A picture containing logo

Description automatically generated

****

**Literacy Policy**

|  |  |
| --- | --- |
| Date of Last Approval/Revision | June 2022 |
| Review interval (years) |  |
| Approval/review body | SLT |
| Date of next review |  |
| Public File location | Staff Handbook |

This policy gives guidance to staff on literacy, and should be read alongside the

Literacy policy and any other policies that are linked to teaching and learning.

**Introduction**

Literacy is at the heart of successful learning in every area of education and in order to raise standards, all teachers must realise that they are also teachers of literacy.

Competent literacy skills enable students to read, understand and access examination materials so that they can achieve their potential across the Curriculum.

All departments and all teachers have a crucial role to play in supporting students’ literacy development. As such, the staff at Bishopton are committed to developing the literacy skills of all of our pupils. Staff at Bishopton believe that:

* Literacy and learning can have an impact on pupil self-esteem, motivation and behaviour.
* Literacy is empowering. Literate students learn independently.
* 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 on, revise and evaluate the things we do and the things others have written, said or done.
* Responding to higher order questions encourages the development of thinking skills and enquiry.

**Aims**

At Bishopton, we believe that improving literacy standards is fundamental in improving self-esteem, well-being and achievement and we are committed to ensuring that learners are presented with personalised opportunities to enhance their literacy skills.

Staff at Bishopton will actively pursue this policy by:

* Understanding that literacy incorporates talking, listening, reading and writing. These elements are interdependent and integral to all learning. Literacy should therefore be promoted holistically.
* Understanding that literacy takes many forms – our understanding extends beyond basic decoding to critical reflection and understanding how language works.
* Knowing that literacy is intrinsically linked with Functional English and shares the principles associated with this.
* All elements of the literacy policy should be reflected across the curriculum.
* Ensuring that literacy in every parental tongue is to be valued.
* Valuing all students’ efforts to read, write and talk. This will be demonstrated by students’ work displayed in and outside of all classrooms.
* Providing a range of language experiences in talking and listening, reading and writing for all pupils.
* Sharing of good practice across the curriculum.

**Guidelines to support the Statement of Principles**

**Reading**

Our aim is to develop student knowledge, and familiarity with a wide range of literature, both fiction and non-fiction. Students will learn to read with understanding, to locate and retrieve information, understand a process or argument and summarise, synthesise or analyse what they have read. We can do this by:

* Continuing to build upon the reading foundations established within students’ previous education by encouraging students to read with increasing confidence and independence.
* One form time dedicated to reading time for all.
* Literacy themed days will take place once a half term where students will be encouraged within each lesson to complete a literacy-based starter activity.

Ways in which teachers support students:

* Texts are made accessible to all learners.
* Targeted support in class and using remote/online learning programmes to provide intervention and 1:1 support according to individual pupil needs.
* Teaching reading as a discrete subject at KS3.
* Reading is promoted through teacher-led, shared, silent, whole class and paired reading.
* Staff promote a wide use of Information and Communication Technology as a medium for the further development of language both in English and across the curriculum.
* Staff promote disciplinary and context-based literacy, using subject specific and real world examples in their teaching.
* Accelerated Reader is used to assess students on a half termly basis.

Opportunities for students:

* Pupils access a wide range of challenging texts across the curriculum by a diverse selection of authors.
* Reading passports afford opportunities to explore reading for pleasure and immerse pupils in reading.
* Reading and literacy skills linked to careers and employability skills at KS4.
* Game Changers and Young Writers programmes by National Literacy trust provide cross-curricular opportunities and the opportunity for publication.
* All classrooms have a book box and pupils have the opportunity to quiz using Accelerated Reader.

**Writing and Spelling**

Students develop writing skills for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence.

Ways in which teachers support students:

* Our Teaching Assistants provide targeted support for students.
* All staff encourage high levels of literacy within their subject and will highlight this within their marking.
* Dictionaries are available to students within each classroom and they are actively encouraged to use them.
* Classroom prompts such as vocabulary displays and literacy mats are available to support children in each classroom.

Opportunities for students:

* Across the curriculum, students are encouraged to structure their writing appropriately by using a variety of sentence types, paragraphs and a range of punctuation.
* Students are encouraged to draft and redraft, use dictionaries and correct spellings.
* SMSC days provide pupils with the opportunity to practice reading and writing in real world contexts and situations as well as developing their planning, drafting and proof reading skills.

**Speaking and Listening**

Our aim is to develop children’s confidence as users of language.

Ways in which teachers support students:

* Linking language with thinking processes and so enable the strengthening of both in children.
* Enabling children to communicate clearly and in appropriate forms of speech. Opportunities to talk and listen in a variety of groupings and in both formal and informal contexts are presented to students in all subject areas.
* Encouraging pupils to take part in community meetings, the Student Council and other events.
* Teachers model high standards of oracy and standard English.

Opportunities for students:

* The Student Council offers students the opportunity to express their thoughts and feelings clearly and in an appropriate forum.
* All Y11 pupils have the opportunity to be entered for GCSE Speaking and Listening, promoting oracy through debate.
* Opportunities for discussion and debate are embedded across the curriculum.

**ICT to develop literacy**

ICT is used across the curriculum to support and develop literacy by:

* The use of electronic media e.g. fiction, non-fiction, drama texts, magazines, encyclopaedias, newspapers, reference books, dictionaries/thesaurus, internet, e-mail.
* The availability of the following IT resources to students including, Word Processors, Desktop Publishers, limited internet access, etc.
* The use of Accelerated Reader as an assessment, intervention and remote learning tool.
* Reading and writing tasks adapted for use of Century Learning and Teams when learning remotely.
* Century Learning nuggets used as a revision and intervention tool.

**Homework**

Homework is used to support literacy development as follows:

* All homework set will allow opportunities for students to practise reading, writing, speaking and listening.
* Students will receive constructive feedback from homework activities.

**Assessment, Reporting and Recording**

Procedures for monitoring and evaluating pupils’ achievements are as follows:

* Sample review of students’ books during focus weeks or support weeks.
* Other evidence used to inform such monitoring and evaluating may include:

- teacher planning

- student records

- peer and self-evaluations

- Student Voice

- interviews with teachers, TAs, students, and parents

- teacher and TA assessments

- end of unit assessments

- use of Accelerated Reader

Procedures for monitoring and evaluating pupils’ achievements by teachers are as follows:

* Students’ self-assessment written/oral
* On-going formative assessments of classwork and homework
* Formal assessments
* Interviews with students and parents/carers.
* End of unit assessments
* All students are assessed upon entry using Accelerated Reader. Accelerated Star Reader test is then re-tested every term.

The arrangements for ensuring that all pupils make appropriate progress in literacy are as follows:

* The monitoring of progress through formal and informal assessments outlined above by class teachers.
* The Literacy lead and the English teaching staff to meet regularly to update student needs and student progress.
* Internal moderation of students’ work and teacher marking.
* Staff training in appropriate and well-conceived strategies to address literacy difficulties of students.

**Roles and Responsibilities:**

Lead on Literacy and Reading- Rachel Watson

Lead on Accelerated Reader- Laura Hall

Responsibility for promoting the highest quality of literacy across the curriculum lies with the whole school community.

The responsibility which every member of staff has for developing literacy is:

* To use agreed common approaches and strategies for developing literacy; this includes correcting spellings and grammar mistakes outlined in the Marking Policy.
* To contribute to the development, implementation, monitoring and evaluating of language development in students.
* Ensure good teaching practice is shared within and across departments, through staff meetings and staff training.

Key roles and responsibilities include:

* The Governing Body in defining and agreeing the principles
* underlying the school policy and in monitoring and reviewing its application;
* The Co-Headteachers in framing the school policy and, with other members of the
* Senior Management Team, organising support for the implementation of the policy and the monitoring of literacy;
* All staff, particularly phonics intervention staff, in ensuring consistent application of the policy;
* Parents and carers, who will be encouraged to take an interest in their child’s learning, working in partnership with the school to maintain high levels of progress;
* Learners need to be aware of what is expected of them in order that their learning, and that of those around them, is as effective as possible. It is important that they understand the value of the learning process.

**Professional development:**

* Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained.

**Monitoring and Evaluation:**

The Senior Leadership Team will review samples of planning and work (as per SEF calendar) from all subject areas/lessons to monitor the implementation of this policy and the effectiveness of the delivery of literacy throughout the school. An analysis will be made, and feedback will be given to staff. A review of samples of work in work scrutiny, lesson observations and learning walks should inform the following:

* Improvement in learners’ achievement and attainment in key literacy areas;
* Consistency in the delivery of literacy across subjects and key stages;
* Participation of learners in the process.
* Improvement in reading and writing on exit.
* Accelerated Reading ages.