

LLISWERRY HIGH SCHOOL



LITERACY POLICY

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Rationale

At Llisswerry High School, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables pupils to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what pupils can do and how they see themselves.

Crucially, we believe that literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work. **All teachers are teachers of literacy.** As such, the staff of Llisswerry share responsibility for the teaching of literacy **throughout** the curriculum and recognise their statutory responsibilities, as outlined in National Literacy and Numeracy Framework.

Policy Aims

- To adopt a whole-school approach to literacy across the curriculum in keeping with the principles and practices established in the National Literacy and Numeracy Framework.
- To enable all pupils to reach their potential in the key literacy skills of reading, writing, speaking and listening
- To make provision for pupils who speak a different language at school from the one they speak at home
- To support the development of literacy skills throughout the curriculum and those who are underperforming
- To raise staff awareness of key literacy strategies through working party discussions, INSET and the dissemination of good classroom practice
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate lesson planning
- To identify specific roles and responsibilities within the school with regard to the development of literacy work
- To establish procedures for monitoring literacy across the curriculum

Leadership of the Policy

Literacy is a key drive of School Improvement and hence the 2nd in the English Department has the responsibility of Literacy throughout the curriculum co-ordinator (LTC). The co-ordinator has been given additional non-contact time to effectively discharge required duties. The roles and responsibilities of co-ordinator are:

- identifying, through research/observations in the school, locally and nationally, current thinking, development and good practice, (to include Estyn guidance) and communicating these to all relevant parties.
- liaising with partner primary schools regarding teaching/learning strategies, assessment processes and the standards achieved by pupils in order to ensure a smooth transition and continuity and progression between Key Stages 2 and 3.
- coordinating, monitoring and evaluating specific projects and programmes aimed at developing pupils' literacy skills including the Literacy Acceleration Programme.
- reviewing, developing and updating, on an annual basis, the school's 'Literacy Policy and Guidelines' and advising/supporting colleagues accordingly.
- providing training/support for colleagues on an individual, departmental and whole school basis.

- contributing, particularly in the context of 14 to 19 requirements, to the planning, development, delivery, monitoring and evaluation of the school's provision in respect of the communications aspects of Essential Skills Wales.
- auditing and evaluating the cross-curricular status of literacy in the school in terms of pupils' standards of achievement, teaching and learning strategies and assessment processes and communicating the outcomes of this to all relevant parties.
- advising on the priorities/targets relating to cross-curricular literacy to be included in the school's annual development plan and coordinating/managing their implementation.

Implementation

The implementation of the Literacy is based around 3 main areas:

1. Literacy Acceleration Programmes

The school uses data received from the partner primary schools to identify a number of year 7 pupils who require additional support to improve their Literacy. These pupils are withdrawn from the mainstream lessons once a week and work in small groups with a Literacy teacher in the Literacy Development Room. The pupils are tested at regular intervals throughout the year and once it is determined they have reached a level where support is no longer needed then they are removed from the programme. This programme continues throughout KS3 for those pupils who require it. The number of pupils on the programme decreases as in year 8 and further decreases in year 9. This programme is taught by staff that have been timetabled to undertake the lessons but is evaluated and reviewed by the co-ordinator.

A second Literacy programme is 'Reading Buddies' where year 12 pupils work with pupils in year 7 with the development in reading skills. The programme is supervised by members of staff. The co-ordinator ensures that training is provided for the year 12 pupils and liaises with the teachers of the programme as part of an evaluation and review process.

The co-ordinator identifies and provides any staff training requirements for the acceleration programmes.

2. Other Literacy programmes for ALN and EAL pupils

The school runs a number of Literacy programmes for ALN and EAL pupils. The co-ordinator is not responsible for the implementation, review and evaluation of these programmes. However, the co-ordinator keeps an interest in the current outcomes of these programmes in order to provide appropriate support when required. The programmes we currently have are:

The ALN department provides two programmes to support ALN pupils with low levels of Literacy. These are ComIT and additional Literacy sessions. The ALNCO has overall responsibility for these programmes and liaises with the co-ordinator on a regular basis to discuss provision and outcomes.

Llswerry High School has a significant proportion of pupils (over 25%) that are classified as EAL. The school believes that the best way to learn the English language is through deep immersion within mainstream lessons. However, the school has recognised that when an EAL pupil joins the school then a basic introduction to everyday words and phrases is needed. Thus the school has set up an EAL Induction programme until such a time their English is of a sufficient standard to be fully integrated into mainstream lessons. At KS4, the school has formed a partnership with Coleg Gwent to provide a pathway for pupils with Welsh Government Language Acquisition stage A or B. This involves the pupils attending and following courses at Coleg Gwent for 2 days and attending school for 3 days. For the 3

days in school the pupils will attend sessions in the EAL Induction Centre for appropriate provision.

3. Literacy throughout the curriculum

At Lliswerry High School we recognise that Literacy is a prominent feature of every lesson. Thus the co-ordinator has a vital role in securing good provision throughout the school leading to good outcomes. In order to ensure this, the co-ordinator undertakes the following tasks:

- meet with representatives of departments to discuss Literacy within that subject area in order to provide support and guidance as appropriate
- takes a lead in a Literacy PLC as part of the Teaching and Learning plc in order to provide appropriate literature to staff
- identifies good practice and shares with colleagues
- Identification and implementation of additional Literacy projects
- development of resources that support Literacy within the classroom, e.g. Literacy Mats

Supporting Staff Development in Literacy

In order to develop consistency in use of the Literacy policy it is essential that staff are provided with a variety of support and training opportunities. The opportunities that are in use within the school are:

- staff INSET days – literacy is a feature of every INSET day
- Literacy PLC (within Teaching and Learning PLC) – strategies and resources are developed and shared with staff
- identification of good practice in Literacy from lesson observations which can then be shared with colleagues
- encourage models of good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments
- staff are provided with a reference book which details good practice and ideas that reinforce the delivery of Literacy

Roles and Responsibilities

In addition to the roles and responsibilities of the Literacy co-ordinator the following also applies:

SLT

- accept overall responsibility for the delivery of the school's Literacy Policy
- provide opportunities for staff training in Literacy during INSET days
- monitor departments' implementation of the Literacy Policy

Head of Department or nominated Departmental Literacy representative

- ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the key stages
- seek to find opportunities to liaise with the Literacy Co-ordinator and the English Department to provide continuity
- monitor the work of the department with regard to the inclusion of specific literacy strategies in lesson planning
- use available assessment data to identify pupils that need support.

Teachers across the curriculum

- contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons; should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- ensure the comply with Marking and Feedback policy, which has a section devoted to feedback of Literacy standards

ALNCO

- the ALNCO should continually liaise with the Literacy Co-ordinator about ALN pupils and about the Literacy levels

Parents

- encourage their children to use the range of strategies they have learnt to improve their

Pupils

- take increasing responsibility for recognising their own literacy needs and making improvements

Literacy and Numeracy Framework

From January 2013 the Welsh Government has introduced a new Literacy and Numeracy Framework which becomes statutory from September 2013. The school is in the process of implementing an action plan to ensure the elements of the framework are in place for September 2013.

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy. Senior Leaders and the Literacy Co-ordinator will decide how to monitor progress in the school.

Possible approaches are:

- sampling work pupils work to determine standards and use Marking and Feedback policy
- lesson observations
- line manager meetings
- pupil interviews
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work
- talking to pupils about teaching techniques which help them with their reading and writing skills, and reporting their comments to staff;
- reporting on literacy features noted in SLT lesson reviews.

Review and Evaluation

Responsibility for the planning, delivery and review of the Literacy Policy initially rests with the Literacy co-ordinator in conjunction with the Deputy Headteacher.

This policy will be reviewed

- as part of the school's self-evaluation cycle in the summer term of each academic year
- prior to this date should there be any changes to statutory requirements