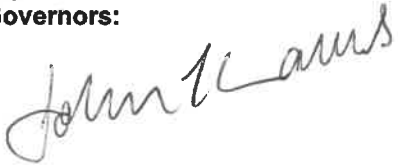



**Ashton on Mersey Literacy Policy**

Version and Date		Action/Notes
1.0	Nov 2017	
2.0		
3.0		

<b>Policy Reviewed:</b>	November 2017
<b>Policy Review Frequency:</b>	4 years
<b>Next Review:</b>	November 2021
<b>Signature of Chairman of Governors:</b> 	<b>Signature of Vice-Chairman of Governors:</b> 

## **Ashton on Mersey Literacy Policy**

### **1. Vision**

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning and work. A whole school literacy policy at Ashton on Mersey is required to ensure that literacy teaching is: highly effective; cohesively planned and implemented across the curriculum; endorsed by all teachers regardless of their subject specialism. This policy must be read in conjunction with the following policies:

- Teaching & Learning Policy
- Assessment & Feedback Policy.
- Special Educational Needs Policy.

Regular reviews with the Headteacher, Assistant Principal and Curriculum Managers will inform updates to these key skills (Please see Appendix 2 – Update sheet).

### **2. Aim**

- a. All pupils must leave school with a range of reading, writing and communication skills.
- b. Literacy skills embedded in all subjects across the curriculum.
- c. Literacy assessments used to support progress across the curriculum and inform intervention choices.
- d. Bring literacy to life so that all pupils have the opportunity to enjoy and engage with learning to be literate.
- e. All teachers supported as they fulfil their responsibilities as 'teachers of literacy'.

### **3. Summary of Key roles and responsibilities (also see Appendix 1)**

- a. The Headteacher, with assistance and advice from the Assistant Principal for Teaching and Learning and the Literacy coordinator, has overall responsibility for the vision and implementation of the Literacy policy.
- b. The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- c. The Assistant Principal for Teaching and Learning, with assistance and advice from the Literacy coordinator, has responsibility for the implementation, monitoring and management of the Literacy policy.
- d. The Literacy coordinator working with the Headteacher and Assistant Principal for Teaching and Learning has responsibility for the implementation of the Literacy Policy and procedures of Ashton on Mersey School.
- e. The Head of English and the Literacy coordinator will be responsible for the day-to-day implementation and management of the Literacy Policy and procedures of Ashton on Mersey School.
- f. The Head of English, in conjunction with the Literacy coordinator, will be responsible for liaising with teachers across all of the departments to facilitate the delivery of cross-curricular Literacy skills.

- g. The English department will be responsible for teaching basic Literacy skills.
- h. The English Department will support and lead aspects of the Literacy policy. For example lending expertise and leading training to non-specialist staff in the implementation of aspects of Literacy across the curriculum.
- i. Teachers in all departments across the curriculum will be responsible for developing Literacy skills across their subjects.
- j. Parents will encourage and support their children in developing their literacy at home by completing English homework and in revising for end of half term and end of year English assessments.
- k. The Governing Body has overall responsibility for ensuring that the Literacy Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- l. The Governing Body has overall responsibility for reviewing the Literacy Policy on a regular basis.

#### **4. Literacy Key Skills**

These skills have been identified as core literacy skills which our pupils need to have acquired before they are able to access GCSE level material. These skills are the beginning of our pupils' literacy journey and should be reviewed annually in order to sustain development. Regular reviews with the Headteacher, Assistant Principal and Curriculum Managers will inform updates to these key skills (Please see Appendix 2 – Update sheet).

##### **4.1. Reading for Learning**

- a. Proof Reading
- b. Skimming/Scanning
- c. Close Reading

##### **4.2. Writing for Learning**

- a. Capital letters and full stops
- b. Sentence accuracy and variety
- c. Paragraphs and conjunctions

##### **4.3. Communicating for Learning**

- a. Group Discussion
- b. Listen and question
- c. Standard English verbal responses

#### **5. Literacy in the Curriculum**

##### **5.1. Literacy in English**

- a. In Year 7: pupils are **revising**, consolidating and learning new reading/writing/communication strategies.
- b. In Year 8: pupils are **applying** reading/writing/communication strategies appropriately and with support.

- c. In Year 9: pupils are **choosing** and using reading/writing/communication strategies mostly **independently**, according to the demands of the text and the purpose for reading.
- d. In Years 10 and 11 pupils are **consolidating** their reading/writing/communication strategies, **independently** identifying areas for **improvement**.
- e. In Year 12 and 13 pupils are **further improving** their literacy skills to access and complete Level 3 courses as well as **preparing for University** study or to **enter the workplace**.

## 5.2. Whole School Literacy Priorities

- a. Identify improving Literacy standards as a key target for whole-school development.
- b. All staff to take responsibility for promoting literacy within lessons, extra-curricular activities and in the school environment.
- c. 'Literacy cubed' structures used by teaching staff in their own curriculum area. Faculty areas have identified 3 structures most appropriate for their area of the curriculum.
- d. Identify training needs of staff and plan for professional development.
- e. Heads of Year will ensure that the literacy priorities are embraced within form time programmes.

## 6. Literacy Assessment

### 6.1. Reading

- a. Pupils' reading ages will be assessed regularly to assess progress, identify intervention requirements and inform lesson planning. These will be completed on a termly basis to a total of 3 times per year.
- b. Currently the Accelerated Reader\* system is used to assess pupils reading ability and an appropriate intervention is used based on the results of this system. 'Red' – those underperforming; 'Amber' those at risk of underperforming; 'Green' – those that are at or above their reading age. Green = at or above age; Amber = up to 2 years below age; Red = more than 2 years below age.

*\*Accelerated Reader is a program which is currently being introduced on staged basis from Year 7.*

### 6.2. Writing & Communication

- a. Pupils' writing and communication skills will be assessed through the performance of pupils in their English and other subject lessons.
- b. Pupils whose literacy is identified as being below expected levels will be placed onto a suitable intervention programme. Below expected levels are those that are more than a full grade below their year target.

## 7. Literacy Intervention

- a. All pupils will receive intervention in terms of Assessment and Feedback of written work. This will take the form of marking for Spelling, Punctuation and Grammar as set out in the Assessment and Feedback policy.
- b. Pupils who are classified as 'Red' readers are given 1:1 reading support from our designated reading support member of staff; these appointments occur within the timetable once per week with associated support activities completed independently by the pupil.
- c. Pupils who are classified as 'Amber' are included on the Ashton Reading Mentor Scheme (ARMS). These pupils will be paired with an older student and will attend weekly reading sessions to help them develop a more positive attitude to reading and to progress their reading age.
- d. Pupils on the SEND or Pupil Premium registers. The school places high importance on the inclusion of all learners including pupils on the SEND register and the Pupil Premium

register. The following activities and interventions are available for pupils dependent on their individual needs:

- e. 'Drop Everything And Read' (DEAR) – a reading initiative to encourage pupils to read for pleasure by suspending the curriculum for 15mins once per week and direct pupils to 'Drop Everything And Read'.
- f. One reading lesson per week and morning reading sessions with targeted pupils.
- g. Extensive and specialised literacy testing by highly trained SEND staff.
- h. 1:1 intervention with the designated reading support member of staff.
- i. Other opportunities for literacy mentoring, such as use of SCITT staff, will be utilised where possible.

## **8. Enjoy and Engage**

- a. The school will strive to provide literacy experiences that will enthuse and inspire pupils.

### **8.1. Pupils**

We will reward pupils who make a commitment to improve their literacy through a reward scheme including but not exclusive to:

- a. ARMS – 'Coffee morning' for pupils in Y10 and Y7 who are involved in the scheme.
- b. AR badges for reading milestones '1 million words' etc.
- c. Literacy packs for pupils in the pupil premium cohort

### **8.2. Parents**

We will aim to engage and inform parents of their child's progress and ability in Literacy. Those pupils on intervention will have targeted reading/writing tasks delivered through their English teacher in conjunction with parent support. Parents are encouraged to support Literacy through:

- a. Parent information sent by the Literacy coordinator and English staff.
- b. Parents' evenings for all year groups.
- c. Intervention reading parents' evening for targeted pupils.
- d. Parental invites to reading events initiatives.

### **8.3. Partners**

We will aim to engage our partners within and outside school to promote Literacy. This will include: working with our trust family of schools; working with our local partner schools; working with our associated Teaching School and SCITT through regular updates on Literacy events and developments.

### **8.4. Special Events**

We will provide activities and events throughout the year and the literacy coordinator along with the librarian will actively seek to develop and grow our literacy calendar.

Our calendar currently includes:

- DEAR (weekly)
- World Book Day (Annually)
- Author Visits
- Poet visits
- Roald Dahl Day (Annually)
- 500 Words Writing Competition (Annually)
- International Literacy Day (Annually)
- Literacy Challenge Day (Annually)
- Carnegie Book prize (Annually)
- 'Poetopia' Competition (Annually)
- Harry Potter Book Night (Annually)

## **9. Update and Review**

Regular reviews with the Headteacher, Assistant Principal and Curriculum Managers will inform updates to these key skills (Please see Appendix 2 – Update sheet).

**Updated: November 2017**

**Review date: November 2021**

## Appendix 1 – Literacy responsibilities

School Leadership will	Literacy Coordinator will	Curriculum Leaders will
<ul style="list-style-type: none"> <li>• lead and give literacy a high profile</li> <li>• provide opportunities for staff training on literacy</li> <li>• monitor and evaluate departments' implementation of the Literacy Policy</li> <li>• monitor exam and assessment outcomes to ensure that no one group is disadvantaged</li> <li>• put literacy at the heart of learning and teaching in lessons and pastoral time</li> </ul>	<ul style="list-style-type: none"> <li>• Work constructively and collaboratively with SEND or leaders, other middle leaders and teachers of core subjects to maximise pupil attainment and progress in pupils' literacy skills across all subjects.</li> <li>• Assist SLT with monitoring and evaluation of literacy across the curriculum</li> <li>• Keep up-to-date with current initiatives and recommend best practice</li> <li>• Coordinate cross curricular literacy initiatives</li> <li>• Work in partnership with English and subject leaders to identify and share initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that 'subject specific' literacy is identified</li> <li>• integrate literacy marking into the department's marking policy</li> <li>• ensure that all reading material is accessible to all students through use of available data</li> <li>• ensure all department members are aware of literacy demands</li> </ul>
<b>All staff will</b>		
<ul style="list-style-type: none"> <li>• Encourage pupils to shape ideas through structured discussion</li> <li>• Encourage pupils to develop their reading experience through group, individual, paired and whole class reading strategies.</li> <li>• Encourage pupils to explore in their writing and to reflect on their writing skills.</li> <li>• Ensure they are familiar with the demands of literacy in their department/area.</li> <li>• Embed literacy skills in learning.</li> <li>• Use school agreed pedagogical strategies for the teaching of literacy.</li> <li>• Use SEND and reading age information to ensure resources are appropriate.</li> <li>• Celebrate reading and literacy with school rewards systems.</li> <li>• Commit to promoting reading, writing and communication as a high priority.</li> </ul>		

## Appendix 2: Literacy developments and update sheet

Date	Update

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