RGS

REDLAND GREEN SCHOOL
BRISTOL

LITERACY POLICY

1 INTRODUCTION

1.1 Redland Green School is committed to developing literacy skills in all students, in the belief that it will support their learning and raise standards across the curriculum.

2 AIMS & OBJECTIVES

- To recognise that all teachers are teachers of literacy

- To raise literacy attainment at every level of ability in all subject areas

- To ensure that all students have the opportunity to become effective readers, writers and communicators

- To recognise the potential of all students

- To assess the literacy attainment of all students more effectively

- To involve all staff in the assessment and facilitation of literacy

- To devise whole school strategies and systems for literacy development

2 ROLES & RESPONSIBILITIES

2.1 The Literacy Coordinator will lead and develop a high profile to literacy.

2.2 Curriculum Team Leaders (CTLs) will consider what literacy means to their individual subjects and ensure this is being developed within their faculty.

2.3 Subject teachers will make progress in literacy a focus within their lessons.

2.4 One to one teachers (catch-up) will ensure students make at least expected progress in their literacy development and close the gap with their peers.

2.5 Learning Research Centre (LRC) staff will encourage reading for pleasure and provide a range of books, both fiction and nonfiction, to suit all tastes and reading ages.

2.6 Mentors will promote literacy strategies during mentor time where appropriate.

2.7 Students will take increasing responsibility for recognising their own literacy needs and making improvements.

2.8 Parents will encourage their children to use the range of strategies they have learnt to improve their levels of literacy.

2.9 The Governing Body will appoint a linked Governor for whole school literacy to support and challenge the school to improve literacy for all.

2.10 The Literacy Co-ordinator, in conjunction with the Strategic Leadership Team (SLT) link will lead and support literacy development by:

- Regular evaluation of current practice and procedures

- Collation and dissemination of information and data pertaining to literacy

- Planning, organising and leading staff training

- Sharing best practice through regular newsletters

- Coordination of literacy themed days to raise the profile with both staff and students

- Involving parents to develop literacy

Agreed by Staff	Agreed by Pupils	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
02 DEC 2014	02 DEC 2014	02 DEC 2014	3 YEARS				
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed

APPENDIX 1 – READING, WRITING & SPEAKING & LISTENING

The three strands of literacy, reading, writing and speaking and listening, are all equally important. It is the role of all staff to ensure each are effectively addressed in their lessons.

1   READING

Why is reading important?

Students who read regularly not only perform better in exams, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures and their individual place in the world.

Strategies to improve reading that all staff will adopt:

- Students will be encouraged to read in every subject and where appropriate reading lists will be provided

- Students will be encouraged to read both fiction and non-fiction texts

- Staff will coordinate with LRC staff who can support them with reading in their subjects

- Students will be encouraged to use the reading pages in the planner by all subjects (in Year 7 and 8 English teachers will monitor)

2   WRITING

Why is writing important?

Writing is the basis upon which a person's work, learning, and intellect will be judged, in school, in the workplace, and in the community.

Strategies to improve writing that all staff will adopt:

- Students will be encouraged to use the literacy pages in the planner; consistency across the school will improve this for all

- Students will be encouraged to vary their writing style in terms of structure (long sentences, short sentences) and purpose (persuasive writing, analytical writing)

- Staff will embrace the use of keywords and provide specific literacy guidance for longer pieces of writing, eg using writing mats

3   SPEAKING & LISTENING

Why is speaking and listening important?

Speaking and listening underpins learning: a person cannot learn unless they can express and explore what is in front of them. It provides the opportunity to practice arguments and ideas before committing them to writing.

Strategies to improve speaking and listening that all staff will adopt:

- Staff will try to increase the amount of explicit speaking and listening activities in lessons

- All students will be encouraged to take part in speaking activities

APPENDIX 2 – LITERACY FEEDBACK

A unified approach to marking literacy skills is needed to raise standards. All teachers will use the following codes to mark literacy in student work from Key Stage 3 (KS3) to KS5:

S   Spelling

P   Punctuation error

//   Use a new paragraph

      Missing word

      This doesn't make sense

Students will be encouraged to independently solve these issues rather than staff providing the solutions, eg they will look up misspelt words rather than staff doing this.

APPENDIX 3 – LITERACY INTERVENTION

The Literacy Coordinator will run literacy intervention with students during morning mentor times. Selected students will work with the Literacy Coordinator and other staff to learn to improve their literacy over a five-week period.

1   WHO WILL THE SCHOOL TARGET?

The following groups are already supported with their literacy at the school:

- Pupil Premium: English teachers will run intervention

- Low Ability Pupils: through their AAG lessons with Matt Shafto and through the English support classes (who often have class sizes of 15 or less)

- SEN pupils: through the English support classes and/or additional literacy intervention

As a result, Literacy Intervention will focus on **Middle Ability** and **High Ability** students whose literacy levels do not match their ability.

2   WHICH YEAR GROUPS WILL THE SCHOOL WORK WITH AND HOW WILL STUDENTS BE IDENTIFIED?

Intervention will be focused on Year 11 and Year 12 as these are key exam classes.

Year 11 Identification

- English teachers will actively identify students and inform Bethan Hopkins

- ALL other teachers at the school will be encouraged to email suggestions

Year 12 Identification

- Reports will be used to identify those with literacy needs

- ALL other teachers at the school will be encouraged to email suggestions

3   HOW WILL THIS WORK IN PRACTICE?

Students will be invited via letter to attend intervention on ONE morning a week for an initial five-week programme, attending the same day each week.

This cycle will work as follows:

- Week 1: students will be asked to bring their English book and one other book (if Year 12 two subjects worth). This will allow staff to identify the issues that need improving. These will be recorded on a tracker sheet. Students will be given simple tasks to tackle this issue in the following week

- Weeks 2 to 5: students return each week with their work so that staff can check progress and, if necessary, set new goals. All will be recorded on a tracker sheet

At the end of the process students will be issued with a Smart Essentials: The Student Guide to Literacy.

APPENDIX 4 – DIGITAL LITERACY

Digital literacy is the ability to effectively and critically navigate and evaluate information using a range of digital technologies. This was highlighted as a particular area for development in a school-wide survey in early 2014.

Teachers are encouraged to use the following 7-point checklist for digital literacy:

1. Does the author give an indication that they are an expert?

2. Is the author/organisation associated with an organisation? Is there a link?

3. Can any references to the author/organisation be found on other websites?

4. Is the author/s biased (have strong personal opinions)? Are these views supported by trustworthy opinions?

5. Does the website promote a product?

6. Is the web information current (eg up-to-date)? Can an indication of when it was last updated be found?

7. Does the site appear amateur or professional?