



The White Hills Park Federation Trust
A Culture of Excellence

Literacy Policy

The New National Curriculum for England (July 2014) states that *“Teachers should develop pupils’ reading and writing in all subjects to support the acquisition of knowledge”*. i.e. Every teacher **in** the English language is a teacher **of** the English language.

The School Inspection Handbook (June 2015) states that *“Inspectors will consider the impact of the teaching of literacy and the outcomes across the range of the school’s provision. They will consider the extent to which the school intervenes to provide support for improving pupils’ literacy, especially those pupils at risk of underachieving.”*

Date of last review: October 2016

Date of next review: October 2017

Rationale and aims:

We believe that, at the White Hills Park Federation Trust, all teachers are teachers of literacy and as such, we 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.

It is believed that:

- pupils need vocabulary, analytical skills, expression and organisational control to cope with the cognitive demands of subjects
- language helps us to reflect, revise our beliefs and evaluate ourselves and others
- developing effective speaking and listening skills builds confidence
- responding to higher order questions encourages the development of thinking skills and enquiry
- reading helps us to learn from sources beyond our immediate experience
- writing helps us to sustain and order our thoughts
- improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour; it allows them to learn independently
- literacy skills are becoming increasingly important when entering the workplace; employers are placing more emphasis on such key skills

All schemes of work should include specific literacy objectives (where appropriate for the subject). These objectives should focus on reading, writing and speaking and listening. Activities that utilise reading, writing and speaking and listening skills should be built into schemes of work in order to provide a variety of opportunities focused on literacy. Marking should follow the whole Federation Marking Policy.

WHP Marking for Literacy

Margin:	What it means:	Example:
sp	Spelling error	Dose
p	Punctuation error	Dont
c	Capital letter error	dave lives in london
g	Grammatical error	could of
?	Unclear, poor expression	He home of the day
^	You have missed something out	The cat the mat
//	Start a new paragraph here	//The next day...

WHP Literacy Writing Targets: VCOPPS

V	Check and learn key vocabulary and spellings	<input type="checkbox"/>
C	Use a variety of appropriate connectives to add structure	<input type="checkbox"/>
O	Use different openers to start your sentences	<input type="checkbox"/>
P _u	Check your punctuation : capital letters and full stops!	<input type="checkbox"/>
P _a	Start a new paragraph to change time/place/topic/person	<input type="checkbox"/>
S	Use a range of shorter and longer sentences	<input type="checkbox"/>

Implementation at whole-school level

Roles and Responsibilities:

Leading Practice Groups: lead and give a high profile to literacy, and keep this focus at the forefront when discussing teaching pedagogy.

English Faculty: provide pupils with the knowledge, skills and understanding they need to read, write and speak and listen effectively. The English Faculty should support staff in developing their understanding of teaching the above skills explicitly.

Assistant Headteacher – Teaching and Learning to support departments in the implementation of strategies and empower departments to learn from each others' practice by sharing ideas.

Teachers across the curriculum: provide a consistent approach to pupils in the development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons. Teachers should also mark for literacy using **SPAG** guidance and federation codes and the yellow literacy stickers to promote high quality writing. They should equally, ensure that pupils have opportunities to draft and improve work, using the **VCOPPS** writing model to develop written skills.

Staff training needs can also be met through information found in subject booklets as part of 'Literacy across the Curriculum', which contains useful strategies relating to all aspects of reading. These can be accessed at: ***L: Drive / Staff Information / Teaching and Learning / Literacy / Literacy in.....***

Parents: should encourage their children to read at home and write with accuracy.

Pupils: understand what strategies are being used in lessons, take increasing responsibility for recognising their own literacy needs, make improvements using such strategies and commit to reading widely outside of school. Pupils are to use green pen in all subjects to develop an understanding of common errors in their work and how to improve their literacy standards across all subjects regularly.

Governors: governors may meet with staff and pupils (e.g. at link visits) and report progress and issues to the governing body.

SENCO: the SENCO and Teaching Assistants will identify pupils and intervene, where necessary, with those pupils in need of additional literacy support.

Librarian: the library is pivotal in supporting the development of literacy and provides a secure supportive working environment to develop project or research work. The school librarian should:

- provide appropriate resources to support the curriculum
- provide appropriate resources to support homework and other curriculum tasks
- support staff in teaching pupils how to research independently from a range of sources
- help promote reading for pleasure across the school
- provide facilities and support to encourage independent reading and writing

Each academic year, key staff will identify and implement new approaches through INSET and the Federation Coaching Programme.

The whole-school literacy focus for 2016-17 is the development of wider reading:

DEAR

Each morning, subject teachers will promote the value of reading for pleasure in a **DEAR** (drop everything and read) session for the first fifteen minutes of period 1. This will reinforce the accelerated reader programme delivery which is managed in library lessons at KS3.

Across the school we shall:

- identify the strengths and weaknesses in pupils' work.
- use Assessment for Learning as a means to address areas of weakness.
- adapt the identified literacy cross-curricular priorities for each year as pupils' skills improve.
- seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly, depending on what the priority for the year is.
- plan to include the teaching of the specified literacy focus for the year to support learning in own subject area. All subjects have a responsibility to do this.
- review this literacy policy annually.
- assess and review the implementation of specific literacy focuses annually.

Speaking and Listening

We recognise the importance of high quality discussion, questioning and dialogue with pupils, as part of our endeavour to secure 'Quality First' teaching in every classroom. We will teach pupils to use standard English precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach pupils how to:

- participate orally in groups and in whole class activities, both formally and informally
- use talk to develop and clarify ideas
- identify the main points to arise from a discussion
- listen for a specific purpose
- discuss and evaluate.

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of reading in all subjects in terms of specific skills, knowledge and understanding and also ways of responding to texts. This applies to the reading of a variety of texts including fiction and non-fiction (including the use of ICT).

We will teach pupils strategies to help them to:

- read with greater understanding and meaning
- locate and use information
- follow a process or argument
- summarise, synthesise, challenge and adapt what they learn from their reading
- help them to make effective notes
- identify the main ideas in a text
- evaluate sources

Writing

We aim to give pupils a level of literacy that will enable them to cope with the demands of writing in all subjects. We will teach them specific writing skills, develop their ability to write in different styles and also teach them to recognise the importance of audience. It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- making connections between reading and writing of pupils, so that pupils have clear models for their writing.
- using the modelling process to make explicit to pupils how to write; being clear about audience and purpose, using the sequence for writing model.
- providing opportunities for a range of writing styles including sustained writing.
- using and referring to evidence to support and reinforce thinking and enabling pupils to respond critically to texts through effective and clear writing approaches.
- Literacy focus for target tackling completed in green pen, including technical errors. See Appendix 1

Staff Training

Staff training needs can be met through the coaching programme and information found in subject booklets as part of 'Literacy across the Curriculum', which contains useful strategies relating to all aspects of group talk and listening, reading and writing. Information can be accessed on the: ***L: Drive / Staff Information / Teaching and Learning / Literacy / Literacy in.....***

Subject Support

The Heads of School on each site, Assistant Headteacher – Teaching and Learning and leading practitioners will provide help and support to all subjects in implementing the agreed school focuses each year. This support could include:

- observation – literacy teaching
- meetings with subject leaders
- scrutiny of schemes of work
- scrutiny of marking in student books
- developing resources
- providing ideas and activities
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work
- coaching teachers

Assessment

Assessment for Learning, involving aspects of literacy, should be used frequently in order to inform lesson-planning and target-setting, helping teachers to maintain the pace of learning for pupils and raise overall standards in literacy.

Assessment involving literacy should be subject specific and on an individual basis, following the marking policy for each subject.

Key Issues:

Including All Pupils

At the White Hills Park Federation Trust, pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged.

1. Differentiation across all levels of ability

Strategies that we can use include:

- varied questioning techniques
- adjusting the demands of the task
- use of additional support
- use of group structures
- clear and accessible resources that meet the needs of all pupils
- making objectives clear
- finding new ways to engage pupils through making lessons relevant
- creating an atmosphere where pupils evaluate their own and others' work , set
- targets and develop their own skills as a result of this
- use of student-friendly national curriculum levels and GCSE grades to inform pupils.

2. English as an Additional Language

Our pupils learning EAL need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. For example, a group of pupils can learn about paragraph organisation in their mother tongue.

As a school we will seek to:

- provide specific EAL support in small focus groups
- provide differentiated resources for EAL pupils in lessons as appropriate
- provide clear targets for EAL pupils to improve at their own pace
- allow the use of L1 (first language) in lessons where necessary
- provide speaking and listening opportunities where possible to foster the development of spoken English
- deliver key reading and writing interventions, using Lexia, Switch-on, SuperScript and the National Strategy Literacy Progress Units dependent on individual need.

3. SEN

We will teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs.

We will seek to:

- use a range of teaching strategies to develop reading, writing, speaking and listening skills
- provide differentiated resources tailored to student specific needs
- offer small support groups

4. Gifted and Talented

We will teach our gifted and talented pupils through differentiated literacy activities that extend and challenge. We will also ask our gifted and talented pupils to provide a model for others in their standards of literacy.

5. Pupil Premium

We will work with key staff to ensure that disadvantaged pupils are monitored and given support with their literacy skills, in order to close the attainment gap.

We will seek to:

- use a range of teaching strategies to develop the reading, writing, speaking and listening skills of identified gifted and talented pupils in specific subjects
- provide differentiated resources that are designed to extend and challenge pupils in all areas of literacy
- focus on areas of language use to improve technical accuracy in writing



Green Pen Marking

What you need to do, when and why...

What do I need to do?



1) Self Assessment:

To 'green pen your work' means *you become your own teacher!*

You should not hand in a piece of written work, that hasn't been checked and corrected in **GREEN PEN**. This means checking and correcting the accuracy of your writing, in particular: *your spelling; your punctuation, especially ends of sentences and capital letters; your sentence structures and grammar; your paragraphing and your vocabulary choices.*

Once your teacher receives your 'green-penned' work, he or she can then focus on the effectiveness of the work and how to improve it rather than spending time doing what you could be doing for yourself.

What do I need to do?



2) Peer Assessment:

Help someone else improve their work and see if there are any patterns of errors they need to be aware of. Be positive and kind in your feedback!

3) Target Tackling:

After the teacher has marked your work, you could respond to any codes in your margin. e.g. spelling errors you hadn't noticed yourself. Your teacher may also ask you a question to help you develop your understanding. Write your answer underneath in green pen.



When should I use it?



- ▶ Regularly, in all lessons!
- ▶ After you have finished a piece of work, before you hand your book in.
- ▶ Especially at the starts and ends of lessons.
- ▶ When your book has been marked.
- ▶ For all self and peer assessments.

What's in it for me?

- ▶ Higher marks!
- ▶ Faster progress...
- ▶ A chance to reply and respond to your teacher's feedback individually.
- ▶ A chance to discuss and understand your mistakes to avoid repeating them again and again.



Collect your green pen now from your tutor!



» To help you get started, we are giving each of you a free green pen. The next one is your responsibility. Please keep it safe and use it well...

