KENILWORTH SCHOOL & SIXTH FORM

LITERACY POLICY

OCTOBER 2015

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Appendix:
Key Priorities: Goals for Whole School Literacy

"If standards of achievement are to be improved, all teachers will have to be helped to acquire a deeper understanding of language in education. This includes teachers of other subjects than English, since it is one of our contentions that every school should have an organized policy for language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling."
The Bullock Report – A Language for Life (HMSO 1975)

Mission Statement

Kenilworth School is committed to raising the standards of Literacy of all of its students, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum and use it as a platform to cope confidently with the demands of further education, employment and adult life.

1. Rationale

All teachers are teachers of literacy.

Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy. As such, the staff of Kenilworth School and Sixth Form are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, 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 and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others 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 pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

All of the above can ultimately contribute to an improvement in examination results.

Implementation at whole-school level

2. Roles and Responsibilities

- **Senior Managers**: lead and give a high profile to literacy;
- **English Department**: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- **Teachers across the curriculum**: contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **Literacy co-ordinators**: support departments in the implementation of strategies and encourage departments to learn from each other's practice by sharing ideas.
- **Parents**: encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Pupils**: take increasing responsibility for recognising their own literacy needs and making improvements;
- **Governors**: a selected group of pupils will meet with the governing committee and discuss progress and issues.
- **Learning Support Assistants:** will support teaching staff and pupils using a range of strategies to improve their levels of literacy.

Skills

'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'
QCA Use of Language Across the Curriculum

4.1 Spelling and Grammar

- Pupils will have weekly SPaG lessons in English lessons
- The focus will be shared across the school in all lessons
- Teachers will mark pupils work for correct Spelling and Grammar each lesson pupils have access to Literacy mats to support them with common grammatical points.

4.2 Speaking and Listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We will teach pupils 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 pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation. We want our students to develop increasing confidence and competence in Speaking and Listening.

In order to achieve this, our teaching plans will include specific reference to purposeful pupil Speaking and Listening. This involves, as appropriate:
- Structuring tasks in lessons so that students know the purpose for their listening, providing note-taking frames as appropriate
- Planning carefully the size and organisation of groups, matching these to the purpose of the activity, ability of the pupils and the desired learning outcomes
- Model effective examples of successful speaking and listening for pupils
- Evaluate speaking and listening activities through AFL
- Give pupils the opportunity to deliver formal Speaking and Listening presentations, in all subjects and, when appropriate, use these presentations as part of the formal assessment process.

The role of the teacher is to raise pupils' awareness of the strategies and skills involved when developing their Speaking and Listening skills.

4.3 Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding. We want our students to become independent and critical readers who make informed and appropriate choices.

We will build on and share existing good practice. We will teach pupils 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.

A positive reading culture is also be fostered by virtue of the following:
- Once per week all pupils and staff will Drop Everything and Read (D.E.A.R) – form rooms are provided with spare fiction books. This must be fiction, as various studies have suggested that reading fiction improves vocabulary, creativity, use of the imagination and empathy.
- Staff display posters detailing the books they would recommend.
- The Library enables pupils throughout the school to develop their enjoyment of reading and to have access to a range of texts.
- Pupils throughout Key Stage 3 are issued with a library card, so that all pupils will have the opportunity to access good quality and varied reading material.

4.4 Writing

Many lessons include and depend on written communication. We want our students to 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 effective style, organizing and structuring sentences grammatically and whole texts coherently
- Present their writing clearly using accurate punctuation, correct spelling and legible handwriting
- Apply word-processing conventions and understand the principles of authoring multi-media text.
- Good presentation is essential to raising achievement and good literacy skills. Consistency across the school established through shared cover sheet and the encouragement of parental support.

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:
- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

5. Including All Pupils

5. 1. Differentiation

Kenilworth School pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:
- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures;
- resources;
- making objectives clear;
- creating an atmosphere where pupils evaluate their own others' work.

5.3. SEN & EAL

We will teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities. Classrooms are arranged so that any child with additional learning needs, where appropriate, can sit near the front, where eye-contact is readily available.

6. Monitoring our progress in Literacy

6.1 Monitoring and Evaluation
We will make use of available data to assess the standards of pupils' literacy. Senior Leaders, the Head of English and the literacy co-ordinators, will decide how to monitor progress in the school. At each Department and Heads of Department meeting, literacy will be a standing agenda item to feedback

Possible approaches are:
- testing of reading ages
- sampling work – both pupils' work and departmental schemes;
- observation – pupil pursuit and literacy teaching;
- meetings;
- pupil interviews;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work.
- Learning Walks to focus on literacy, including the sharing of the literacy focus and the use of literacy mats.
- We use available data on students' reading abilities in order to make informed choices about appropriate texts and to plan appropriate support for students in order that they may successfully access texts. Reading assessments are an integral part of the English Department assessment process. The SEN Department also assesses pupils throughout Key Stage 3 in order to ascertain what the individual pupil's reading age is. The reading ages are then distributed to staff so that staff can use this information to determine appropriate texts for the reading age range of a particular class.

6.2 Assessment
Available data from KS2 should be used to inform planning and to assist us in responding to early pieces of work. We can also use this data to set numerical and curricular targets for each cohort.

A benchmark piece of writing (your best piece of writing in a maximum of 30 minutes) to be produced at KS2 and brought to Kenilworth School as part of transition. This piece is then made available to all staff and copies can be glued into exercise books, to encourage pupils to maintain the standards they achieved at KS2 and to build on them.

The best assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

> **Kenilworth School and Sixth Form is committed to raising standards of literacy in all its pupils, through a co-ordinated approach.**
>
> **Every teacher has a role to play in this process**.

Key Priorities Goals for Whole School Literacy

Short term	Medium	Long
Departments to nominate key member for consultation on the state of literacy in their area to be carried out before Xmas – what they do/what works/what doesn't/ what they could contribute - bring to first meeting/report back.

Whole school literacy focus – 1 week rotation – featured in briefings, up on all whiteboards every lesson, newsletter, assemblies, tutor times etc. use members of working party? Monitored through learning walks, book trawls, interviews with students etc

*DEAR program (Drop Everything and Read) every week – all staff/ students/visitors (Launch could involve wider community/link schools). Success celebrated via Rewards System & assemblies. Books in every tutor room.

Literacy presence on all department meetings.HOD. | Screens around school used for literacy – recommended books/weekly literacy focus/key people reading/recommendations from depts.   etc

Publicise events more effectively – Spelling Bee/ Author Visits / Kid's Lit /reading groups KS3/4/5

Key Literacy Events – coordinate with English Dept. – World Book Day/Poetry Day

LA+ to focus on identified students – Weds pm

Literacy Pack/Handbook – including advice/support for staff/input from party members on subject specific aspects of literacy.

Data tracking – departments to highlight those students they feel whose progress is hampered by weak literacy skills in their subject (NOT just SEN as often a discrepancy.)To work with PH on highlighting/helping/ tracking specific students.

Kenilworth Books Trip – Students involved in choosing texts (Pupil Prem).

WSWP – Spellings list
WSWP – Glossary of terms.
Whole School Door Signs . | Presence at Open Evening/Parents Eve?

Contribution to prospectus/online

Input to Summer School?

Major author visit – evening function involving parents/students. Ticketed event.

Transition – who / what happens? Focus on literacy? Fun Event involving our students/students accompany HOY during visits/activity. Benchmark Piece.

Literacy Ambassadors – running tutor time/lunchtime session with targeted students.

LA+ to focus on identified students – Weds pm

Literacy Front Sheets/Planners |