

Blackfen School for Girls



Literacy Policy

Head Teacher: Mr M Brown

Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
Policy Date	May 2019		
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Review Period	Annually		
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The Governing Body of Blackfen School for Girls adopted this Literacy policy in May 2019. The policy should have been reviewed in May 2020. In light of Covid-19, this policy will now be reviewed in May 2021.

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Statutory Statement

Blackfen School for Girls is committed to raising the standards of Literacy and understand that Literacy skills are fundamental to learning. Literacy is seen as integral to the school curriculum by developing students' abilities to speak, listen and communicate, read, question and express themselves confidently and coherently both orally and in writing. All departments and all members of staff understand they have a crucial role to play in supporting the development of students' literacy and that competent literacy skills enable students to read, understand and access examination materials, so that students are able to achieve their full academic potential across all subject areas. Enrichment opportunities such as whole school competitions, student ambassadors, library and other Literacy events ensure that all students can build these essential skills both within and outside the classroom.

The Department for Education (2012) Teachers' Standards state that all teachers must:

'demonstrate an understanding of and take responsibility for promoting high standards of Literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject'.

Rationale

Literacy skills are seen as fundamental in supporting the process of teaching and learning, in particular to:

- enhance the ability of all students to synergistically use literacy skills effectively across all subjects
- encourage enthusiasm in all students for reading wide ranges of literature, communicating ideas confidently through different styles of writing and to be able to verbally express themselves coherently and articulately by providing opportunities to develop oracy through debate, presentations and classroom discussion
- develop the literacy skills necessary to fulfil the demands of further education, employment and adult life.

Outcomes

- to have a strategic vision to maintain and improve standards in Literacy across the school
- to encourage a high profile of Literacy around the school and to highlight its significance
- to ensure consistency of practice
- coordinate the development of cross curricular resources that will support subject and classroom teaching
- to identify students with the necessary skills to support other students in lessons
- to analyse and review Literacy data to identify those students needing support and intervention
- to indicate areas for collaboration between subjects
- to assist the transfer of students' knowledge, skills and understanding between subjects.
- to provide enrichment opportunities for students to develop wider Literacy skills outside of the classroom
- to liaise with and support the aims of the school library

Procedures

Consistency of Practice:

- departmental audits are carried out in order that all staff work together and take ownership of agreed strategies
- see *Appendix 1* which looks at the practice of all staff.

Areas of Collaboration:

- see *Appendix 2* which looks at areas for collaboration.

Skills:

- see *Appendix 3* which looks at the common approach to literacy skills across the curriculum.

Transfer of Skills:

- see *Appendix 4* which looks at style of delivery.

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Key roles

DHT: to liaise with Literacy Coordinator to ensure smooth running of Literacy initiatives

Literacy Coordinator: Create and provide Literacy resources to be used by form tutors during community time. Undertake regular learning walks to assess effectiveness in raising standards. Analyse and review reading ages to celebrate success and identify intervention needs and monitor the relative performance of PP students in Literacy. Promote awareness of Literacy skills throughout the school in order to improve standards, particularly through high quality displays, whole school competitions, staff CPD, assemblies and student working parties. Ensure a close working relationship and involvement with school governors in Literacy events and policy. Promote the use of the whole school Literacy marking code, helping to support faculty leaders in the monitoring of students' work by regular book scrutiny to ensure quality, consistency and to identify areas for improvement.

Other Related Documents:

Improving Literacy in secondary schools: a shared responsibility- April 2013.

Raising standards in Literacy- March 2012.

Appendix 1:

All teachers should:

- be aware of the techniques used in other subjects to promote Literacy and provide assistance and advice to other faculty areas, so that a correct and consistent approach is used
- provide information to other staff on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups
- work to ensure that Literacy Leaders have appropriate skills to be able to assist with the work in all areas of the curriculum.

Appendix 2:

Areas of Collaboration:

- CPD and TTK sessions to be delivered to the staff throughout the year.
- Coach a student working party of Literacy Ambassadors to assist in promoting an awareness and enjoyment of Literacy throughout the school.
- Develop resources, activities, information and instructions for the use of Literacy Skills across all subjects, which are to be made available in both staff and student rooms in SharePoint.
- A generic Literacy Skills wheel to be developed for consistent use throughout the school.
- Activities to be produced by the Literacy Coordinator for Community Time by working with Form Tutors, to help improve Literacy.
- Literacy Coordinator to maintain the high profile of literacy outside the school, through contact with parents through the newsletter and literacy events.
- Literacy Coordinator to maintain the high profile of literacy within the school through noticeboards, staff meetings and liaison with Form Tutors and the School Governing Body.

Appendix 3

Skills

Speaking and listening

Speech is our main means of communication in everyday life and is fundamental to the development of understanding. Our aim is to develop increasing confidence and competence in speaking and listening so that all students are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately.

In our teaching we should provide planned opportunities across the curriculum for students to engage in purposeful talk, both formally and informally. In planning for discussion, we should consider pace and timing so that purposeful talk is maintained. Whilst teacher exposition is essential we should take account of demands on concentration to ensure that students are required to listen for realistic lengths of time.

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Staff will give students regular opportunities to speak and listen in the following contexts:

- in pairs with a working partner
- in small groups with opportunities to take on the roles of chair or scribe
- with the teacher or another adult
- in whole class discussions
- presentations to a wider audience.
- In these contexts, some of the following activities should take place:
 - exploring and describing events, activities and problems, exploring and developing ideas with others
 - reporting back to a wider audience in order to consolidate ideas and understanding
 - asking questions as well as answering them
 - speculating, hypothesising and imagining
 - planning, organising and reviewing activities
 - investigating and solving problems collaboratively
 - evaluating experiences and reflecting on learning
 - speaking at length and adopting the 'expert' role.

Reading

Our shared vision is to develop students' reading ages so that they are able to develop a lifelong love of reading and to not only be able to access but enjoy different texts and ranges of literature both in school and independently at home. In particular, reading skills should be developed in order that students are able to read fluently, accurately and with understanding become independent and critical readers and make informed and appropriate choices select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources

- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts
- staff should use available data on students' reading levels in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts.

Planned opportunities across the curriculum should be provided for students to:

- read independently and engage with narratives of events or activities
- read and follow written instructions
- make inferences and support their opinions with specific references to the text
- follow up their interests and read texts of varying lengths
- question and challenge printed information and views
- read with an understanding of different purposes, audiences and contexts
- read and explore ideas and theories from different perspectives and draw their own conclusions
- learn how to sift and select, and take notes from text and read to locate and relocate information
- learn how to scan for overall meaning and scan for key points, words and phrases
- analyse and understand how language is structured through grammar, sentence and paragraph construction to support meaning and understanding
- use reading to research and investigate from printed words, moving images, ICT texts.

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Writing

In many lessons and examinations, progress and attainment depends on written communication. Our goal is to ensure that all students develop increasing confidence and competence in writing so that they are able to:

- write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently
- present their writing clearly, using accurate punctuation, correct spelling and legible handwriting.

Planned opportunities across the curriculum should be provided for students to:

- write accurately, fluently, effectively and at length
- have opportunities to write for different audiences and purposes
- make notes from a variety of sources - printed word, moving images and ICT texts
- write logs and journals in order to clarify thoughts and develop new understanding
- plan, draft, discuss and reflect on their writing
- learn the conventions of different forms of writing in different subject areas e.g. by using writing frames and providing clear models for writing
- write collaboratively with other students
- present some writing for display or publication
- act on feedback, teacher and peer assessment in order to redraft and improve their writing.

Staff will:

- expect high standards of presentation in most of students' finished writing
- provide good models and exemplars of particular kinds of writing at different attainment levels
- provide dictionaries, glossaries and lists of appropriate subject vocabulary and encourage students to use them
- help students to use a range of strategies to learn spellings, including:
 - look – say – cover – write – check
 - making connections between words with the same visual spelling pattern.

Transfer of Skills

All staff will teach their own specialist subject area but with a greater emphasis on skills that can be used across the curriculum. SharePoint and discussions at training will inform what skills different subjects teach and when they are taught. The transfer of skills is something that many students find difficult. It is essential to start from the basis that students realise it is the same skill that is being used; sometimes approaches in subjects differ so much that those basic connections are not made. In order to facilitate the transfer of skills between lessons, a Literacy Skills wheel should be created, shared and promoted throughout the school. These skills should also be promoted through teacher talk in the classroom, Literacy displays and consistent use of key vocabulary such as Words of the Week.