



Literacy Policy

Review Date: February 2029

Reviewed By: Senior Leadership Team

Final Approval: Senior Leadership Team

Context

The Core Values which relate specifically to this policy state that we are working together to form relationships based on

- **Compassion** - everyone is encouraged to be generous in their concern for others.
- **Responsibility** - everyone is expected to understand the consequences of their actions
- **Truth** - everyone is required to be honest and to communicate in a positive manner

Such values contribute to our common purpose: 'striving for the highest quality education with a strong Christian ethos'.

Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection Policy.

Introduction

"The limits of my language means the limits of my world." (Wittgenstein).

"Spoken language forms a constraint, a ceiling not only on the ability to comprehend, but also on the ability to write, beyond which literacy cannot progress." (Myhill and Fisher).

Literacy involves the ability to read and write; however, it also involves recognising, reproducing and manipulating the conventions of a range of texts as well as developing speaking skills.

Effective literacy teaching enables progress for all young people and is at the heart of inclusive teaching and learning at Bishop Stopford School. Improving literacy is the most effective way of improving attainment for students of all abilities in all subjects, since it provides them with the requisite vocabulary and organisational control. All teachers, therefore, are expected to be highly literate and to be able to teach literacy as a professional responsibility. This aligns with the Teachers Standards, which expects all teachers 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."* (Teacher Standards 3c).

The Academy's procedures are supported by research from the Education Endowment Foundation, with reference to their guidance report *Improving Literacy in Secondary Schools (2018)*. We have also consulted *The Reading Framework (2023)* from Gov.uk which aligns with OFSTED's Education Inspection Framework.

This document should be read in conjunction with 'Our Intent' the Oracy Policy and Teachers' Standards

Aims

At Bishop Stopford School, our aim is to equip all students with an excellent level of literacy, to prepare them for the demands of the wider world and to develop their love of reading. As such, literacy is an essential, core activity which will be explicitly promoted, supported and developed.

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We strive to ensure that all of our students can:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion and oracy in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Policy

We will:

- provide planned opportunities in all curriculum areas for students to develop literacy skills;
- implement a whole-academy approach to key literacy practices
- provide CPD for teachers to:
 - a) ensure their own literacy is in line with Teachers' Standards;
 - b) develop literacy strategies for their subject areas;
 - c) implement whole-academy approaches to literacy
- promote literacy through the Library, online and other resources;
- identify students who are at risk because of poor literacy skills, and provide a range of interventions to support them in their learning (See Appendix One – Literacy Intervention procedures);
- monitor and quality assure the impact of literacy teaching through established procedures.

Implementation

We will implement a range of approaches to fulfil our aims. This will include:

- All staff receive training and regular CPD on literacy and oracy;
- Planned literacy activities within all subjects, which may include reading relevant selected material for the topic which students are focusing upon in order to improve their subject vocabulary and analytical skills;
- Ensuring that all students have access to a range of challenging and age-appropriate books to borrow in the Library;
- Updating and publishing Key Stage 3 (KS3) Reading Lists on the Academy website;
- Ensuring that a reading book is part of the essential daily equipment for KS3 students;
- Gifting all Year 7 students a book on their Yr 6 transition day;
- Participating in Bedrock Learning in Years 7 and 8;
- Dedicating curriculum time to the Library in Year 7;
- Reading at the start of KS3 English lessons and cover lessons;
- Implementing Reading booklets/ independent reading in form time for KS3 and 4;
- Bespoke reading activities in every subject discipline at KS3
- Reading activities as part of personal development (eg form time reading and competitions);
- Engaging sixth form leaders as Reading Ambassadors to support and promote reading at KS3
- Celebrating World Book Day each year as well as engaging with specific events, where deemed appropriate;
- An annual Readathon;

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- Book clubs in the Library and regular Library competitions throughout the year to promote Reading for Pleasure/volitional reading;
- Bespoke reading and literacy support programmes where appropriate;
- Regular communication with parents and carers regarding literacy.

Responsibilities

Senior Leaders and Gifted and Talented Co-ordinator

- Lead on and give a high profile to literacy through the strategic planning process (P4X)
- Devolve the appropriate resources to support literacy education
- Provide opportunities for professional development on literacy
- Monitor the implementation of the Literacy Policy
- Ensure all staff are supported with access to resources and information on how best to approach literacy within their subject

SENDCo

- Carry out diagnostic literacy tests with students on entry, analyse and monitor the outcomes
- Identify underachievement and those students requiring additional support in literacy
- Implement effective strategies, including support programmes for cohorts of students requiring additional support and review progress

Heads of Faculty and Department

- Ensure that subject/s comply with whole academy literacy requirements and that the Academy's Literacy Policy is consistently implemented
- Ensure that 'disciplinary literacy' is a central part of developing outstanding practice and that subject-specific vocabulary (Tier 3) is communicated and used effectively in subject areas and consolidated using displays and within exercise books / student folders.
- Monitor the work of the department with regard to the inclusion of disciplinary literacy strategies
- Analyse assessment data to identify any literacy gaps and design appropriate interventions

All staff

- Be role models in reading and their use of English to all students
- Plan for literacy activities within the taught curriculum
- Develop resources in relation to literacy (e.g. worksheets, displays, online activities)
- Ensure that whole academy data (eg CATs, Lucid, Inclusion data) is used to identify and support individuals with additional literacy needs
- Identify the literacy strengths and weaknesses of the students they teach, and know how to build upon these in order to promote progress
- Provide written feedback to students on their literacy
- Ensure that students take increasing responsibility for recognising their own literacy needs and making improvements, particularly through assessment feedback processes

Appendix One

Literacy Intervention Procedures

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Bishop Stopford School believes that the progress of every student is vital. The progress and attainment of all students is assessed and reported to parents three times a year. SEND students will receive additional assessments to analyse progress.

All teachers are expected to deliver outstanding quality first teaching and adapt their lessons to remove barriers to learning for students with additional learning needs or those who have join the Academy at or below the expected standard¹.

All Year 7 and 8 students who have been identified through Key Stage 2 SATs outcomes or other baseline testing will receive appropriate support through the strategies outlined below.

Strategies

- SEND Reading small group intervention at KS3
- Units of Sound
- Reading Partners
- Bedrock Learning
- Literacy and Numeracy standardised assessments
- Bespoke, intensive support tailored to individual needs, including referrals to external agencies

¹ The 'expected standard' from Key Stage 2 is a scaled score of 100.)

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