through opportunities for group reading of curriculum learning materials, for example.
4. To ensure that pupils' literacy development within each subject is assessed and monitored by subject teachers.

Guidelines

1. All pupils at KS3 and in year 10 will have a whole school literacy target. Targets are set by the pupils' English teacher. Literacy targets appear on SIMs marksheets. *All* teachers are responsible for ensuring that pupils have suitable opportunities, as could be reasonably expected within the curriculum of their subject, to work towards meeting their target
2. At each grade collection, subject teachers will indicate in which subjects pupils have successfully met their target on the evidence provided within their subject. Clearly,

some curriculum subjects will provide teachers with more evidence that a target has been met than other subjects. English teachers will take this into account when analysing the grade collection feedback.

3. Following grade collection, English teachers will analyse the literacy targets which have been met or not met and will decide whether or not to set new targets for each individual. If new targets are set, these will appear as literacy target 2 on SIMs marksheets and these replace the previous target. Where targets have not yet been satisfactorily met, pupils will have a further opportunity to work on the target so a new target will not be set.
4. All year 7 pupils have a tutorial spelling booklet which they can use across the curriculum and which they use in registration and tutorial time to learn and test spellings. If form tutors feel that a pupil is working on an inappropriate list of spelling they should change the list or, if in doubt, speak to the pupil's English teacher.
5. All teachers have access to the teacher and pupil resources on the VLE and the literacy area of the staff drive. These can be used for teacher reference and for setting tasks.
6. Within English, all pupils at KS3 have a reading journal and independent reading book. They are rewarded with badges and certificates for reaching milestones with their reading.

English Teachers

1. Set literacy targets for all pupils in your classes.
2. Following grade collection, analyse the feedback and re-set any targets which have been completed.
3. Incorporate the teaching of literacy into all aspects of good teaching and learning. Literacy is a feature of planning, delivery and assessment. Provide opportunities for pupils of all levels to develop skills in reading, writing and speaking.
4. Use the literacy marking codes and/or blue pen as appropriate to highlight literacy errors.
5. Ensure that pupils have adequate time (RT) and resources to correct errors in subsequent lessons.
6. Model the use of Standard English in spoken as well as written forms.
7. Incorporate independent reading activities into lessons, including library lessons, and make systematic use of reading journals. English teachers will notify ALs when certificates and badges are due for presentation.

Teachers of subjects other than English

1. Incorporate the teaching of literacy into all aspects of good teaching and learning. Literacy is a feature of planning, delivery and assessment. Provide opportunities for pupils of all levels to develop skills in reading, writing and speaking and listening.
2. Use the literacy marking codes to highlight literacy errors in the first 10 lines of written work and with a specific focus on pupils' individual literacy targets. *This is a way to develop specific literacy skills.*

3. Use blue highlighter to highlight literacy errors which the pupil could reasonably be expected to know. *This is a way to reinforce and internalise the learning which has taken place as a result of 2 above.*
3. Ensure that pupils have adequate time (RT) and resources to correct errors in subsequent lessons.
4. Model the use of Standard English in spoken as well as written forms.

Pupils

1. Apply themselves across the curriculum to their literacy target.
2. Learn their tutorial spellings and use the spelling booklet appropriately in lessons and/or tutorial time.
3. Make use of RT to correct highlighted errors.
4. Set personal targets based on previous errors to avoid repetition.
5. Have an independent reading book at all times.

Parents and Carers

1. Support the school's literacy policy by praising successes and supporting with weaknesses that have been identified by teachers.
2. Discuss independent reading activities with pupils.

Achievement Leaders

1. Support form tutors with the use of literacy tutorial resources.
2. Provide positive reinforcement of independent reading through issuing badges and certificates in assembly when notified by English teachers.

Form Tutors

1. Ensure that pupils use their spelling booklets appropriately and monitor progress using the testing pages of their booklet.
2. Make use of literacy tutorial resources and spelling booklets within registration and tutorial sessions.
3. If there any concerns about any aspect of a pupil's literacy, liaise with the English teacher, in the first instance.

Curriculum Leaders

1. Support subject teachers in their teaching and assessment of subject literacy.
2. Support subject teachers in making assessment judgements about literacy targets.
3. Ensure that literacy has a suitably high profile in all elements of self-evaluation such as lesson observations, work scrutiny, target-setting and INSET/development.

Other Senior Staff

1. Ensure that literacy has a suitably high profile in all elements of self-evaluation such as lesson observations, work scrutiny, target-setting and INSET/development.
2. Provide resources and support for the development of literacy at whole school level.

Literacy Reps

1. Attend the regular literacy working group meeting.
2. Feedback to departments to ensure that all teachers are up to date with the development of literacy at whole school level.
3. Bring examples and contribute ideas to working group meetings as agreed by the working group.

Literacy Co-ordinator

1. Arrange and chair working group meetings.
2. Update resources regularly.
3. Provide support as necessary to subject teachers.
4. Oversee the setting and assessment of literacy targets.
5. Maintain the focus of literacy as a whole school initiative.