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Bishop Challoner School



Literacy Policy



Bishop Challoner School
Literacy across the Curriculum
LITERACY POLICY

'Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.'

(QCA Use of Language Across the Curriculum)

All teachers are teachers of literacy. As such, the staff of Bishop Challoner School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- 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, revise and evaluate the things we do, and on 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 can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

All schemes of work and most, although not all lessons, will include specific literacy objectives.

These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

Implementation at whole-school level

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

Roles and Responsibilities

- **Senior Managers:** lead and give a high profile to literacy;
- **English Department/Junior Department teachers/English Co-ordinator:** provide pupils with knowledge, skills and understanding they need to read, write, speak and listen effectively; as well as encouraging all students to carry with them a private reading book, endeavouring to read for at least 15 minutes per day;
- **Teachers across the curriculum:** contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **The Head of English, English teachers, Deputy Headteacher and the Head of Junior Department:** support departments and subject co-ordinators in the implementation of strategies and encourage departments to learn from each other's practice by sharing ideas.
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;

- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements;
- **Trustees:** progress and issues will be reported to the Trustees through the Curriculum Committee and Curriculum Reports..

Across the school we shall:

1. Identify the strengths and weaknesses in students' work.
2. Adapt the learning objectives as a way of planning for and assessing literacy skills.
3. Develop the identified literacy cross-curricular priorities for each year.
4. Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department/year group and strengthen teaching plans accordingly.
5. Plan to include the teaching of literacy objectives to support learning in other subject areas.
6. Dedicate one form time per week to private reading.
7. Focus on improving vocabulary (including a Word of the Week system, led by FM, Head of English).
8. Review this literacy policy annually.

Speaking and Listening

We shall teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We shall develop strategies to teach pupils 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.

Staff training needs will be met through CPD and liaison / guidance with the English Department/Coordinator

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We will teach pupils strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

We aim to develop a love for reading at every age and key stage to develop independent and enthusiastic readers. We teach phonics to our pupils in EYFS and KS1 through the Read Write Inc programme of study.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing.
- Using NC guidelines to make explicit to pupils *how* to write, with a strong emphasis on vocabulary, grammar, spelling and punctuation as well as content;

- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.
- Developing writing skills in preparation for GCSE and 'A' level to enhance independent and sophisticated writing skills.

Writing non-fiction

Each department/teacher will:

- > *teach pupils how to write in ways that are special to that department's subject needs;*
- > *ensure that writing skills are developed across the generic text types.*

The text types are:

- *information;*
 - *recount;*
 - *explanation;*
 - *instruction;*
 - *persuasion;*
 - *discursive writing;*
 - *analysis;*
 - *evaluation;*
 - *formal essay.*
- > *Align the teaching of subject-specific text types so that pupils see how types of writing are applied and adapted in different subjects.*

Spelling

Each department/class will:

- > *identify and display key vocabulary;*
- > *revise key vocabulary;*
- > *teach agreed learning strategies which will help pupils to learn subject spelling lists;*
- > *concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils.*
- > *test or revise high frequency words regularly;*
- > *set personal spelling targets.*

Monitoring and Evaluation

We shall make use of available data to assess the standards of pupils' literacy. SLT will monitor progress in the school.

This will include:

- work scrutiny - sampling work – both pupils' work and departmental schemes;
- observation – pupil pursuit and literacy teaching;
- meetings;
- pupil interviews;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work.

Including All Pupils

1. Differentiation

Bishop Challoner pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:

- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures;
- resources;
- making objectives clear;
- creating an atmosphere where pupils evaluate their own and others' work.

2. Literacy Progress Units

The Deputy Headteacher will liaise with the Head of Junior Department and HODs/English Coordinator to identify pupils who need targeted intervention. This will help pupils to catch up with their peers as quickly and effectively as possible in order to maximise access to the curriculum.

- Teachers across the curriculum will be kept informed about which pupils are receiving targeted intervention.
- Teachers will need to 'link the learning' into their subject area to provide pupils with opportunities to practise their skills.

3. The More Able

We shall seek to:

- identify able pupils through the Gifted and Talented Coordinators;
- promote ways of structuring learning for able pupils by using extended learning opportunities.
- develop a teaching repertoire which supports and challenges able pupils.
- Ensure that the Gifted and Talented Policy provides the best learning opportunities for our more able students

4. English as an Additional Language

Our pupils learning EAL need to hear good examples of spoken English to aid new learning in all subjects of the curriculum from the EYFS to the Sixth Form. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context.

5. SEND

We shall teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities.

Assessment

Available data from EYFS to Sixth Form should be used to inform planning and to assist us in responding to early pieces of work. We can also use this data to set numerical and curricular targets for each cohort.

The best assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our pupils.

For detailed guidance on marking, see our marking policy.

The English Department

In addition to all the whole-school aspects of this policy, the English teachers at Bishop Challoner have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

The English department is well-placed to offer good advice and expertise.

The role of the English department includes:

- Contributing to the whole school development of literacy;
- A key role in identifying literacy priorities, targets and objectives and particular contribution they can make;
- Celebrating World Book Day and National Poetry Day
- Making a contribution to the action plan;
- Using data to identify curricular targets;
- Writing the department action plan to achieve these.
- Providing staff with CPD in literacy where appropriate.

This is our Literacy policy which we strongly feel will have real value when all members of our school/department feel that they have 'ownership' of this document.

It is succinct and appropriate and needs to be regularly referred to when working on other documents such as:

- **Action plans**
- **The English Department Handbook;**
- **Schemes of Work.**