


TIBSHELF COMMUNITY SCHOOL LITERACY POLICY

Ratified: Nov 22
(Tibshelf Policy)
Min No: CC-30/11/22-53





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“Language is the prime medium through which pupils learn and express themselves across the curriculum and all teachers have a stake in effective literacy”

Introduction

The purpose of this policy is to ensure that all members of staff are able to make an effective contribution to the development of pupils' language skills throughout the school.

Mission Statement


We, as a whole school, are committed to raising standards through effective teaching of literacy across the whole curriculum, drawing upon work started at KS2 and developing a consistent programme which ensures that all our pupils have access to the skills they require throughout school and beyond. Literacy is one of the fundamental elements of learning; it concerns the way learners access and interact with every kind of written text. High standards of literacy lead to success, both at school and in adult life. Tibshelf School is committed to raising standards of literacy in order to raise standards and attainment across the curriculum, prioritising disciplinary literacy across the school.

Tibshelf School recognises that:

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of different subjects.
- Reading helps students to learn from sources beyond their immediate experience.
- Writing helps students to sustain and order thought.
- Language helps students to reflect on, revise and evaluate the things they do, and to reflect on and evaluate 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 will impact on students' self-esteem, on motivation and behaviour.
- Improving literacy allows students to learn independently. It is empowering.
- Improving spoken literacy gives students confidence when interacting in formal contexts.

Definition of Literacy

The simplest definition of literacy is “the ability to read and write”. In the educational arena it must also incorporate speaking and listening. We are, therefore, concerned with the enhancement of communication skills in all forms and as both receptors and providers. Well-structured lessons and a wide range of accessible textual and oral experiences will improve a student's ability to read, write, speak, listen and comprehend. All students must be given the opportunity to extend their use of language, including Standard English in a wide variety of contexts. This, in turn, will facilitate each student's ease of access to all subjects in the curriculum, will enhance performance and will be instrumental in raising self-esteem.





Responsibility for Literacy

All members of the school community are responsible for the promotion of literacy through high expectations of written and spoken literacy. All staff in school have a crucial role to play in developing students' academic and formal language whether through modelling Standard English in conversations with each other or teaching subject specific academic language in lessons.

Pupils arrive in school with a wide and diverse range of experiences and competences. It is important that teachers use the child's individual skills in order to develop and improve their capabilities which will be reflected in the schemes of work in use within subject faculties. Subject teachers can promote and extend literacy across a broad range of activities which will enhance a pupil's language development, in reading, writing and spelling.


Aims of the Whole-school approach

- to extend the language competence of all pupils;
- to increase confidence in using language, both spoken and written;
- to maximise access to the curriculum, accelerate learning and raise achievement;
- to enhance pupils' social skills and their ability to work both co-operatively and independently;
- to provide a clear framework for parity of the presentation of work and for its evaluation.
- to make raising standards in literacy the responsibility of all teaching staff.

Purpose of Policy

- To ensure clarity of whole school systems and approaches to support the literacy of all students.
- To ensure all staff understand their responsibilities in relation to literacy so that we can provide an enriching environment for our students.
- To support the development of a curriculum which enables the improvement of academic language and voice in all subject areas so that students are equipped with the skills required for success at GCSE and beyond.
- The aim of this policy is to implement a whole school approach to the encouragement, support and monitoring of literacy across the curriculum.
- Tibshelf School recognises that, for literacy to play an important role as a vital instrument of learning, teachers across all curriculum areas need to create an environment which provides contexts and conditions to facilitate the development of the core skills of speaking, listening, reading and writing.

Evaluation

- The named personnel with responsibility for literacy to ensure the school's literacy policy and procedures are reviewed and updated regularly.
 - Literacy lead to evaluate the impact of interventions and initiatives termly.
 - Outcomes and evaluations from literacy training sessions inform termly updates of the school's programme of Continuous Professional Development.
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Links with other policies

- Tibshelf School Shared Values
- Curriculum Intent Statements
- Teaching and Learning Policy

Accordingly, Tibshelf School will:

- Demonstrate to students the extent to which literacy skills are valued.
- Emphasise the central importance of literacy in the teaching and learning of individual subjects.
- Encourage and reinforce consistent standards of language use in students that is appropriate to their ability and maturity.
- Aim high to ensure that students acquire a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding.
- Identify and monitor the integration of literacy skills in the development of Schemes of Work relating to each subject area.
- Encourage departments to share good practice by exhibiting or exemplifying students' work.
- Provide baseline testing for all new students and regular monitoring of progress – for reading this will be assessed and monitored through Renaissance Reading. Provide support and mentoring for students with individual literacy needs.
- Encourage parents to take an active role in the encouragement of reading; celebration events will support this.
- Celebrate students' achievements in literacy across Tibshelf School.
- Promote reading for pleasure as well as for the development of literacy and communication skills through the LRC and national events like World Book Day

Teaching and Learning

Each Faculty has identified ways in which literacy can best be taught and these have been integrated into Schemes of Work. In addition, issues such as the following have been addressed:

- The examination of textual material to ensure appropriacy for the reading age of the student. The process of active reading has been explored and teachers are aware of the importance of identifying for the student both the purpose of the reading and the best method to be employed (skimming, close reading, scanning, etc.).
- The importance of small group structured talk to aid learning, as well as whole class discussion to promote Oracy. Ways in which teachers can make the most effective use of question-and-answer sessions have also been explored, with a special focus on the use of open question techniques. Where appropriate, such as the more formal situations, the use of Standard English is to be encouraged.
- For the teaching of extended writing, subject teachers follow the structure of identifying conventions; teacher modelling writing; providing support by scaffolding and sentence starters and pupils' independent writing.
- Subject-specific vocabulary is prominently displayed and referred to and form an integral part of lessons.
- The acquisition of subject vocabulary and the spelling of subject specific words are taught as an integral part of lessons.
- Strong links are forged with Primary schools: to ease transition from KS2 to KS3, to share good practice. Reading and spelling ages are tested as part of the transition programme. This allows quicker identification of low reading ages and can inform the planning for specific interventions to ensure all students can access the curriculum. Reading ages are tested again in Y7 on entry, with four STAR tests in total, three of which are in line with KS3 data entry intervals.
- Specific examination command words are taught explicitly in all subjects.
- Students' planners contain a set of literacy guidelines and subject specific keywords. A reading book is part of the school equipment list in KS3.
- Monitoring the progress of reading ages in Year 7, 8 and 9. This allows reading age results to be distributed to staff at key points in the year through Progresso, in line with KS3 data entry and also to parents. The program also encourages 'reading for pleasure' by recommending books to the individual, through Accelerated Reader and MyON.
- Reading is assessed and monitored through Renaissance reading and support and mentoring is given to students with individual literacy needs.
- Reading for pleasure is also promoted through termly DEAR sessions and form time reading.

- Specific intervention programmes have been created to provide intensive literacy support to students with additional literacy needs across KS3. Student's 'master' key skills which are transferable across the curriculum.
- The Word Power Programme to improve pupils' literacy skills and academic outcomes during KS3 and ultimately KS4 provides a different approach to T and L and targets also targets disadvantaged pupils by accelerating progress in acquiring academic vocabulary and reading comprehension.
- Word Power within the curriculum is delivered to all pupils and focusses on improving academic literacy by selecting key words and deploying strategies for explicitly teaching, practising and enabling pupils to retain and deploy them.
- Targeted pupils have access to Bedrock vocabulary on-line helping them to learn new vocabulary by engaging with aspirational, academic words and practising reading comprehension.
- Inference training for Y7 and Y8 pupils twice weekly encourages the development of pupils' reading skills in six key areas: making predictions, questioning, clarifying, summarising, inferring and activating prior knowledge.
- All Y7, Y8 and Y9 pupils have access to Accelerated Reader to motivate and encourage them to read independently as widely as possible. By using this unique on-line tool for monitoring and managing independent reading practice, we aim to increase the reading age of pupils. Pupils access the programme during literacy/form periods/library periods.
- Tutor time Literacy and Numeracy Plan (see Appendix). Includes Spelling Bee, Spontaneous Talk and related competitions.
- EEF Summary of Recommendations – focus on 3 steps in Autumn term and 4 in Spring term.
- Focus on three priorities whole school following staff audit with immediate effect July 2021 – Display key words/key words on resource sheets/focus on active reading in lessons.
- Literacy skills checklist posters displayed in classrooms.
- Faculty Achievement Leads identify pupils below reading age for tutor time intervention.

The Literacy Resource Centre

- The Literacy Resource Centre is crucial in supporting the literacy programme throughout School and is central to the success of the literacy policy, as it provides an invaluable resource for research work, information gathering and reading for enjoyment. Fiction books are colour coded according to genre to aid students in finding books to suit their interests.
- The Literacy Resource Co-ordinator organises a series of Book Fairs annually which enables students to purchase books, all proceeds being used for the purchase of LRC resources.
- Additionally, the Literacy Resource Centre promotes the use of DVDs, audio books, and computers further to extend experience. Laptops/IPads are available for use by students during break times, lunch and after school for homework, coursework or revision needs.
- The Literacy Resource Co-ordinator runs a Reading Challenge for all Y7, Y8 and Y9 pupils through Accelerated Reader. Running through the year, students accumulate books they have read by reviewing them through quizzing. Students receive regular rewards in accordance with the number of books they have read and reviewed.
- The Literacy Resource Centre is open after school to support literacy, homework club and 1-1 support.
- Student involvement in the LRC has been increased through the appointment of Student Librarians.
- The achievement of Student Librarians and top Library users are rewarded with certificates, house points, positive referrals and letters home.
- Regular poster campaigns displayed, for example, what staff read/competition details.
- Students have involvement in the choice and selection of books in the Library through the School Council.
- Renaissance Reading is fully embedded across KS3 to encourage independent reading.
- Reading is a regular feature at Tibshelf School.

Literacy Support and Intervention Programmes

As a result of scrutiny of KS2 results, CAT scores and the outcome of Reading/Spelling tests as part of our transition programme, pupils in need of additional support with literacy skills are identified. This support is provided in a variety of ways:

- An additional lesson timetabled at KS3 has a specific literacy focus.
- Students receive extra reading interventions, including KS3/Y10 peer reading sessions, in class support and small group support.
- Y7/8 students receive Inference Training sessions to improve comprehension in small groups with a highly trained team of staff throughout the year.
- Provision of high-quality literacy interventions for struggling students.
- Parents are encouraged to take an active role in their child's reading by devoting time, at home, to read together.

Learning through Talk – Oracy

Tibshelf School:

- Model effective examples of successful speaking and listening for students, showing them how to use language precisely and coherently.
- Provide opportunities for structured talk.
- Place explicit value on oral work as well as written work recognising that discussion of topics is usually an essential precursor to any written work.
- Teach students 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.
- Structure tasks in lessons so that students know the purpose for their listening, providing note-taking frames as appropriate.
- Provide students with the opportunity for public speaking in a formal setting such as assemblies and in lessons and through debating.

Learning through Reading – Comprehension

Tibshelf School:

- Show students strategies to help them to:
 - Read with greater understanding, enabling students to infer and deduce meanings and recognise the writer's intentions.
 - Skimming and scanning to locate and use information.
 - Follow a process or argument.
 - Give opportunities to practise sifting, selecting information and taking notes from texts. Develop ability to summarise.
 - Synthesise and adapt what they learn from their reading.
- Review and monitor the reading demands placed upon students in each subject area, ensuring that reading for understanding is explicitly taught.
- Ensure that a variety of differentiated reading texts are available to help develop the reading skills of all students. Ensure these are at appropriate levels and are linked with Renaissance Reading.
- Ensure that student texts are suitably challenging to encourage inferential reading skills.
- Ensure that students understand the purpose of texts - whether the text being used is informative; or explanatory; or instructional; or discursive, or persuasive; or descriptive; and consequently which reading skills are appropriate to use with the written materials provided.
- Reinforce the understanding of subject-specific words and terms.
- Act from the belief that reading cannot be an acceptable barrier to learning.

Learning Through Writing

Tibshelf School:

- Write in a wide variety of forms for different audience e.g. Letter, report, newspaper article, journal etc and for different purposes for each piece of writing e.g. to interpret, evaluate, explain, analyse and explore.
- Consider all major writing tasks in terms of purpose, audience and form, and teach the most appropriate skills to meet the requirements of the task.
- Use a modelling process to make explicit to students how to write.
- Make connections between students' reading and writing, so that students have clear models for their writing.
- Set high expectations in terms of presentation using accurate punctuation, correct spelling, Standard English and legible handwriting.
- Provide generous opportunities for sustained writing.
- Ensure that communications around the school and internally are correctly spelt and punctuated.
- Test or recap high frequency words regularly.
- Encourage students to correct and learn their spelling mistakes.

Extra-curricular

- Out-of-school events such as theatre visits, writers in residence, etc.
- Promotion of local and national events: World Book Day
- Students are involved in writing competitions: Science poems, bed-time stories, creative writing, food poems.
- Literacy Resource Centre operates reading and writing clubs at lunchtimes.
- Literacy Resource Centre responsibilities are offered to students who are interested in the running of an LRC. Students help arrange books, contribute suggestions for new books, help with arranging displays and helping other students with Literacy Resource Centre-related needs.

2022 -23 Academic Year Action Plan

Rationale

This is a whole school approach and staff at every level have a responsibility to carry out the tasks assigned to them, in order for literacy to no longer be a barrier to all pupils achieving. All actions are from September 2022.

Actions

Whole school

- To ensure that literacy is uppermost in their minds at all times and is considered first in all decisions made at every level within the school.
- To ensure that at all times that staff are models of good literacy in writing, reading and oracy.

Tutors

- To be familiar with red and amber students in their Tutor Group, particularly PP and regularly check in on them for any issues within their subjects. To liaise with HOY if feel any issues need to escalate.
- To enthusiastically carry out the literacy tasks given to them and let the literacy team know if there are any issues.
- To ensure that all students have reading material (not on their phones).
- To develop a literacy zone within their Tutor base.
- To identify a literacy leader for their Tutor Group.

Teaching Staff

- To be familiar with red and amber students within their teaching groups particularly PP.
- Use Tibshelf Strong Teacher to ensure that those students are monitored, and actions taken where needed.
- To liaise with HOF and HOY where necessary for support with those identified students.

- To develop use of dictionaries within their teaching.
- To ensure the half term literacy theme is within their teaching.
- To ensure their physical teaching space allows good literacy skills to develop.
- To check the staff bulletin weekly for T and L/Literacy CPD guidance and tips.
- To engage with and promote DEAR sessions.

SLT

- To be familiar with the data of all red and amber students and action it within their roles.
- To support the Literacy Team.
- To ensure that literacy is on the agenda of all line management meetings.
- To ensure and check that the Faculties they line manage have SEFs that highlight their actions towards improving literacy in their subjects.
- To ensure and check that the SWOT analysis undertaken in Summer 2022 is actioned and QA undertaken during 22/23.

ELT

- To be familiar with the data on red and amber students, particularly PP within their subjects and take actions on it.
- To ensure that literacy is on agenda of all line management meetings and Faculty meetings.
- To ensure and check that their SEFs highlight their actions towards improving literacy in their subjects.
- To ensure and check that the SWOT analysis undertaken in Summer 2022 is actioned and QA undertaken during 22/23.
- To ensure that all SOW highlight literacy and is evident within lessons.
- To ensure that every lesson has an explicit literacy opportunity.
- To ensure that all staff have undertaken CPD, if necessary, highlighted through any QA.
- To work collaboratively as a leadership team to further develop literacy opportunities

TLR holders within Faculties


- To be familiar with the data on red and amber students, particularly PP within their subjects and take actions on it where necessary.
- To ensure that all SOW highlight literacy and is evident within lessons.
- To ensure that all staff have undertaken CPD, if necessary, highlighted through any QA.
- To support DOF where necessary with any literacy actions needed.

Achievement Mentors

- To be familiar with the data on PP red and amber students within their case load and take actions on it.
- To liaise with and support HOY / Tutors / ELT / Literacy Team, when necessary, with red and amber students on their case load.
- To liaise with Literacy team for continued support with intervention pupils.

SEN staff

- To be familiar with the data on all SEND red and amber students and take actions on it where necessary.
- To support those SEND students who are red and amber students within the classroom.
- To liaise with the teaching staff of those students they support, on any necessary actions that need to take place in or outside the classroom.

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- To support and if necessary, create interventions needed with red and amber students.
 - To liaise with and support HOY / Tutors / ELT / Literacy Team, when necessary, with red and amber students.

Intervention Team

- To be familiar with the data on red and amber students within their case load and take actions on it.
- To liaise with and support HOY / Tutors / ELT / Literacy Team, when necessary, with red and amber students on their case load.

HOY

- To be familiar with all data on red and amber students, particularly PP within their year group and take actions.
- To ensure that Tutors are carrying out any Literacy tasks within tutor time.
- To liaise and support Literacy Team on students identified for literacy interventions.
- To support DOF and teaching staff with any issues with red or amber students escalated to them.

PD Team

- To support literacy team with any actions needed within tutor time, trips, assemblies or extended learning time.
- To meet regularly with extended PD stakeholders, including the literacy team.

Literacy Team

- To ensure that there is an action plan in place for improving literacy within the school.
 - To create tutor time, assembly and extended teaching activities that improve whole school literacy.
 - To be familiar with the data of all red and amber students and action it within their roles
 - To plan and monitor intervention activities that improve the literacy of identified students.
 - To plan and monitor through different QA processes the use of literacy strategies within T and L.
 - To provide CPD on literacy strategies when necessary.
 - To share good practice as a school.
 - To support DOF, SEND Team, Intervention team and teaching staff with any issues with red or amber students escalated to them.
 - To ensure that teaching spaces and other spaces within the school promote good literacy.
 - To ensure that all students have a reading book.
 - To improve the use of the Library
 - To communicate termly with parents on literacy.
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