



JOSEPH LECKIE ACADEMY

LITERACY POLICY

This policy is reviewed annually

Approved by Governors: 8/12/16

Review date for Document: 8/12/17

Rationale

Literacy underpins the Academy's curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects.

Literacy is the key to independent learning because progress in literacy is related to their ability to think and learn: it is important in the development of information processing, reasoning, enquiry, creative thinking, evaluation, personal expression and active participation in society.

Literacy is particularly important in a system where success both within and beyond academy life is ultimately measured by the ability to demonstrate learning by writing clearly and concisely. Therefore, all teachers, tutors and support staff have a crucial role to play in supporting students' literacy development. Students are given regular opportunities to develop and extend their literacy skills using them purposefully in order to learn and they should be taught systematically and consistently across the academy.

Aims:

The aims of this policy are to support the Academy to:

- Raise standards of literacy across the Academy;
- Improve the quality of learning across the Academy;
- Extend, sustain and promote previous work on literacy across the curriculum.

Implementation:

These aims are achieved through engagement at three levels:

1. Support for senior managers in leading and managing changes to bring about systematic teaching of literacy skills for learning across the academy
2. Support for subject teachers and support staff in working within their faculty/department to incorporate literacy and learning objectives into teaching
3. Training for the teaching and support of literacy for individual teachers, tutors and support staff where this is needed

In order to implement Literacy across the Curriculum we have adopted the literacy and learning framework which divides into three strands:

Context:

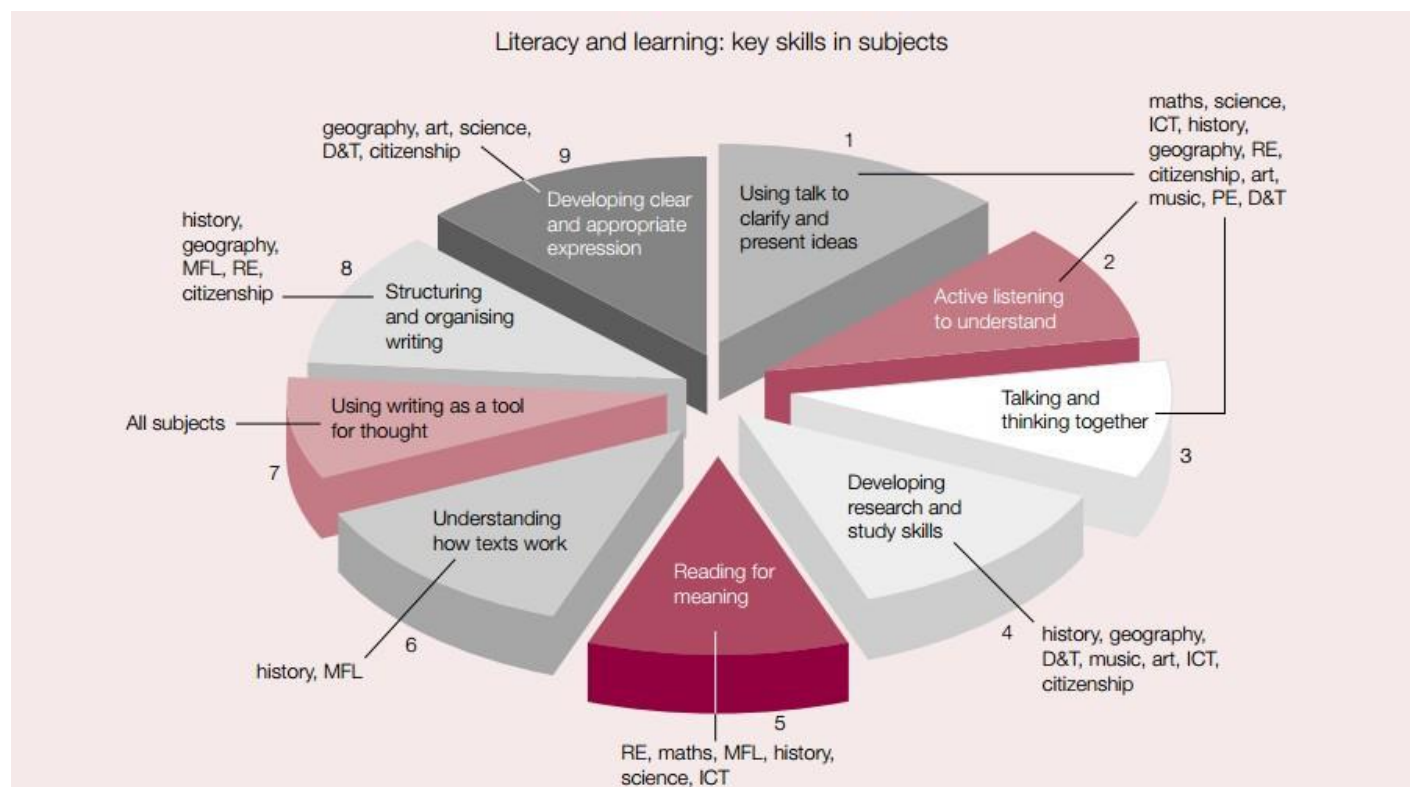
The model which is now embedded in this Academy is one of a 'literacy skills pie'.

The Academy continues to focus on the following 9 strands:

Learning through talk	Using talk to clarify and present ideas
	Active listening to understand
	Talking and thinking together
Learning from text	Developing research and study skills
	Reading for meaning
	Understanding how texts work

Learning through writing	Using writing as a tool for thought
	Structuring and organising writing
	Developing clear and appropriate expression

Each strand is then represented by one slice of the pie and different faculties/departments pay attention to different slices. This has now been embedded into all faculty /department schemes of work. The Pie Chart¹ shows how literacy is shared out among subject areas at Joseph Leckie.



Literacy is further supported and developed through a number of whole Academy drives, initiatives and support programmes:

Drives/Initiatives made explicit by all staff in lessons and/or Tutor time:

- Key Words
- Speaking and listening
- Connectives
- Text Types
- One word is not enough (oral)
- One word is not enough (written)
- Capital letters and full stops
- Sentence Structures (simple, compound and complex)
- Thinking Time
- Literacy Marking Policy
- Word of the Week
- Thought for the week (SMSC)
- Reading in Tutor time

¹ Originally taken from the KS3 National Strategy, Literacy & Learning Guidance for Senior Leaders pg.15 (http://webarchive.nationalarchives.gov.uk/20090107233924/http://standards.dfes.gov.uk/secondary/keys3/all/respub/ws_lal).

- Spelling Tests in Tutor time
- Tutor Time Activity Booklets and literacy activities available on Frog

Support Programmes:

- Lexia Strategies and Lexia Core 5 - Personalised Literacy Learning Programmes
- Phonics
- Rosetta Stone for EAL students
- EAL Faculty support
- Newly Arrived Pupil Induction programme
- Dyslexia identification and support
- Library supports via resources and Librarian
- Communication Club (SEND)
- SENDfaculty support in lessons
- Faculty TA support in some subjects
- Tutorial activities and some Post 16 students mentoring in form time

Roles and Responsibilities:

Senior Leaders:

The Academy Leadership Team monitors the work of Heads of Faculty/Department on a regular basis and determines priorities for development. A member of the Academy Leadership Team is responsible for driving literacy and with the Literacy Implementation Group monitors and revises the Literacy Improvement Plan on a termly basis.

Literacy Implementation Group:

The Literacy Implementation Group is made up of volunteers from faculties/departments to review, develop and support the implementation of Whole Academy Literacy Policy and Literacy Improvement Plan and report on progress to the Leadership Team and Governors. In addition, the group runs whole Academy or individual training for staff and supports faculties/departments/individuals where necessary in conjunction with Senior Leaders and outside consultants.

Heads of Faculty/Department and Heads of Year:

- Are informed of whole Academy focus (whole Academy interventions) as indicated on the Academy Improvement Plan and Literacy Improvement Plan via Academic/Pastoral Board and Joint Board meetings.
- Are consulted during the process of modifying the Literacy Improvement Plan and their own plans.
- Meet with their teams to discuss literacy and areas for development and these are incorporated into their faculty/departmental/pastoral improvement plans
- Work with their colleagues to incorporate literacy and learning objectives into departmental planning and teaching and tutorial time activities
- Support colleagues where necessary and identify training needs as required
- Report to the Senior Leadership Team the impact of literacy and learning through their Link meetings.

Teachers, tutors and support staff:

- Are informed of the whole-Academy focus on Literacy and any new and on-going initiatives.

- Evaluate their own knowledge and understanding of teaching literacy in the context of their subject and pastoral work and identify their training needs and discuss these with their subject/Year leader.
- Attend staff Inset and other training to meet their identified training needs.
- Build literacy and learning objectives into their lessons and tutorial time and teach and reinforce literacy and learning strategies throughout lesson, tutorial time and beyond the curriculum.
- They report to their subject/Year leader on the impact of literacy on teaching and learning and identify further areas for development and training needed.

Library:

The Library supports literacy, teaching and learning within the Academy by:

- Providing, maintaining and advising on appropriate resources to support the curricular, recreational and cultural needs of students and staff.
- Ensuring that all library resources are well presented and well organised to allow easy retrieval.
- Promoting reading for pleasure, through library collections, activities, displays, competitions, challenges etc.
- Equipping students with the skills to make the best use of the library facilities provided and be able to transfer those skills to any other library or information centre.
- Encouraging students to take pride in and responsibility for their own learning.
- Providing a welcoming, supportive, quiet and attractive environment, that encourages use of the library facilities, reading for pleasure and learning.

Monitoring:

Literacy across the Curriculum is monitored in the following ways:

- Lesson Observations/Drop-ins as part of Appraisal and Academy monitoring procedures.
- Minutes of faculty/departmental/Year/Academic and Pastoral Board meetings.
- Tutorial Visits by HOY and the Leadership Team.
- Success criteria on the Literacy Improvement Plan.
- Annual Reading Ages (on PIMS).
- Lexia reports; English assessments and GCSE results.
- Usage of the Academy Library.