

Conyers School

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LITERACY POLICY

Date: October 2019

Origin: Louise Spellman, Headteacher
RWCM Group

Introduction:

Rationale

To be literate is to gain a voice and to participate meaningfully and assertively in decisions which affect one's life. To be literate is to become self-assertive.....Literacy enables people to read their own world and to write their own history....Literacy provides access to written knowledge-and knowledge is power. In a nutshell literacy empowers.

'Students should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding'

Policy:

Aims

All teachers are teachers of literacy. At Conyers School we are committed to developing literacy skills in all our students in the belief that it will support their learning and raise standards across the curriculum because:

- Students need vocabulary, analytical skills, expression and organisational control to cope with the cognitive demands of subjects.
- Reading helps us to learn from sources beyond our immediate experience
- Writing helps us to sustain order and thought
- Language helps us to reflect, revise and evaluate the things we do and on the things we have said written or done
- Responding to higher order questions encourages the development of thinking skills and enquiry
- Improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour.

Roles and responsibilities

The Executive Team will lead and give high profile to literacy across the school ensuring it is embedded in all aspects of school life.

The RWCM group will support curriculum teams in the implementation of strategies and encourage departments to learn from each other's practice by sharing ideas

The English Department will provide students with the knowledge skills and understanding they need to read, write speak and listen effectively. Teachers across the curriculum will provide a consistent approach to students' development of language as speaking, listening, reading and writing are to varying degrees integral to all lessons.

All teachers must know the literacy barriers and strengths of students in their groups and adapt their teaching accordingly. Teachers must make thoughtful and effective provision for the varying levels of reading ability in their classes and should know the students' reading ages and NC level for reading. They should provide both formal and informal writing opportunities and give students time to

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complete extended writing activities. Teachers should explicitly teach editing and redrafting to produce meaningful writing of quality. It is essential that teachers develop and embed a wide repertoire of productive talk and questioning which develops real dialogue and depth of thought in classroom practice. Schemes of work will include specific literacy objectives. Within lessons teachers must take the opportunity to develop specific literacy skills as appropriate.

Students will be encouraged to understand what strategies are being used in lessons; take an increasing responsibility for recognising their own literacy needs and making improvements
Parents will encourage their children to use the range of strategies they have learned to improve their literacy.

The governor with responsibility for literacy will meet with staff and students and report progress to the Teaching and Learning Committee of the Governing Body

Aspects of Literacy

1. Reading

We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. 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.

2. Writing

Students need the skills to cope with the demands of writing in all subjects. Students will be taught specific writing skills, develop their ability to write in different styles and also teach them to recognise the importance of audience. It is important to reinforce language skills through:

- making connections between students reading and writing so students have clear models for their writing,
- using the modelling process to make explicit to students how to write independently,
- being clear about audience and purpose,
- providing opportunities for sustained writing,
- using and referring to evidence to support and reinforce thinking,
- enabling students to respond critically to text.

Each department will teach students to write in ways specific to that subject's needs.

3. Spelling Punctuation and Grammar

Each teacher will:

- identify and share key vocabulary in engaging and interactive ways,
- teach strategies which help students to learn subject specific spellings,
- focus on the marking of high frequency and key subject works taking into account the differing abilities of students,
- revise high frequency words frequently,
- set spelling targets as appropriate,
- reinforce regularly the importance of focus on grammar and punctuation choices,

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- use talk and discussion to illustrate the application and effect of grammar - use contrasts to show students how errors in grammar and punctuation alter meanings significantly,
- use interactive and practical activities to teach and reinforce punctuation,
- show examples, model writing and jointly construct sentences while thinking aloud.

4. Speaking and Listening

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.

We will develop strategies to teach students how to participate orally in groups and in whole class situations including:

- using talk to develop and clarify ideas,
- identifying the main points that arise from a discussion,
- listening for a specific purpose,
- discussion and evaluation.

Including all students

Conyers' students are entitled to our highest expectations and support. Some will need additional support and some will need to be challenged.

1. Differentiation across all levels of ability

Strategies might include

- Varied questioning techniques
- Adjusting the demands of the task
- Use of additional support
- Use of group structures
- Resources which are clear accessible and meet the needs of all students
- Making objectives clear
- A variety of approaches
- Peer and self-evaluation

2. SEND

Students will be taught appropriately supporting their learning and providing them with challenges matched to their needs using a range of strategies.

We will:

- use a range of teaching strategies to develop literacy skills across the curriculum,
- provide differentiated resources that allow students accessibility to all areas of literacy,
- provide opportunities for success in literacy to foster the success of all students

Implementation

1. Team support

The Executive team and RWCM group will provide support to all teams in implementing this policy and will offer a range of professional development opportunities.

This could include

- Observation in the training room
- Use of IRIS to demonstrate best practice
- Meetings with team and department leaders
- Work scrutiny

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- Developing resources
- Providing ideas and activities
- Sharing good practice and exemplifying students work
- Provision of RWCM micro courses
- Development of tutorial materials and approaches

2. The English Department

In addition to all the whole-school aspects of this policy, the English teachers at Conyers School have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively. The English department is well-placed to offer good advice and expertise.

The role of the English department includes:

- a key role in identifying literacy priorities, targets and objectives and the particular contribution they can make,
- making a contribution to the action plan,
- providing evidence of good practice in teaching reading, writing, speaking and listening,
- providing skills lessons across Key Stage 3 with a focus improving literacy levels,
- supporting the librarian in providing a range of extra-curricular activities to develop students' enthusiasm for reading.

3. Monitoring and Evaluation

The executive team will make use of all available data to assess the standards of literacy across the school. Possible methods might include

- Work scrutiny
- Year Reviews
- Outcomes
- Observation
- Link meetings
- Student voice
- Scrutiny of development plans and schemes of work
- Team Leader meetings
- Outcomes in public examinations

Summary

Across the school we will

1. Identify the strengths and weaknesses in students' work from across the school
2. Seek to identify progression in the main forms of reading, writing, and speaking and listening undertaken in each subject and strengthen schemes of work and lesson plans accordingly.
3. Plan to include the teaching of specific objectives to support learning in own subject area and tutorial periods
4. Review the policy annually

How it will be monitored:

Work scrutiny, observation, Year Reviews and outcomes

By whom:

Headteacher
RWCM Group

Review Date:

Annually, November

Review Assigned to:

Conyers Local Governing Body's Teaching & Learning Committee