

Literacy Policy

Review Date: February 2026

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

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

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 is at the heart of success for all young people. All teachers are expected to be highly literate and to be able to teach literacy as a professional responsibility: Teachers will *"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).

Aims

At Bishop Stopford School, we are guided by the aims of the National Curriculum:

- 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
- literacy is considered an essential, core activity which will be explicitly promoted, supported and developed.

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 (eg marking);
- provide CPD for teachers to:
 - a) ensure their own literacy is in line with Teacher Standards;
 - b) develop literacy strategies for their own subject areas;

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- 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;
- monitor and quality assure the impact of literacy teaching through established procedures.

Implementation

We will implement a range of approaches to meet the aims of the National Curriculum which will include:

- Bedrock Learning
- Dedicated Library lessons in Year 7
- Silent reading at the start of KS3 English lessons
- Bespoke reading activities in each subject area at KS3
- Reading activities as part of our personal development work(eg. ERIC and inter form competitions)
- Reading Ambassadors – Engaging sixth form mentors to engage reading at KS3
- Bespoke reading and literacy support programmes where appropriate ((eg. Units of Sound, SAM Learning, Literacy Catch-up)

Responsibilities

Senior Leaders

- 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

Heads of Faculty and Department:

- ensure that ‘disciplinary literacy’ is a central part of developing outstanding practice,
- ensure that subject/s comply with whole academy literacy requirements
- monitor the work of the department with regard to the inclusion of subject specific literacy strategies
- ensure consistent implementation of the literacy policy
- analyse assessment data to identify any literacy gaps and design appropriate interventions
- ensure displays within their areas are accurate, in Standard English and support whole academy literacy

All staff:

- be role models in reading and their use of English to all students
- plan for literacy activities within their KS3 lessons
- ensure that whole academy data (eg CATs, 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 within the subject (see appendix for Literacy Marking Code)
- ensure that students take increasing responsibility for recognising their own literacy needs and making improvements, particularly through assessment feedback processes
- develop resources in relation to literacy (eg worksheets, displays, online activities)

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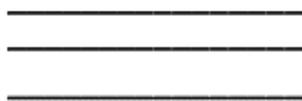
SENDCo

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

Appendix One

BSS Progress in Written Expression

Sp



Correct a spelling. (Draw three lines for student to write out three times.)



Circle an error (e.g. capital letter, full stop, comma.) Student to identify & correct.



Underline a phrase or sentence which isn't clear. Student to rewrite.

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Appendix Two

Catch Up Statement

Bishop Stopford School believes that the progress of every student is vitally important. The progress and attainment of all students across the curriculum is assessed and reported to parents three times a year. SEND students and 'Catch-up' students receive additional assessments to analyse progress.

All teachers are expected to deliver outstanding first wave quality teaching and differentiate their lessons to remove barriers to learning for students with additional learning needs or those that have entered the school behind their peers.

All Year 7 and 8 students who have been identified through the Year 7 Catch-up analysis will receive appropriate support through the strategies outlined below. (As the 'expected standard' from Key Stage 2 is a scaled score of 100, all students with scores below 100 are part of this cohort.)

Strategies

- SEND Literacy and Numeracy small group intervention
- SAM Learning (Literacy and Numeracy)
- Units of Sound
- Reading Partners
- Bedrock Learning
- Cognitive Ability Tests
- Literacy and Numeracy standardised assessments
- Bespoke, intensive support tailored to individual needs, including referrals to external agencies

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