

# **BEBINGTON HIGH SPORTS COLLEGE**



## **LITERACY POLICY**

Agreed/Reviewed by Governors – see reverse

## **Bebington High Sports College**

### **A Whole School Policy for Literacy**

In the case of Whole School Literacy, the long term aim is to significantly raise the skills of students. The BHSC Literacy Policy has been specifically designed to enable teachers to have a positive impact on the attainment of all pupils throughout all Key Stages.

With increased levels of reading accuracy, writing and comprehension, pupils will be more confident in accessing the curriculum at a higher level, producing a higher quality of work and enlightened classroom interactions.

#### **Aims:**

- \* To raise standards in literacy which will be implemented across all curriculum areas.
- \* To improve self-esteem and confidence.
- \* To improve reading, writing, speaking and listening skills of pupils of all abilities.
- \* To ensure that all staff have the necessary skills and resources to implement the Literacy policy in an efficient manner.
- \* To enhance the enjoyment of literacy skills and to create an understanding of the uses and purposes of these skills.

#### **What is Literacy?**

'Literacy can be defined on a number of levels. It is obviously concerned with the ability to read and write but a fuller definition might be the capacity to recognise, reproduce and manipulate the conventions of text shared by a given community.'

#### **Why Literacy?**

Literacy is not separate from English; it is not restricted solely to English teachers. Literacy is important to all curriculum areas and therefore is a shared responsibility. Literacy is vital in a modern, communication driven society, for individual pleasure and for intellectual development. Low levels of literacy disadvantage pupils both in school and in society at large and will continue to have a negative impact on their lives in the future.

#### **1. Use of spelling rules**

All teachers will use these to assist in the correction of spelling errors in pupil's work. When using the spelling rules, the teacher can highlight which rule has been broken on the LITSA sheet and/or in the margin. When the pupil gets his/her work back they can then clearly see what the mistake is.

With a uniform approach to this, pupils will soon be aware of the system and will soon be in a position to review their work efficiently. Another benefit is that teachers will be able to identify spelling patterns and something constructive can be done with these errors. If a pupil is consistently making the same spelling mistake, the teacher will be in a position to draw attention to this.

## **2. Marking of work**

A whole-school initiative called the 'Literacy Spectrum': has been implemented. This assessment and marking system is designed to improve students' spelling, punctuation and grammar. Students are categorised as Yellow, Green or Blue, depending on their current standard of writing, and will be set a specific literacy target from those documented in the Literacy Spectrum (which is specifically related to punctuation). When marking students work for literacy, all teachers must make reference to whether a student has demonstrated if they are Working At, Working Below, or Working Beyond their personal target. This target is to be set by their English teacher and reviewed on a regular basis, which is designed to promote greater consistency in marking students' work across the curriculum areas. This system should allow the school to track student's progress through the Literacy Spectrum targets and, thus, evaluate the impact of our current practice.

The 'BHSC Marking Map' and Literacy Mats will contain all of this information; in addition, each pupil will also have a copy for each subject. The marking symbols below are to be used by all teachers in the marking of pupils' work. Having a uniform system will mean that the pupils will be able to understand feedback quickly and efficiently.

### **BHSC Marking Symbols**

Sp	= spelling error
P	= punctuation error or punctuation missing
Exp	= expression or meaning is unclear
N.P or //.	= new paragraph is required
G	= grammatical error
C	= capital letter

## **3. Presentation of work**

Where appropriate, teachers will adopt a set of rules for the presentation of work.

All pupils will be expected to present their work in accordance with the following rules:

- \* Work is to be dated in left hand margin and underlined. Then miss a line.
- \* The title is to be centred and underlined. Then miss a line.
- \* From the left hand side, the learning objective is to be written. Then again, miss a line.
- \* From the left hand side the keyword/s can be written. As before, miss a line.
- \* Now the pupils can commence work.

An example:

02.09.14

Whole School Literacy Policy

Learning Objective(s):

- to introduce BHSC Literacy policy.
- to ensure that all staff are aware of their

- Responsibilities.

Keyword/s: Presentation, marking

### **Roles and Responsibilities**

L.A: To provide support for the delivery of Literacy and to provide assistance in ensuring the raising of Literacy standards throughout the school.

### **Leadership Group**

- Ensure the teaching of Literacy through timetabled subjects and to help monitor progress and to assist in maintaining a high profile for Literacy throughout the school.

### **Assistant Headteacher (DMJ)**

#### **Literacy Co-ordinators – LHA & JRo**

- Ultimate responsibility for the development of whole-school literacy.
- Assessment of all KS 3, 4 & Yr 12 pupils for spelling and reading
- Provision of specialist support for those with low literacy levels
- Liaison with MMA, JRo, LHA, PJo & JG on the development of Literacy & Numeracy Across the Curriculum, including Year 7 Catch Up activities
- Responsible for Form Time Activities and what literacy provision takes place within this period.
- Liaise with parents and other professionals in respect of children with Additional Needs.
- Ensure that appropriate Individual Educational Plans are in place for students at SA+ and S. Collection and recording of relevant background information about individual children with AEN and to keep this information updated.
- Support existing Literacy strategies throughout the school and to initiate new strategies where appropriate.
- Liaise with all the departments in the school to assist in developing a coherent whole school approach to the teaching of Literacy.
- To liaise with members of the English department to assist with promotion of reading and writing skills.
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### **Head of English - MMA**

- Establish best practice and to be a teaching department in the delivery of Literacy.
- Be at the forefront of developments in Literacy.
- Maintain a close liaison with the Literacy co-ordinator.
- Provide, with the English Dept, termly Literacy Targets

## **Literacy Groups**

### **Static**

At Key Stage 3, two English groups in each year will be made up of pupils with weak literacy skills. The pupils will be taught key literacy skills by specialist teachers. The English schemes of work will be differentiated and the pupils will have access to reading materials and other resources that meet their specific needs.

### **Flexible**

In addition to the static groups at KS3, there is also an extra two hours available per week for extra literacy support for those pupils struggling to access or function across the curriculum. Pupils will be withdrawn from lessons at the timetabled time and taught by a specialist. Also, additional support is on offer via the 121 Tutor.

The Assistant Headteacher will be responsible for overseeing a smooth transition for pupils back into other subjects once the withdrawal stage is complete. Individual pupils will be given the necessary amount of withdrawal sessions as is deemed necessary by the literacy teachers and coordinator. There will also be opportunity for departments to nominate pupils whom they feel are struggling in their subjects.

## **Whole School Marking Policy**

All classrooms at BHSC will display a poster of the whole school marking policy as well as the six key spelling rules. Students will have a copy of the BHSC Marking Map in their books or folders. Each department has their own Literacy Mats. These are linked to key stage and in some areas such as Geography, also targeted to topic. Staff will mark pupils' work in accordance with this.

## **Individual Literacy Targets (whole school)**

In order to ensure that pupils' literacy needs are met across the curriculum, it is beneficial to the pupils if they are getting consistency in all subject areas. A series of measures will ensure this takes place:

- Each pupil will have their own literacy target (identified from the Literacy Spectrum) that The English Department will be responsible for using this list to set one target for every pupil they teach in KS3/4.
- All targets for all KS3/4 pupils will then be disseminated to each individual pupil's relevant teachers in all subject areas. Each pupil targets will be expected to write their current target in the back of each of their subject books/files and update this termly. In addition, each subject teacher will also have their own copy of their class's targets (via SIMS.net).
- Literacy & Numeracy INSET will be provided to all staff whilst departments will be able to request additional time to discuss the targets and the process in which they will be monitored and assessed.
- The Marking Map has also been created and will be disseminated to all members of staff in order to clarify all targets and eradicate any misconceptions.

- The monitoring of the target is expected to become a part of the Parent's Evening process.
- Literacy will be assessed by SLT as part of the QA process.

### **Literacy Audits**

In order to ensure that the marking policy and literacy targets are explicitly used and acknowledged across the curriculum, quality assurance will be carried out by SLT, MLT and departmental moderation. To ensure staff are providing suitable activities for students to develop their literacy skills, Curriculum Co-ordinators have completed a 'Literacy Planning Template', which documents the specific pieces of written work in their subject area that will be marked for literacy (as well as content). Following any Quality Assurance, written feedback and advice will be given to individual staff and Curriculum Coordinators will update their DDP accordingly. Further marking audits and QA protocols will be carried out to ensure literacy skills are being taught explicitly and areas of deficit are addressed accordingly.

### **Support for Departments**

LHA & JRo will liaise closely with Curriculum Coordinators to discuss literacy in their subjects. Support will be given in terms of:

- **Schemes of work** – All SOW have been updated for 2014/15, literacy is a key focus for all departments. The Literacy Planning Template will also highlight any activities that may not be conducive in developing students' literacy. In addition, there will be suggestions and assistance in the purchasing of extra resources.
- **Lesson Observations** – Advice and support will also be given for opportunities, which will make lessons and the lesson environment more 'literacy friendly'.

### **Other Opportunities to Improve and Promote Literacy across the School**

- World Book Day – An opportunity to raise the profile of reading and literature in general, by encouraging both staff and students to dress-up as their favourite book characters.
- Accelerated Reader Programme - Pupils to read during quiet moments of the half hour registration time at least twice per week. Pupils will undertake regular online tests to evaluate their understanding of the text and, where appropriate, re-direct them to more/less challenging material.
- Literacy Boxes – book boxes which cater for a range of interests will be utilised during Literacy Form Time. There are a selection of boxes for whole form reads as well as individual books. Pupils will be encouraged to write reviews for the Literacy notice board.
- Outside agencies – (such as writers and poets) will be invited in to engage and inspire pupils, as well as taking pupils out on trips. Pupils will also participate in competitions that improve literacy but also raise awareness of other issues, e.g. 'Readathon'.
- Learning Resource Centre – A dynamic and proactive Learning Resource Manager co-ordinates a range of engaging competitions and initiatives designed to promote reading amongst our students, such as Premier League Reading Stars.

### **Teachers**

The role of the Form Teacher is to develop and teach Literacy skills throughout literacy based activities such as reading and Accelerated Reader. Subject teachers will be expected to explicitly teach literacy skills that impact upon their subject area. This may include subject specific terminology, scaffolding longer pieces of writing, exam access and/or modelling quality exemplar materials for students

### **Parents**

Parents are required to support school based initiatives by encouraging pupils to actively engage in strategies aimed at raising Literacy levels.

### **Pupils**

To develop their skills further, pupils are expected to take the opportunities provided throughout the school to assist in the raising of their Literacy levels.

### **Pupil Intervention**

Using data (such as reading ages, spelling ages, CAT's, SAT's, Raise Online) selected pupils will be withdrawn from lessons to receive Literacy or Withdrawn support.

All parents/guardians are informed of Withdrawn Support. Pupil progress is tracked and monitored. Students are formally re-assessed twice a year and parents are informed via letter.