



Archbishop Isley Catholic
Technology College

Whole School Literacy Policy

September 2012

Christ achieved through endeavour, help us in our endeavour to achieve.

Principles:

There can never be enough support and consolidation for students' literacy¹. It is one of the basic skills our students will require for their future. It is our duty to develop their literacy skills to the highest possible standard. This policy is intended to be organic, to grow as required and as needed by the students and staff of the school. It will be ongoing and regularly reviewed so it focuses on the most important facets of literacy for the time in which it is being delivered.

Aims:

By July 2014,

1. Have an effective system of support for staff and student literacy,
2. Encourage and guide students' reading across the curriculum,
3. Improve students' functional literacy across the curriculum,
4. Support students' writing through supporting their use of forms across the curriculum,
5. Improve students' understanding and use of key language across the curriculum,
6. Develop students' employment of different reading approaches,
7. Develop students' ability to infer meaning from text.

¹ Reading, Writing and Communication (literacy): Guidance and Training for Inspectors (OFSTED 2011)

Roles and Responsibilities

Senior Leadership Team

- The Senior Leadership team will monitor the overall implementation of the policy, including the use of the literacy marking policy, the promotion of student's reading and the explicit use of identified reading strategies in the classroom.

Literacy Co-ordinator

- The Literacy Co-ordinator is responsible for providing support for the staff in all matters pertaining to the policy. He/she will monitor the success or otherwise of all aspects of the policy through research methods such as data analysis, student and staff focus groups and interviews, and questionnaires.

Subject Leaders

- Subject leaders are responsible for the implementation of the policy within their department. In particular they should make sure they have appropriate department policies relating to the aims of the school policy, and monitor their own staff's implementation of the policy in their classrooms.

Form Tutors

- Form tutors are responsible for the delivery of the 'reading period' once a week, and for promoting discussion and response to the texts read in this time.

Subject Teachers

- Subject teachers are responsible for the consistent implementation of the aspects of the policy relating to their own classrooms. According to the national Teaching Standards in place from September 2012, they 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"*.

Actions

1. Have an effective system of support for staff and student literacy
 - a. A functional literacy support booklet entitled 'Get it write!' is available as support for student, parental and staff literacy, which should be used as a teaching and reference tool across the curriculum.
 - b. If issues with literacy arise, an email request for support can be made to the literacy co-ordinator.

2. Encourage and guide students' reading across the curriculum
 - a. Each student will have a tutor period, once a week, dedicated to reading. During this period they will have the opportunity to read a range of materials, with some focus on current affairs, and discuss them with peers.
 - b. All departments will have a strategy to encourage and guide students' reading in their subject area.

3. Improve students' functional literacy across the curriculum
 - a. The school literacy marking policy requires all teachers to mark a short section of work identifying errors in spelling, punctuation, sentence structure and paragraphing every time they mark a student's work across all Key Stages. The student will then rewrite the section, correcting their errors.
 - b. The English department will deliver explicit functional literacy lessons across the Key Stages to support the development of students' literacy skills.

4. Support students' writing through supporting their use of forms across the curriculum
 - a. Agreed models for each of the major forms of writing are being developed by cross-curricular groups. Each subject should use the model to teach the form initially, although students may adapt and develop the forms themselves as they get older.

5. Improve students' understanding and use of key language across the curriculum

- a. Key cross-curricular language, as identified by Subject Leaders, should be taught with reference to other subjects. A map of which subjects use which language, and when they do, is available on staffshare.
- b. Definitions of these key terms are printed in student planners and should be used in lessons. A space for entering subject specific variations in meaning is also provided.

6. Develop students' employment of different reading approaches

- a. As an identified weakness of students across the Key Stages, different reading approaches such as close reading, skimming and scanning should be explicitly employed in the classroom. A bank of teaching resources will be available on the school intranet site.
- b. The English department will introduce explicit teaching of different reading approaches in the early Key Stage Three curriculum.

7. Develop students' ability to infer meaning from text

- a. As an identified weakness of students across the Key Stages, the skill of inferring meaning from texts should be explicitly employed in the classroom. A bank of teaching resources will be available on the school intranet site.