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# Belfairs Academy



## **Literacy Policy**

March 2016

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# 1 Literacy Policy

## 1.1 Rationale

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum will develop students' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- Access information and read with understanding and comprehension
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking

It will also have an impact on their self-esteem, motivation and ability to work independently. We believe that we should equip our students with the necessary transferable skills to be fully literate in the 21<sup>st</sup> century and, as such, literacy is at the heart of the school's core values.

*"In the secondary schools where teachers in all subject departments had included an objective for literacy in all the lessons, senior managers noticed an improvement in outcomes across all subjects as well as in English." Ofsted: Removing Barriers to Literacy (cited from OFSTED 2016)*

## 1.2 Specific Strategies to include in planning, teaching and learning

- Highlight the importance of subject specific literacy with students
- Highlight the links between reading, writing and speaking and listening
- Ensure progression in development in reading, writing, speaking and listening

## 1.3 Assessment

- Departments will comment on the literacy skills demonstrated by students as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to students
- Departments will take students' literacy skills into account when giving feedback to parents
- Departments will demonstrate high expectations over the standard and presentation of all written work
- Assessment of students' literacy skills will feed into future planning

## 2 Responsibilities

### 2.1 The Literacy Coordinator will

- Lead on Literacy across the Curriculum and ensure it has a high profile
- Liaise with SLT, the Literacy Team, and relevant members of the governing body when monitoring impact
- Audit current provision, determine priorities and plan strategy
- Ensure effective development of whole school policy and practice
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through the Leaders of Literacy Group
- Establish communication and liaison between the school and stakeholders, e.g. parents/guardians, governors and outside agencies
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT
- Facilitate and lead PL
- Provide opportunities for links with the community such as publisher, authors, and community leaders connected with literacy success
- Coordinating and reporting on various literacy interventions

### 2.2 Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
- Indicate in schemes of work where skills will be explicitly taught
- Ensure written and oral feedback includes a literacy target.

### 2.3 Literacy team (Representatives from English, learning resource manager, representatives from Targeted Services, More Able Coordinator and the Literacy Coordinator will:

- Provide support to other departments as appropriate
- Make students aware that literacy skills are transferable to other subjects
- Provide informal opportunities to highlight literacy through a range of events
- Encourage a persistent approach to extended writing across the curriculum.
- Provide opportunities for enrichment and support for under level 4 readers.
- Provide opportunities to stretch and challenge all readers.

#### Parents will:

- Encourage their children to use the range of strategies they have learned
- Encourage reading outside of the Academy
- Access the support available on the Academy website

#### Students will:

- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement
- Respond to and act on all targets set
- Make the most of the opportunities offered by the academy and the learning resources centre to increase and develop reading ability.

### 2.4 Monitoring and Evaluation

Senior Leaders and the Leaders of Literacy Group will monitor progress regularly and will report back to staff, parents, students and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Student interviews
- Scrutiny of development plans and departmental planning
- Data analysis

## **2.5 The Learning resource centre**

The Learning Resource Centre is open to all students before and after school as well as lunchtime and break-time every day.

There are activities to develop enjoyment of reading as well as improving the skills of reading and writing through expanding vocabulary. Activities include literacy and numeracy games; competitions and quizzes about authors, books and topical events; displays to support all subject areas; and themed weeks – such as Harry Potter Christmas.

Reading and homework support is available for all students, both formally – as part of the Academy intervention programme, and informally with reading groups.

## **2.6 Marking and assessment (see marking and assessment policy)**