

## Holy Trinity Catholic School Literacy Policy

'There is no such thing as Literacy. There is just good Teaching and Learning'

'All teachers are teachers of Literacy.'

### Rationale

It is the responsibility of all to practise and interweave effective literacy into all that we do through high impact, low effort strategies. Literacy underpins the curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. All students learn and express themselves in all areas of the curriculum and we are all committed to developing the literacy of every pupil in the confidence that it will support their learning across the curriculum, enhance their understanding of the subject matter delivered and raise standards of teaching and learning within our school.

There will be a commitment to clear and consistent direction from all leaders. Priorities will be identified and a range of approaches for delivering effective strategies will be shared at regular intervals throughout the academic year. Equally this will be monitored through quality assurance exercises and be measured by the outcomes of students. Effective literacy is effective teaching and learning. As per the Teacher Standards it is our responsibility to *'demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.'* As a school we take the approach that all *"teachers should develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for students, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects."* (DfE, 2014)

The school's Literacy Lead will undertake a number of tasks to support the development of literacy. They may include some or all of the following:

- Work closely with the Head Teacher to plan for implementation;
- Liaise with colleagues to identify current provision within the school;
- Broaden CPD for all
- Create an environment to support the development of students' literacy.
- Facilitate the sharing of good practice across the school;
- Contribute to whole school improvement planning and self-evaluation processes;

Subject Leaders will understand that:

- Literacy skills need to be addressed consistently and systematically across the curriculum
- There should be a consistent focus on academic literacy and subject specific vocabulary for all team members
- There should be a coherent approach to the development of literacy skills;
- Literacy errors such as SPaG will be marked according to school marking policy;
- Departmental QA and monitoring is vital and should become part of T&L QA
- Encourage team members to reflect on their own literacy planning (and have high expectations) for effective delivery of literacy through effective subject planning - 'high impact, low effort'
- Share and model collaborative and active learning strategies to model how children can explore ideas and develop their thinking
- Ensuring lessons or series of lessons have a clear literacy focus and that students can communicate what their personal literacy focus is.
- Ensure there is a focus on extended writing regardless of the subject

## The Librarian

Learners already associate the school library with developing their reading skills. The school librarian has an important role to play in:

- Providing a stimulating environment with which learners will engage;
- Promoting reading for enjoyment, including inviting visiting authors
- Providing break and lunch time reading opportunities
- Providing the students with a wish list to provide titles suggested by the students
- Using students as librarians
- Delivering and promoting reading through the Accelerated Reader program at KS3 and to track progress through STAR testing.
- Encouraging a *pleasure for reading* through competition

## Marking for Literacy

- Correction time needs to be built in to students' learning routines;
- A set of baseline literacy expectations\* will be embedded into marking as well as the obvious - full stops, capital letters, and paragraphs.
- Teachers should always mark subject-specific spelling errors (key words or target vocabulary). Misspelt words can and should be corrected for students
- All must use the SPaG stickers to assess the *quality of written communication* (QWC) and ensure students respond to this in their reflection tasks.

### \*Literacy Marking Expectations for QWC

// or NP	C	P	PR	∧	(Ap) or ‘	SP	GR
New paragraph	Capital letter required	Inaccurate use of punctuation	Poor presentation	Missing word	Apostrophe error	Spelling	Grammatical error

Tense	V V	VS	Pink highlighting	SS	
Incorrect tense	Vary vocabulary	Vary sentences	Syntax or lexical error	Sentence structure	Doesn't make sense

### At the end of each term the school will reflect and review to:

1. Identify where progress has been made in terms of literacy across the school
2. Identify the strengths and weaknesses in students' work from across the school.
3. Adopt the new exam objectives as a way of planning for and assessing literacy skills.
4. Review the impact of the identified ongoing literacy priorities and consider next steps.
5. Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly.