

# Literacy Strategy

<b>Date Approved:</b>	15 March 2018
<b>Approved By:</b>	Trustees
<b>Review Date:</b>	July 2019

<b>Impact Assessed</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
------------------------	-----------------------------------------	-----------------------------

## Document Control

This document is issued, controlled and impact assessed by the Leadership Team.

The latest version of the procedure will be maintained on the School Website.

## Scope

The Academy opened in January 2018, and is in its first year of operation. It has become evident given local school achievement, that student literacy will be a key issue for the school and its development and progress.

The education system has seen major changes over the past few years. There is on-going reform of GCSE qualifications however throughout all of this change, the development of literacy skills remains central to a young person's life chances. Without good literacy skills full participation in the workplace and society as an adult will be a constant struggle. Endeavour Academy needs a whole school literacy policy which will be implemented systematically across the curriculum and all teachers should view themselves as teachers of literacy, regardless of their subject specialism. It is vital that we understand that language and literacy are of personal, social and economic importance.

## How does this line up with policy?

Ofsted (2015, August) The Common Inspection Framework: Education, Skills and Early Years. Quality of Teaching, Learning and Assessment (p13-14). Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

Ofsted (2016, August) School Inspection Handbook. Inspectors will consider the impact of teaching literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially for pupils at risk of underachieving.

Department for Education (2012) Teachers' Standards: 'teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever their subject specialism.'

## Purpose

There are four aspects to literacy:

- Speaking
- Listening
- Reading
- Writing

It is vital that our approach to literacy in school is not a 'policy document', consigned to the back of the staff handbook. The approach must become an active part of daily teaching and learning or in other

words the 'Language of Learning'. Therefore, our approach for 2017/18 is a simple one with three strands:

1. Always insist on full sentences both in speaking and writing, give students the time to properly invest in their writing
2. Consistent approach to marking and feedback (purple pen), including students checking their own work prior to hand in.
3. Teacher in all subjects should model writing for their students and help them to organise their extended writing into well-structured paragraphs.

Alongside the use of baseline assessments and tutorial literacy activities, the literacy strategy focuses primarily on oracy and writing, with a reading focus, learning support and tutorial activities. While outwardly uncomplicated, each strand of the approach is guided by an uncompromising belief that it is the responsibility of both staff and students to raise standards in literacy.

This starts with the expectation that students should respond in full sentences and in Standard English; teachers are expected to model this, to challenge poor oracy, and to provide students with the language necessary for a high-level response.

Before setting students to write, teachers should model the process of writing: the thinking, the planning, the drafting and the editing, and before any work is handed in, students should use their purple pen (provided by the English department) to check their own literacy.

In marking and feedback teachers should be consistent in their approach and follow the school marking and feedback policy.

This simple approach will ensure that all staff and students are clear about their responsibilities and that there is a consistent application of the approach across the school. This is then monitored through lesson observation and book scrutiny. Teachers need to ask the question 'how am I meeting the literacy needs of the students in front of me?'

Examples of this might be:

## Listening and talking for learning

- Engaging with others in group and class discussions of appropriate complexity
- Learn collaboratively – for example when problem solving or in project based learning time
- Explain their thinking to others
- Explore factors which influence them and persuade them in order to help them think about the reliability of information

## Reading for learning

- Find, select, sort, summarise and link information from a variety of sources
- Consider the purpose and main concerns in texts, and understand the differences between fact and opinion

- Discuss similarities and differences between texts

## Writing for learning

- Make notes, develop ideas and acknowledge written work
- Develop and use effective vocabulary
- Create texts – for example, presentations – which allow learners to persuade/argue/explore ideas

## What is meant by texts?

It follows that the definition of ‘texts’ also needs to be broad and futureproof. For the purpose of this strategy and plan we define texts as:

*The medium through which ideas, experiences, opinions and information can be communicated.*

Reading and responding to literature and other texts plays a central role in the development of learners’ knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continual form, including traditional formal prose, or non-continuous, for example charts and graphs. This reflects the increased use of multimodal texts and, digital communication, social networking and other forms of electronic communication encountered by young people in their daily lives. It recognises that the skills young people need to learn to read these texts differ from the skills they need to read continuous prose.

### Examples of texts

Novels, short stories, plays, poems, reference texts, the spoken word, charts, maps, graphs, timetables, advertisements, leaflets, comics, newspapers and magazines, CVs, emails, films, games, TV programmes, labels, signs, posters, recipes, instructions, reports and reviews, text messages, blogs, social networking sites, web pages, catalogues and directories

In planning for any curriculum area it is vital for teachers to ensure that students encounter a wide range of different types of texts in different media. As they progress in their learning students will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.

At Endeavour Academy we are committed to improving the life chances of students through a wide range of activities. Good literacy is a cornerstone of this and a key area of the school improvement plan for 2017/18.

**Breach of this policy may lead to action being taken under the school’s formal Disciplinary Procedure. Any employee, who feels they have been treated in a manner contrary to the spirit of this policy, should seek recourse in accordance with the School’s Grievance or Dignity at Work procedures.**

## Documents and Records