



Glenmoor & Winton Academies

High Achievement – High Standards

Part of United Learning

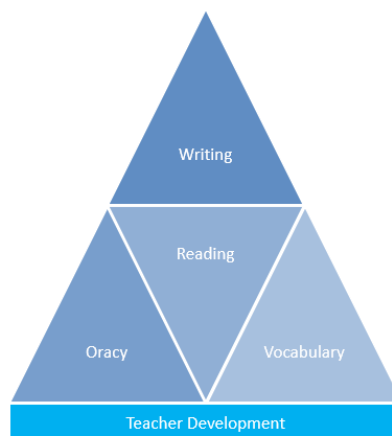
Literacy Policy

Introduction:

At GW we recognise that for all pupils to lead happy and successful lives with a broad range of opportunities they must be literate. However, we acknowledge that literacy is not simply 'ability to read and write' but goes much further. Literacy encompasses the cultural references pupil need to read widely, the resilience needed to meet the demands of challenging texts, alongside a vast vocabulary to decode texts and express themselves. Ultimately, we recognise that literacy is a broad term for the multiple skills and knowledge which pupils need to be fluent readers, writers and speakers.

We also recognise that being literate in one discipline or subject area is different to another, therefore we don't have a 'one size fits all' approach to policy around literacy. Instead, each subject area receives training to design curriculum and lessons which teach the necessary literacy skills to succeed in their discipline. We firmly believe that literacy is not a stand-alone issue: it is a multi-faceted issue with many challenges; it takes excellent curriculum design; excellent teaching and learning; targeted intervention and cross-curricular effort to ensure our pupils have the tools to succeed.

Literacy at GW is:



Literacy is an ongoing priority at the academies, and we are committed to ensuring that our decisions and actions relating to literacy are informed by the latest research. The research that we have used includes the Education Endowment Foundation's 'Improving Literacy in Secondary Schools'.

Aim: To ensure all students have the communication skills needed to confidently and critically navigate and contribute to the world around them

Objectives:

- Embed literacy across the curriculum
- Promote engagement with reading in line with reading age data
- Provide engagement with a wide range of texts to increase exposure

- Ensure grammar, spelling and handwriting are supported in all subject areas
- Develop the use of subject specific key terminology across all subject areas
- Increase oracy opportunities as part of personal development and education with character
- Develop extended writing skills across the curriculum

There are several GW Classroom Principles, a set of aspirational principles to guide our practice at the academies, dedicated to the development of student literacy:

2f- provide models, including worked examples, live modelling, exemplar student work, poor models and verbal and written modelling of key sentence stems and vocabulary

3c- insist of accurate, eloquent oral responses and by encouraging students to ‘say it again, say it better’; removing the use of fillers such as ‘like’ and ‘um’; and correcting pronunciation.

3d- Give students time to check their written work against the ‘GW writing 5’

3e- Teach the correct use, and correct spelling of subject terminology

3f- Teach the correct spelling of commonly misspelt words

5f- Scaffold and structure talking in the same way that we would scaffold and structure writing, with appropriate time limits, models, sentence stems and clear success criteria

Roles and Responsibilities:

Curriculum Team Leaders- responsible for disciplinary literacy, key subject terminology including etymology

Tutor Time Reading Co-ordinating- responsible for the tutor reading programme, including selecting texts and Tutor Training to enable them to deliver the reading effectively

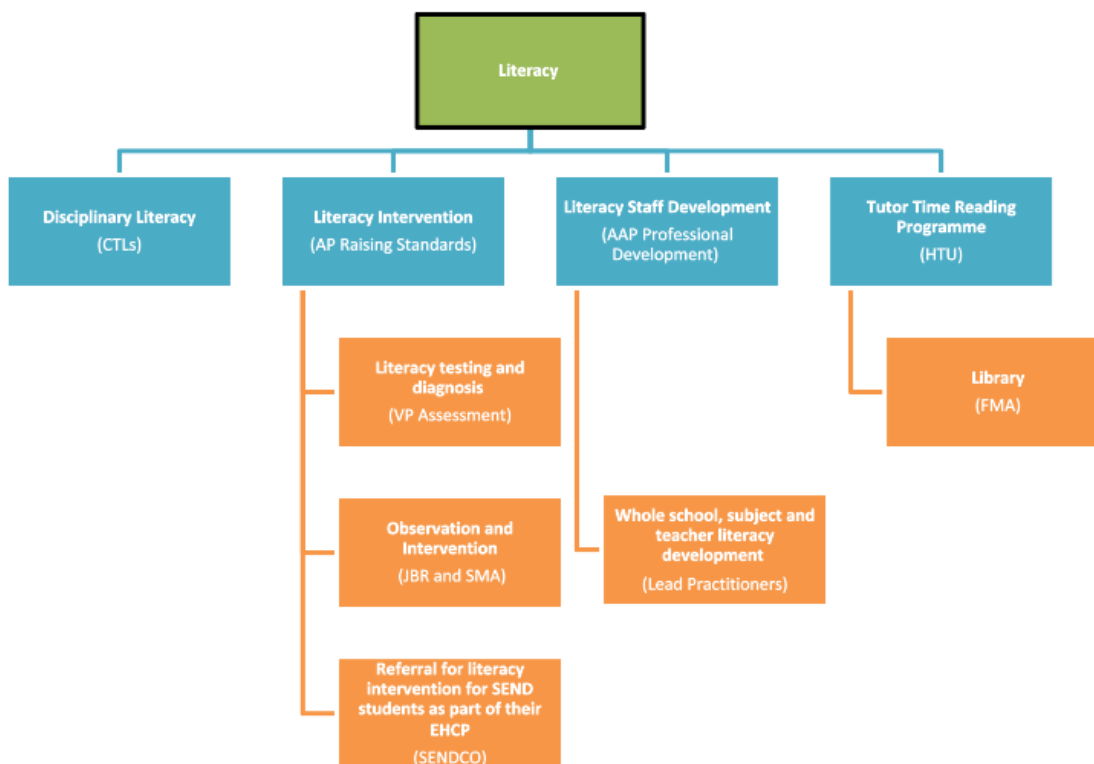
Tutors- Reading set texts with their tutor groups during morning tutor time

Heads of Year- Monitoring the Tutor time reading programme

Librarian- Promoting the love of reading through; advertising and promoting new books, World Book Day, encouraging use of the library as a resource for fictional and non-fictional books

AAP Teaching and Learning and Professional Development Lead- to support any training needs for literacy and to promote GW Principles that relate to literacy through T+L Briefings and Best Practice Briefings

SENDCO- responsible for specialist targeted intervention for SEND students



Student Literacy is developed through:

Tutor Time Reading

Each Key Stage 3 tutor group read a novel or short story together with their tutor. The tutor provides exemplary reading and questions for understanding and thought. The aim is for students to experience the enjoyment and challenge of reading a whole text. We have a dedicated Tutor Time Reading Coordinator to monitor and develop staff with their delivery of the reading programme.

All students have reading rulers as part of their checked equipment and these are used by students and teachers (when using visualisers) in tutor time when following a text.

The GW library is now online, and students can borrow and reserve books through their academy accounts.

Literacy Tutor Group:

Students who are identified as having reading ages below the expected level, gain access to the literacy tutor group programme. Within this tutor group students will work on their ability to read and comprehend texts relevant to their ability. Specialised staff will adapt the sessions to meet the needs of the students in front of

them with the aim to help increase their ability to access the curriculum within their daily lessons.

Intervention:

At the academies, we know that the best way to address areas for development in students' literacy is through excellent teaching. When additional 1:1 or small group intervention is needed, we can provide the following, monitored by the KS3 and KS4 Raising Attainment Leads:

- Lexonic: a measured intervention strategy in which initial reading ages are compared against outcomes (for students with below expected reading age).
- Literacy tutor groups in years 7-10 for students that enter the Academy with below average standardised score. Movement from these groups is fluid and in relation to ROA outcomes.
- Delivery of LEAP to students who have identified phonological gaps from KS1 and KS2 and have a reading age of eight years or under.
- Implementation of external Aim2Write provision for PP students with below age-related literacy levels.
- Catch-Up Funding used for literacy support and interventions for Year 7 students where appropriate.
- One-to-one tutor support for students with identified literacy needs.
- KS3/4 Raising standards agenda with specific focus on literacy progress and outcomes. This includes collaborative review with KS3 Lead, CTLs and HOY – actions include: targeted Pop-Up SLT Parents' Evenings; review of tutor time provision; communication and support resources for parents; and bespoke intervention packages for students.

Assessment

Literacy levels are measured in two ways to inform student groupings and allocations of interventions:

- Annual NGRT (New Group Reading Test) assessments for students in Key Stage 3 to track and monitor reading ages. These are shared both internally and with parents and students through academic reports.
- English ROA assessments
- Lesson observations, to identify whether the student's level of literacy allows them to successfully access their lessons.

Staff Training: Teaching and Learning

The Teaching and Learning priorities will often be directly related to literacy. For example, 'Developing Writing' and 'Structuring Talk' are examples which have been a focus of Teaching Learning.

Training for staff to address these priorities include:

T&L Briefings and Best Practice Briefings, which all teaching staff participate in weekly, will be focused on these priorities. In order to develop non-English teaching

staff knowledge and understanding, each briefing will also have an input and activity on grammar and punctuation.

Learning walks, PMIs might identify a need, and if that is the case additional professional development will be provided, either through recommend reads/courses; briefings; in-subject sessions; or Commitment to My Professional Development (CTMPD) sessions.

Monitoring, Evaluation and Review:

Senior leaders will be monitoring the literacy areas through.....

- Weekly learning walks and feeding back to the Associate Assistant Principal (Teaching and Learning) so that areas for staff development can be identified and staff development can be put in place.
- Weekly PMIs carried out by CTLs, SLT and Lead Practitioners
- CTLs learning walks to ensure that disciplinary literacy is being delivered effectively
- Frequent review of professional development opportunities within departments
- Line Management meetings
- Curriculum Reviews
- Curriculum Book Reviews
- Analysis of summative and formative data from assessments and formal testing of literacy

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