



Cardinal Heenan Catholic High School

Literacy Policy

Key staff:	H McTague L Fabia
Key governor:	
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Approved by Governing Body:	<i>A Tremarco</i>
Date:	
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Rationale

Ofsted (2015) stated that the case for promoting literacy across the secondary curriculum is urgent and essential. Too many pupils still emerge from our schools without the confident and secure literacy skills they need to thrive as adults. "Putting the child first" to Cardinal Heenan Catholic High School means equipping students with the confidence to succeed and flourish in life. It is our Christian responsibility to arm all our boys with the oracy, and literacy skills they need to contribute to our society as active citizens, husbands and fathers. Ultimately, Literacy is about our boys' self-esteem.

To be literate is to gain a voice and to participate meaningfully and assertively in decisions that affect one's life. To be literate is to gain self-confidence. To be literate is to become self-assertive... Literacy enables people to read their own world and to write their own history... Literacy provides access to written knowledge – and knowledge is power. In a nutshell, literacy empowers. We believe that we should equip our pupils with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core values.

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum will not only develop pupils' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- Access information and read with understanding and comprehension
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking
- Develop vocabulary and in particular understanding of tier 2 words but will also have an impact on their self-esteem, motivation and ability to work independently.

"In the secondary schools where teachers in all subject departments had included an objective for literacy in all the lessons, senior managers noticed an improvement in outcomes across all subjects as well as in English." Ofsted: Removing Barriers to Literacy 2011

Statement of intent

Sound literacy skills are essential for progress across the curriculum and to enable students to function effectively in adult life. All teachers have a responsibility to develop students' competence in reading, writing, speaking and listening in their own subjects and to ensure that students become competent users of language and can access the curriculum effectively and achieve their potential.

The development of literacy skills across the curriculum will be implemented according to the following guidelines:

- Department schemes of work will specify how literacy skills are reinforced within their subject areas.
- Staff will follow whole school policies on marking and literacy.
- Students lacking basic literacy skills will be identified at transition using reading tests within English and Learning Skills lessons.
- In KS3 literacy support will target students most in need of support who will receive extra help via withdrawal and one-to-one support.

- Students in Years 7 requiring extra help with reading will be asked to attend paired reading sessions with trained sixth form students.

Key roles and responsibilities

Overall responsibility for literacy throughout the whole school lies with the literacy coordinator.

The Literacy Coordinator will be responsible for liaising with teachers across all of the departments to facilitate the delivery of cross-curricular literacy skills. The English department will be responsible for teaching basic literacy skills. Teachers will be responsible for developing literacy skills across their subjects.

The role of the teacher

All teachers should ensure they plan opportunities to support or develop literacy in their lessons. Each teacher should consider how language for learning can be used effectively to improve achievement in their subject. In lessons, teachers should:

- Act as role models for language use and maintain high expectations for student language in the classroom.
- Provide structured opportunities to develop student skills in speaking, listening, reading and writing.
- Share literacy objectives where and when appropriate.
- Assess written work using the common approach of literacy codes and the common corrections policy.
- Ensure students have access to a key to literacy codes in their exercise books (if appropriate for that subject) and that this information is also displayed on their classroom walls.
- Raise awareness of key words, meanings and subject terminology for each new unit of work.
- Encourage wider reading
- Be aware of the specific requirements of their subject and should prepare students where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook, as many staff already do. Staff should also, where appropriate, reinforce reading/study skills techniques taught in English such as skim-reading, note-taking, underlining key words, etc.
- Plan opportunities for students to show they understand information conveyed in different forms of text and from different sources.
- Encourage students to take pride in their work and to consistently look at presentation.
- Assist students in the organisation of their writing and provide good models and writing frames where appropriate to support students with their writing
- Reinforce basic skills in writing, reminding students of the importance of basic punctuation and paragraphing in the context of their work
- Encourage the development of speaking and listening through activities within each unit of work.
- Plan opportunities for students to speak articulately in a range of contexts and for different purposes

The English department

The English department are committed to providing learners with the knowledge, skills and understanding they need to read, write, speak and listen effectively. The English department (through the Literacy Coordinator) will promote literacy within the school community in the following ways:

- Promoting National Poetry Day and World Book Day by leading assemblies, among other initiatives.
- Raising the profile of literacy through whole school literacy focus updated every term.
- Attending any relevant training courses to ensure the school is up to date with change.
- Providing literacy teaching tips for staff and/or presenting in CPD sessions
- Representing the school at area literacy network meetings and liaising with primary partners where and when appropriate.
- Meeting with PGCE students and new staff to inform on school's literacy policy and provide guidance.
- Organising writing workshops and reading partnerships
- Promoting and entering students for competitions (poetry, short stories, public speaking, etc).
- Liaise with the SEND department – they will be able to support students who have specific literacy needs or have been identified as below level 3 at KS2. Intervention in this instance may include additional literacy learning programmes and/or support with reading and booster sessions. The SEND department will also work closely with the English department to establish accurate reading ages in year 7.

Reading for pleasure

As a school we recognise that reading is not only a vital skill across all subjects but also an invaluable life skill too. This therefore led to exploring ways we could introduce initiatives which will hopefully contribute to raising pupils' attainment. We currently offer 'Excellence in Reading', a book club and a whole school initiative of reading for pleasure (Reading Canon) to all pupils in year 7.

Our focus through this project is to build pupils' reading skills and develop their confidence when accessing texts, whilst enhancing their cultural capital. We are aware from KS2 and GL assessment data that pupils' retrieval and inference skills are weaker than nationally published figures.

The reading project is being delivered one hour per week for all year 7 pupils, as a timetabled 'reading' lesson.

Pupils will read a full text, approximately across a term and complete a reading log at various stages. The teacher will develop the pupils' retrieval and inference skills as part of the delivery.

Pupils' reading and spelling abilities will be tested in September. Pupils will be tested again in the summer term.

We began with a questionnaire at the start of the project to gauge pupils' thoughts and experiences of reading. This will be repeated towards the end of the year.

Pupils have reading logs to complete each lesson. These are sampled regularly as part of our QA procedures.

Drops in and visits to lessons to see how pupils are responding to the reading and how it's being delivered.

Links are made in other subjects to the books pupils are studying.

We see this as a long term project and therefore the impact of this will be evaluated as we embed this further in our school.

Monitoring and evaluation

- Learning walks with a focus on how literacy is being supported in lessons.
- Peer observation of colleagues to share good practice
- Faculty reviews to focus on how literacy is integrated into schemes of work and development plans.
- Work sampling to ensure literacy codes are being utilised and students are using the literacy high five day to self and peer assess literacy errors.
- Evaluate the impact of literacy strategies on a regular basis.
- literacy Coordinator, Head of English and SLT will monitor the impact of the policy and review the policy