

Literacy Policy

Expanding minds and improving skills through written and verbal communication

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COVID-19 Statement

While what is written in this policy is true, due to current restrictions, Literacy may look a little different to what is written within the policy.

Introduction

At Woodlands we all recognise the central importance of Literacy, as a subject in its own right and as the most cohesive area of learning. Literacy is promoted across all subjects and is at the heart of our curriculum. This policy supports our school aim as outlines in our ethos and values statement by *Placing pupils at the heart of everything we do, we aim to guide and support them to be "the best they possibly can be."*

Within the framework of the National Curriculum 2014, pupils will be given the opportunity to develop their language skills at an individual level. This will include the ability to express themselves in the areas of speaking, listening, reading and writing. Pupils are taught a broad, balanced and varied curriculum in all areas of school. Teaching at Key Stage 3 and 4 are taught in purpose built literacy rooms. Assessment is ongoing and takes place in many forms.

Aims

Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills across all subjects.

We aim to:

- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To value language from other countries and cultures.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To provide them with skills and tools that enable them
- To communicate the school policy on English to all staff, Governors, parents and other interested parties.

Principles and values

Literacy is at the heart of our curriculum and its importance is fundamental to all lessons.

This policy is based on our commitment to:

- Providing access to a broad and balanced literacy curriculum regardless of their special educational need.
- Fairness
- Develop proactive and critical thinking.
- Building skills and knowledge based on sequential learning
- Excellence in both teaching and learning
- Respectfulness
- Reducing negative behaviours
- Supporting personal development and independence.
- Providing lessons that are tailored, engaging and meaningful.

Values	Opportunities provided	Possible Evidence
Democracy	Pupils are taught about the need for different roles and different responsibilities, including group work and debates.	Pupils know how to behave in Literacy in a way that is acceptable socially. Pupils understand and can take on a variety of roles when working in the classroom or in groups. Pupils can work individually and in groups and make informed choices. Pupils are fully engaged in all lessons
The Rule of Law	Pupils are taught about age appropriate rules, fairness and respect, through literacy lessons Pupils learn to work individually and in groups.	Pupils can play within the rules in any activity. Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create. Pupils adhere to and understand the rules of safety. All pupils can solve problems on their own or with others. Pupils demonstrate good social skills.

<p>Individual Liberty</p>	<p>There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework.</p>	<p>Pupils respect individual differences and are confident to:</p> <p>Express their opinions and respect others' views.</p> <p>Pupils are able to make judgements about their own and others' work.</p> <p>Pupils feel safe in curricular and extra-curricular activities and during off site visits.</p>
<p>Mutual Respect and Tolerance</p>	<p>Pupils are taught about historical, cultural and religious differences, through literacy lessons and activities.</p> <p>Pupils are taught about the environment and different activity contexts.</p> <p>There are appropriate rewards and sanctions in Literacy in line with the schools behavior policy.</p> <p>The school works with other schools in the local area.</p>	<p>Pupils avoid stereotyping groups.</p> <p>Pupils can articulate their own beliefs and feel respected in this.</p> <p>Pupils respect equipment used in lessons and school buildings/facilities.</p> <p>Pupils respect the countryside and venues during off site visits.</p>

Procedures and practice

Definition

Literacy is the development of skills that enable our pupils to become literate. This means to communicate well and express themselves and understand others in whatever form of communication they use, whether this be written, verbal or symbols and pictures.

Equal opportunities and inclusion

In relation to ethnicity, gender, ability, disability and socio-economic factors we will:

- Recognise the different needs and aspirations of all our pupils, parents and local communities;
- Provide a clear statement in each school of action to avoid discrimination;
- Ensure access to a curriculum which enables all pupils to reach their potential;
- Target resources to reflect the principles of equal opportunity and access.

We aim to:

- Provide pupils with learning materials that allow them to develop their skills at their individual level;
- Give equal value to individuals and groups regardless of these differences;
- Use resources that reflect these differences in a positive manner;
- Encourage our pupils to develop a positive understanding and acceptance of other people's differences;
- Encourage our pupils to develop a positive understanding and acceptance of their own differences;
- Ensure that curriculum deliverers should not promote their own beliefs and values in preference to those of other people;
- Provide Section 11 support to those pupils whose first language is not English, thus enabling them to have equal access to the curriculum.

Health and safety

All pupils have the right to be safe and any lessons that require additional risk assessments will be undertaken by the teachers teaching. These risk assessments will be taken under advice from the health and safety coordinator in accordance with the health and safety policy.

Planning

Individual subject teachers are responsible for their own planning. Each teacher completes a curriculum grid that other teachers are aware of in order for planning to be built on previous learning. Teachers provide specific planning for their topics that promote the development of literacy skills within their subjects.

Teaching

Literacy teaching is specific and tailored to every child's need. Literacy teaching will vary among classes depending on which class.

- We strive to continuously improve the quality of teaching and learning in our school.

We will monitor and evaluate the quality of teaching to further develop:

- Good subject knowledge and understanding;
- Competency in teaching literacy skills;
- Effective curriculum policies and planning, and the setting of clear objectives that pupils understand;
- Appropriate challenge and high expectations of pupils;
- Teaching methods to ensure that all children learn;
- High standards of behaviour and effective pupil management;
- Effective use of time, support staff and resources;
- Thorough assessment of pupils' work to inform future learning;

We will monitor and evaluate the quality of pupils' learning to further develop the extent to which pupils:

- Acquire new knowledge or skills, develop ideas and increase understanding;
- Apply intellectual, physical and creative effort in their work;
- Are productive and work at a good pace;
- Show interest and enjoyment in their learning, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they have done and how they can improve.

We will ensure that all teachers and support staff:

- Receive systematic and constructive feedback on their performance;
- Are supported to identify their individual training needs;
- Are encouraged to engage in reflective self-review, and enabled to engage in training and continuous professional development.

Communication

Communication takes on many forms. As well as recognising verbal and written language, pupils may communicate by gesture, facial expression, body language, signing, etc. We believe that:

- Pupils have the right to be listened to and to use language in whatever form they choose as a tool of communication.
- We should aim to enable our pupils to improve their communication skills appropriately and to use them in a variety of ways according to social context.
- Pupils have a right to be provided with effective models of communication.

- Pupils have a right to an environment free from all forms of discrimination.
- Pupils should have access to other agencies that can enable them to extend their communication skills as appropriate.

Reading

We are committed to improving pupils reading skills by:

- Giving pupils access to a variety of books in both the reading area and the library.
- Giving them dedicated time to read with a staff member every day.
- Promoting and developing reading skills in all lessons.
- Being assessed regularly using star assessments and star early literacy.

Spelling, Punctuation and Grammar

Aims

To ensure that all children:

- ◆ Spell accurately according to their ability and level.
- ◆ Realise the importance and value of spelling accurately
- ◆ Have access to a balanced spelling programme, focussing on phonological, morphological and etymological knowledge as well as high-frequency and contextual words
- ◆ Use and apply spelling strategies taught across the curriculum independently
- ◆ Develop a consistent vocabulary (metalanguage) to talk about spelling throughout the school.
- ◆ Can use punctuation appropriate to their level and ability.
- ◆ Are able to use grammar correctly appropriate to their level and ability in either written or verbal terms.

Curriculum and framework

The curriculum and framework used at Woodlands is taken from the new curriculum 2014. The emphasis these frameworks give to applying patterns and strategies is parallel to our philosophy. It is important for our pupils to see the purpose to spelling accurately and that is why we adopt a whole school approach across all subjects.

Spellings are taught weekly and we have specific lists taken from first 200 keywords and then they move on to complex spellings from the new curriculum.

The pupils have dedicated time to complete their spelling practise every day for four days and then a test is done.

The KS4 pupils have dedicated time to complete their spelling practise every day for 2 to 3 days followed by a test.

Grammar and punctuation is taught and promoted through all subjects across the school and this is monitored through writing moderation once a term.

In nurture classes this may differ as they have dedicated lessons for reading and spelling depending on the needs of the classes.

Organisation

We currently have 10 classes all classes have at least 1 literacy lesson a day some have 2 depending on the individual needs of the class. Some KS4 classes are taught drama alongside literacy and have access to accredited courses and GCSEs depending on their need.

Roles and responsibilities

The literacy coordinator oversees all curricular developments for Key stages 1, 2 and 3. The Key stage 4 coordinator is responsible for that curriculum including accreditation and assessments within in it. Teachers who teach literacy are responsible for their own planning.

The role and responsibility of the Subject Leader is to:

- Provide a model of good curriculum practice;
- Develop a clear view of the nature of their subject and its contribution to the wider curriculum of the school;
- Provide advice, documentation and training to help teachers and support staff to teach subjects effectively;
- Play a major part in organising the teaching and the resources of the subject so that statutory requirements are covered;
- Monitor and evaluate teaching, learning and assessment practices and the overall effectiveness of the subject area;
- Monitor and evaluate standards of pupils' achievement and ensure that appropriate achievement targets are set for individual pupils;
- Develop subject improvement plans, in consultation with other staff.

Teachers and Support Staff

The role and responsibility of teachers and support staff is to:

- Inspire pupils, and communicate to them an enthusiasm for learning;

- Understand and fulfil the curriculum requirements;
- Support the aims and principles of the school's curriculum policy;
- Plan and teach subjects to meet pupils' needs and ensure that all pupils make progress;
- Assess standards of achievement and work with pupils to set targets for improvement;
- Undertake ongoing self-review and professional development;
- Report progress to parents and other colleagues.

Pupils

The responsibility of pupils is to:

- Engage positively in learning, both at home and at school;
- Increasingly set personal targets for improvement and work hard to achieve them;
- Develop positive relationships with others;
- Contribute to the life and work of the school.

Parents and Carers

The responsibility of parents, carers and families in supporting pupils is to:

- Work in partnership with the school;
- Make it clear to children that education is important, show interest in their learning and encourage children to read;
- Ensure that children attend school on a regular basis and are punctual;
- Make it clear to children that homework is valued, and support the school in explaining how it can help learning;
- Provide a peaceful, suitable place for children to work out of school where possible;
- Encourage children and praise them when they have completed homework;
- Encourage and support older children to complete their Certificate of Achievement Coursework.

Parent partnership

We work closely with our parents to ensure we are maximising the potential of our pupils. We have meetings at the start of the year, regular phone contact and an annual review where progress and concerns are identified.

Parents of Key Stage 4 pupils receive letters after round of mock exams usually every half term. They are informed of the results and how they can help their child at home.

Help sheets in many areas of literacy are available for parents to take home.

Resources

We have a wide range of resources available for pupils these include:

- A school library where pupils can go and choose interest books to read in school.
- A wide range of reading books that children choose related to their reading age.
- Some computers and laptops that are available for pupils to use in lessons.
- Resources linked to each book/topic they are learning.
- A wide choice of dictionaries and thesaurus'
- A wide range of DVDs and media to support teaching
- Pupils have access to literacy trips linked to the curriculum.

Assessment

Assessment takes place in many forms and is fundamental in the pupils learning journey. It helps celebrate their achievements as well as knowing how to improve. This supports the assessment policy framework '*Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential.*'

We assess in many ways including:

- ◆ Daily observations
- ◆ Marking of work
- ◆ Discussions with children regarding strategies
- ◆ Weekly spelling test scores
- ◆ Mock exams every half term.
- ◆ Regular reading assessment
- ◆ Statutory end of key stage tests.

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Review date September 2021