

LITERACY POLICY

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Signatures: Chair of Governor Headteacher	



FEARNHILL SCHOOL

Rationale

At Fearnhill, we define literacy as including all aspects of reading, writing, speaking and listening. Research evidence confirms that these aspects are interconnected and the best teaching uses all of them to engage students in their learning. If we accept the link between literacy and learning, and also that the main aim of all teachers and support staff is to promote learning, then it is clear that all staff must share the responsibility for developing students' literacy skills. At Fearnhill, we are committed to providing whatever support is necessary for all members of our school community to learn to communicate effectively and to succeed, achieving their full potential and fulfilling our vision of 'The Fearnhill Student'. We will adapt teaching and intervene where necessary to ensure this core entitlement is in place. The Literacy Policy makes clear how we view literacy in all its forms and how our commitment is promoted, developed and monitored at Fearnhill through different roles, responsibilities and practices.

Aims

1. To foster a school ethos and climate for learning that gives high status to literacy-related activities, particularly reading and writing for pleasure.
2. To ensure that all teachers and support staff share the responsibility for developing literacy and feel confident to do so both within their subject area and across the school community.
3. To clarify roles and responsibilities related to the promotion of literacy across the school so that continuous improvement and the pursuit of excellent practice are assured.

Procedures, Roles + Responsibilities

Expectations of all staff:

Literacy in Teaching and Learning

1. Highlight the importance of subject-specific literacy with students.
2. Highlight the links between reading, writing, speaking and listening.
3. Ensure progression in development in reading, writing, speaking and listening.
4. Make use of data on students' literacy skills when planning activities.

See Appendix 1 for more specific support and strategies.

Literacy in Assessment

1. Comment on students' literacy skills as part of ongoing formative and summative assessment.
2. Demonstrate high expectations over the standard and presentation of all written work.

These expectations are made clear in the school's Common Marking Policy.

Roles and Responsibilities

The Senior Leader with responsibility for Literacy:

1. Leads on literacy across the curriculum and ensures it has a continuing high profile.
2. Ensures all staff have the training they need to deliver best practice in literacy teaching.
3. Liaises with the senior middle leader with whole school responsibility for literacy, relevant staff and governors when monitoring impact.

4. Tracks progression in literacy skills.

The Senior Middle Leader with responsibility for Literacy (at Fearnhill this is the Head of English):

1. Works with senior leaders to audit current provision, determine priorities and plan strategy.
2. Establishes communication and liaison between curriculum areas and opportunities to develop and share best practice.
3. Works with senior leaders to monitor and evaluate the effectiveness of literacy work across the school.
4. Facilitates and leads CPD.

Teachers and support staff across all subject areas:

1. Adopt a consistent approach to teaching literacy skills, are familiar with and implement a range of strategies to equip students to succeed.
2. Indicate in schemes of work where literacy skills will be explicitly taught.
3. Promote and model enjoyment of reading for pleasure.
4. Ensure that students have opportunities to be challenged and extended in their literacy.

English teachers:

1. Provide support to other departments as appropriate.
2. Make students aware that literacy skills are transferable to other subjects.
3. Provide informal opportunities to highlight literacy through a range of events, e.g. Book Week.
4. In addition, the Head of English has responsibility for the implementation and monitoring of the 'Accelerated Reader' programme.

The Librarian:

1. Supports and promotes the development of a reading culture within the school through a range of events, liaison with subject areas and the implementation of 'Accelerated Reader' with the English department.
2. Supports and promotes literacy across different subject areas with non-fiction resources, both online and in print.

Parents and Carers:

1. Encourage their children to use the range of strategies they have learned in reading, writing, speaking and listening.
2. Model and promote reading for pleasure.

Students:

1. Take responsibility for recognising their own strengths and weaknesses in literacy and identifying next steps for improvement.
2. Engage with the range of enrichment activities related to literacy in school.

Governors:

1. Work with the senior team to monitor the impact of literacy developments, ensuring a regular review of progress and the identification of next steps.

Monitoring and Evaluation

The senior leader with responsibility for literacy monitors progress regularly and reports back to staff, parents, students and governors. In line with the whole school monitoring calendar, the following methods are used:

- Work sampling
- Observations and learning walks
- Student interviews
- Scrutiny of development plans and schemes of work
- Data analysis

'To be literate is to gain a voice and to participate meaningfully and assertively in decisions that affect one's life. To be literate is to gain self-confidence. To be literate is to become self-assertive...Literacy enables people to read their own world and to write their own history... Literacy provides access to written knowledge – and knowledge is power. In a nutshell, literacy empowers.' (Y Kassam, cited in 'Literacy Changes Lives' – National Literacy Trust, 2008)