

## The Whitby Secondary Partnership

# Literacy Policy

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Signed (Chair of Governors)	<i>Pen Cruz</i>

### Eskdale School and Caedmon College Whitby, the Federation key aims.

- **Partnership** - requires all staff in the federation to work together with equality and equity.
- **Growth** - enables all members of staff across the federation the opportunities to achieve best practice over time.
- **Develop** - allows staff to improve their practice through collaborative sharing.
- **Support** - staff are not isolated and have opportunities to collaborate in a non-judgmental, professional manner.
- **Recognise** – all staffs' input is visible, respected and shared with transparency and openness.
- **Value** – staff's efforts and work are appreciated and there is mutual respect between colleagues across the federation.

**Eskdale School and Caedmon College Whitby are committed to developing Literacy skills in all of our pupils, in the belief that this will support their learning and raise standards in all areas of the curriculum, enabling them to cope confidently with the demands of further education, employment and adult life.**

*"Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance."*

*"In secondary schools, the challenge of improving literacy is fundamental...literacy is key to academic success across the curriculum..."*

*"By attending to the literacy demands **of their subjects**, teachers increase their pupils' chance of success **in their subjects**."*

*"It must be grounded in their subjects."*

*"Secondary school teachers should ask not what they can do for literacy, but what literacy can do for them."*

**Sir Kevan Collins – Chief Executive – Education Endowment Foundation**

### **Rationale**

Literacy underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing. All departments and all teachers have a crucial role to play in supporting students' literacy development. Competent Literacy skills also enable pupils to read, understand and access examination materials, so that pupils are able to achieve their educational potential across the curriculum. A high standard of Literacy also allows pupils to develop their independent learning, and can have an impact on pupils' self-esteem, motivation and behaviour.

Throughout this document, 'Literacy' is used to include all aspects of language development – reading, writing, and speaking and listening.

### **Aims**

The aims of this policy are to:

- Ensure all staff are clear about the ways in which their work with pupils contributes to the development of literacy skills.
- Develop the understanding of how work in all subjects can contribute to and benefit from the development of pupils' ability to communicate effectively.
- Identify strategies used throughout the school to support the development of literacy skills.
- To adopt a whole-school responsibility for teaching literacy.
- To enable all students to reach their potential in the key literacy skills of speaking, listening, reading and writing.
- To ensure all staff take responsibility for literacy in their classrooms and actively encourage students to use literacy as part of their learning across the curriculum.
- To support the development of literacy skills for all pupils, especially those with a low reading age.
- To establish procedures for monitoring and evaluating literacy across the school and federation.
- To encourage all students and staff to be motivated to read for pleasure and to develop a lifelong love of reading.
- Use the marking and feedback policy, where marking for literacy will be clear and consistent across the school.
- To develop disciplinary literacy across the whole school to be delivered through CPD, to be reviewed yearly.

### **Literacy across the curriculum is important because**

- Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects.
- Reading helps us to learn from sources beyond our immediate experience.
- Writing helps us sustain and order thought.
- Language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done.
- Responding to higher order questions encourages the development of thinking skills and enquiry.
- Improving literacy allows students to learn independently; it is empowering.
- Speaking and listening is used to clarify and communicate thought and to help with the writing process.

Literacy will be easily identifiable across the curriculum. Within all subjects, students will be encouraged and supported to develop their reading, writing and speaking and listening skills. Eskdale and Caedmon College Whitby, the federation, strives to embed consistent approaches to these areas within all subjects.

### **Roles and responsibilities**

It is everybody's responsibility to follow guidance from the EEF to improve literacy across both schools.

The 7 stages should be planned for and delivered as follows:

1. Prioritise 'disciplinary literacy' across the curriculum.
2. Provide targeted vocabulary instruction in every subject.
3. Develop students' ability to read complex academic texts.
4. Break down complex writing tasks.
5. Combine writing instruction with reading in every subject.
6. Provide opportunities for structured talk.
7. Provide high quality literacy interventions for struggling students.

**Teachers across the curriculum:** all teachers play a vital role in developing literacy, and reading, writing and speaking and listening should be integral in all subjects.

- Be fully aware of the [EEF Disciplinary Guidance report](#) and the strategies to employ in teaching.
- To understand that all teachers are teachers of literacy.
- To model literacy in action so that students are clear about what is required.
- Use the marking policy including marking for literacy.
- Empower students by teaching them the language and vocabulary which is appropriate to the subject area and will enable them to make progress.

**Heads of Departments:** Be fully aware of the [EEF Disciplinary Guidance report](#) and the strategies to employ in teaching.

- Ensure that literacy is at the heart of the curriculum by including literacy in planning documentation and as part of the assessment process.
- Ensure that literacy is on the agenda of all department and leadership team meetings.
- Build wide reading into the curriculum by setting reading opportunities both in class and as homework.
- Include monitoring of Literacy across the Curriculum as part of their regular monitoring programme.

**Form tutors:** form tutors monitor and encourage their tutees', in reading for pleasure during form time, and allocate at least one session specifically for that purpose.

**Parents:** encourage reading at home.

**Pupils:** always have a reading book with them and read when they are given the opportunity, both in school and outside school. In the absence of specific homework, twenty minutes reading is expected.

## **SENCO**

- To support staff in the implementation of literacy across the curriculum by developing an on-going programme of training based upon identified training needs.
- Lead the promotion of reading for pleasure.
- Work closely with the relevant staff to identify and provide interventions for pupils identified with weak literacy skills.
- Monitor the impact of literacy across the curriculum through targeted interventions
- Play a key role in identifying cross-curricular literacy priorities, targets and objectives.

## **CPD**

For the year beginning September 2021, the main focus of staff training will focus on Disciplinary Literacy. This will continue to roll into following years. Training will be delivered by AHT's for Teaching and Learning across the Federation and will be followed by joint department sessions from each school implementing actions set from full training days.

"Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers of every subject to teach students how to read, write and communicate effectively." ***Education Endowment Foundation***

Opportunities will be provided over the next two years in CPD sessions to embed disciplinary literacy into the curriculum. During and after this, quality assurance checking will be carried out by HoDs/SLT during Subject Reviews.

