

Ysgol Maesydderwen



Literacy Policy

Polisi Llythrennedd

Type: School Policy

| Reviewed / Adopted On | Signed | Next Review |
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| 7/7/2021 | <i>J. Patten</i> <i>P. D. Grimes</i> | Spring Term 2022 |

Defining Literacy

The National agenda for Literacy

'Literacy is an essential life skill. To make sense of the world around them, young people need an understanding of written and spoken language, the ability to interpret what has been written or said, and to draw inferences from the evidence that surrounds them. It is also about being able to communicate - accurately, fluently and persuasively.'

Achieving the ambition in Wales

The ambition for literacy in Wales will be achieved by *'embedding literacy skills in every aspect of education'* and as *'all teachers of every subject across every phase of education will become teachers of literacy.'*

(National Literacy Programme—Welsh Government—May 2012)

Rationale

At Ysgol Maesydderwen, we accept the fundamental principle that Literacy is the key to improving learning and raising standards; it enables learners 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 learners can do and how they see themselves.

Crucially, we believe that literate learners 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 Ysgol Maesydderwen share responsibility for the teaching of literacy **throughout** the curriculum and recognise their statutory responsibilities, as outlined in National Literacy and Numeracy Framework.

A literate student is able to:

- read and write with confidence, enjoyment, fluency and understanding - orchestrating a range of independent strategies to self-monitor, evaluate and correct;
- ask questions and think questions through for themselves;
- develop an increasing working knowledge of Standard English;
- have an interest in words and their meanings, developing a growing working vocabulary in spoken and written forms;
- develop their powers of imagination, inventiveness and critical thinking;
- be able to listen and respond to others (making significant contributions to discussion, communicating clearly and effectively in a way that suits the subject, the audience and purpose);
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the task or situation;
- grow in confidence as they develop their literacy skills;
- have a suitable technical vocabulary to explain their thinking, articulate responses and communicate effectively;
- enable all students to gain access to all aspects of the curriculum;
- achieve recognised qualifications.

Policy Aims

- to adopt a whole-school approach to literacy throughout the curriculum in keeping with the principles and practices established in the National Literacy and Numeracy Framework;

- to enable all learners to reach their potential in the key literacy skills of reading, writing, speaking and listening;
- to make provision for learners 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 Deputy Learning Leader in the English Department has the responsibility of Literacy throughout the curriculum co-ordinator (LTC). The LTC has been given additional non-contact time to effectively discharge required duties.

The roles and responsibilities of the LTC are:

- work with the Senior Leadership Team, to determine a strategy for dealing with literacy throughout the curriculum and to ensure the effective development and implementation of a whole-school literacy policy;
- 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 learners in order to ensure a smooth transition and continuity and progression between Key Stages 2 and 3;
- work closely with and support the Director of Learning (Raising Standards) with the implementation of Literacy Intervention programmes;
- coordinating, monitoring and evaluating specific projects and programmes aimed at developing learners' literacy skills;
- 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;
- auditing and evaluating the cross-curricular status of literacy in the school in terms of learners' 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 improvement plan and coordinating/managing their implementation.

Implementation

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

1. Literacy Intervention Programmes

The school uses a range data received to identify Year 7 learners who require additional support to improve their Literacy. These learners are withdrawn from the mainstream lessons twice a week and work in small groups with a LSA. The learners 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 learners who require it. The number of learners 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 Director of Learning (Raising Standards).

2. Other Literacy programmes for ALN and EAL learners

The school runs a number of Literacy programmes for ALN and EAL learners. The Director of Learning (Raising Standards) is responsible for the implementation, review and evaluation of these programmes.

There are a variety of programmes to support ALN learners with low levels of literacy. The ALNCO has overall responsibility for these programmes and liaises with the co-ordinator on a regular basis to discuss provision and outcomes.

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 learner joins the school then a basic introduction to everyday words and phrases is needed. The school uses the Learning Village EAL programme to support EAL learners. These learners are withdrawn from mainstream lessons twice a week to work through the programme with a LSA.

3. Literacy throughout the curriculum

At Ysgol Maesydderwen we recognise that Literacy is a prominent feature of every lesson. Thus, the LTC has a vital role in securing good provision throughout the school leading to good outcomes. In order to ensure this, the LTC 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 role in developing literacy skills across all AoLE development;
- identifies good practice and shares with colleagues;
- identification and implementation of additional Literacy projects;
- takes an active role in Powys literacy development programmes;
- 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 AoLE development work – 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 literacy specific differentiated learning outcomes that reinforce the delivery of Literacy.

Roles and Responsibilities

In addition to the roles and responsibilities of the LTC 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 and other identified

- opportunities;
- provide finance for materials;
- monitor departments' implementation of the Literacy Policy.

Learning Leaders 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;
- ensure consistency in approach within the department in supporting the implementation of the whole school literacy policy;
- seek to find opportunities to liaise with the LTC 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 learners that need support.

Pastoral Leaders

- track cohort literacy results and reading test results;
- analyse cohort test data;
- work closely with the Assistant Headteacher in the deployment of cohort interventions.

English Teachers

- be aware of the techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects;
- provide information to other subject teachers on literacy targets set;
- seek opportunities to use topics from other subjects in English lessons;
- be aware of the strategies used in the literacy intervention programmes in order to support learners in their English lessons.

Teachers across the curriculum

- understand the importance of literacy skills in relation to raising standards of work within their own subject;
- be aware of the literacy targets of pupils and difficulties pupils may face with literacy skills;
- ensure knowledge of the LNF and the progression of learners through it;
- contribute to learners' 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;
- assess learners on their literacy skills in the element identified for their subject.
 - identify opportunities to apply literacy skills within subjects and across the curriculum;
 - use the whole-school literacy marking policy when marking pupils' exercise books and assessed work;
 - provide examples of work completed covering LNF elements;
 - monitor and evaluate the impact of the approaches used.

ALNCO

- the ALNCO should continually liaise with the Director of Learning (Raising Standards), the LTC about ALN learners and their Literacy levels.

Parents

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

Learners

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

Monitoring and Evaluation

We will make use of available data to assess the standards of learners' literacy. Senior Leaders and the LTC will decide how to monitor progress in the school.

Possible approaches are:

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

Review and Evaluation

Responsibility for the planning, delivery and review of the Literacy Policy initially rests with the LTC in conjunction with the Director of Learning (Raising Standards).

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.