



Tamworth Enterprise College

Literacy Policy

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| Adopted and ratified by the Governing Body of TEC on: | 3 rd December 2015 |
| Policy to be reviewed on: | December 2017 |
| As defined by the AET Governance and Accountability Framework (ARCI) | AET Board |
| Accountability: | |
| Responsibility | J Spears/J Brindley |

'There are two essential reasons why all teachers should have a better understanding of the role that Literacy plays in their subject .First, it would enable them to build on and consolidate the direct teaching of literacy that takes place in English lessons. Second, such training would enable them to understand how improved reading, writing, speaking and listening skills would help students to make more progress in their own lessons'
OFSTED.March 2012.Moving English forward.

We strongly advocate at Tamworth Enterprise College that all teachers are teachers of literacy. We are committed to developing the literacy skills of every pupil in the confidence that it will support their learning across the curriculum, enhance their understanding of subject matter delivered and raise standards of teaching and learning within our school.

We believe:

- ✓ Dyslexia or any other learning difficulty is not a barrier to learning or pupil progress
- ✓ Pupils need a varied vocabulary, confident expression and organisational control to cope with the required levels of learning that subjects require to make good levels of progress
- ✓ Reading helps pupils learn above and beyond the subject matter, texts they are given within the daily curriculum
- ✓ Writing helps to sustain and clarify thought
- ✓ Language helps us to reflect, revise and evaluate the things pupils do
- ✓ Being able to interpret and respond to higher order questioning in class helps pupils develop their level of enquiry and gain mature thinking skills.
- ✓ Improved literacy impacts on pupils' self-esteem, motivation and behaviour .It empowers them to learn independently
- ✓ Development of a pupils' emotional literacy supports them to think and reflect upon more complex issues and formulate their own opinions developing a sense of self .
- ✓ All students are exposed to and encouraged to use academic language.

We aim to ensure that:

- ✓ Each teacher will ensure that every opportunity to tackle issues of literacy will be taken.
- ✓ Teachers are equipped with strategies to overcome dyslexia and other learning difficulties
- ✓ Literacy skills will be made explicit within each lesson.
- ✓ Schemes of work will build literacy skills within them and there will be explicit opportunities to enhance literacy within certain lessons.
- ✓ Teachers encourage the development of their pupils' emotional literacy helping them to understand 'complex issues'.
- ✓ Plenaries will make explicit the literacy skills that have been used or need developing.
- ✓ Literacy Learning walks monitor literacy across the curriculum each term
- ✓ This Literacy policy is reviewed annually by all Curriculum leaders and SMT.

Implementation at whole school level.

We believe at Tamworth Enterprise College that all teachers have a stake in effective literacy. We recognise that the following elements will have a consistent positive impact on pupils' development of literacy and these will be regulated within the learning walks mentioned earlier.

- ✓ Lesson plans are clear and realistically include literacy within them
- ✓ Teaching is active and flexible responding to the needs of pupils as the lesson develops
- ✓ Teaching tasks are meaningful offering pupils real audiences and contexts where possible
- ✓ Pupils are given adequate time to think, plan, discuss, write and evaluate
- ✓ Clear differentiation is evident.
- ✓ Students with SPLD benefit from the strategies and planning that their teachers embed to ensure there are no barriers to learning.

Adapted from 'Excellence in English' (100229) report OFSTED 2011.

Roles and Responsibilities:

- **Senior managers:** lead and give high priority to Literacy through learning walks, agenda items and whole school INSET.
- **English Department:** provide pupils with the necessary skills, knowledge and understanding they need to read and understand, write, speak and listen effectively.
Contribute to whole school inset and advice sessions.
- **Teachers across the curriculum:** encourage and reinforce pupils development of reading, writing, speaking and listening understanding that these skills are integral to their own subject's measure of levels of progress.

- **Literacy co-ordinator:** supports departments in the implementation of strategies and facilitates sharing of good practice and appropriate INSET. ***Each subject area has a Dyslexic friendly rep that supports and disseminates information and provides a cross curricular link***
- **Pupils:** Take responsibility for knowing their own literacy targets, specific areas needing development and making improvements with the support of their teachers.
- **Parents:** engage with the school and encourage their children to read at home.
- **Governors:** Identify that Literacy is important in the school's success and have regular updates in meetings and include it in the annual report to parents.

Speaking and Listening:

We aim to ensure:

- ✓ Pupils are taught to use language precisely and coherently
- ✓ Staff model effective and appropriate standards of language
- ✓ Pupils are taught how to participate in group talk, learning how to listen and respond appropriately.
- ✓ They will have a variety of opportunities to develop their independent talk allowing them to speak for a variety of different purposes and audiences
- ✓ Staff training around the management of effective group talk in the classroom will be available
- ✓ Evidence of good practice will be collated and recorded for staff training purposes

Reading:

We aim to ensure:

- ✓ Pupils will be taught skills to enable them to cope with the increasing demands of subjects
- ✓ Pupils will be taught specific skills in scanning, skimming, highlighting and summary to enable them to access texts and help them to understand and retrieve the relevant information. This will improve their level of understanding of exam style questions to alleviate pressure when in exam conditions
- ✓ KS3 will have access to the Accelerated Reading programme to develop a love of reading and improve levels of comprehension.
- ✓ All pupils will be tested for their reading age on entry
- ✓ Reading ages will be reviewed each year
- ✓ Texts used in lessons are appropriate to the reading ages of the pupils yet stretch and challenge accordingly
- ✓ All pupils have access to current teenage fiction and library facilities during and after school

- ✓ Learning Support assistants promote good reading strategies to support weaker readers and provide coloured overlays for students with SPLD
- ✓ Peer support sessions support and encourage reading additional to the curriculum

Writing:

- ✓ Teachers make connections between pupils' reading and writing
- ✓ Teachers regularly model and scaffold effective writing or expose students to good quality writing other than that in school text books
- ✓ Reinforcement of audience, purpose and levels of formality are intrinsic to the outcome of tasks
- ✓ Each subject area ensures that pupils have at least once a half term the requirement of a sustained writing task
- ✓ Text types/genres are varied and recognised within each subject area
- ✓ Where alignment is possible, cross curricular tasks complement and develop further teaching and learning and understanding of literacy.

Spelling , grammar and accuracy.

- ✓ Teachers will identify and display key vocabulary and high frequency vocabulary in obvious areas
- ✓ Revise key vocabulary
- ✓ Use strategies such as acronyms, mnemonics, and other dyslexic friendly strategies to help students learn key spellings
- ✓ Highlight persistent incorrect spelling taking into account the differing abilities of pupils.
- ✓ Use the planner to look at phonetics to assist key word spelling
- ✓ Encourage drafting, editing and dictionary use to check accuracy
- ✓ Model standard English and correct grammar
- ✓ Use the school marking policy to correct inaccuracies

Monitoring and Evaluating Literacy across the Curriculum:

- ✓ Up to date Data is available to every teacher and regularly reported to parents to allow us to bench mark progress and set targets that stretch and challenge.
- ✓ Curriculum leaders will meet with SLT links and Literacy coordinator each term to monitor samples of work within their own curriculum area.
Focus areas are:
 - Extended, sustained writing opportunities
 - Variety of tasks evident in books
 - Opportunities to make literacy explicit

- Opportunities missed for effective teaching of Literacy
 - Marking and review
 - Learning walk observations within their faculty areas.
 - Resources used within the classroom
 - Reporting options and comments
 - Rewards/incentives offered to encourage their pupils within the curriculum area.
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- ✓ Learning walks will take place each half term with clear focus areas shared with staff and tracked.
 - ✓ Literacy links from each subject area will meet each term to share good practice and set targets, link with other curriculum areas, keep up to date with current pedagogy.
 - ✓ Outside speakers will address the staff on current literacy strategies, update staff and share concerns and training needs.
 - ✓ Pupil interviews will focus on their perceptions of literacy and their own development
 - ✓ Exemplar student work will be kept in a handbook of good practice to support new staff and NQT.
 - ✓ Display work demonstrates department's commitment to whole school literacy.