

CARDINAL POLE CATHOLIC SCHOOL



Literacy Policy

Approved by
Governors

Signed:

A rectangular box containing a handwritten signature in black ink.

Date:

27/01/2021

Review due date (3 years):

March 2024

Mission Statement

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God –who deserve our support, love and trust as they begin the great journey of life.

CARDINAL POLE LITERACY POLICY

Definition: *Literacy across the curriculum is essentially good teaching and learning where the modelling of reading, writing, speaking and listening is provided on a daily basis by teachers for pupils.*

Priorities:

Objectives

Engender a culture of reading for pleasure

- To encourage an infectious reading culture in the school where pupils apply active reading strategies, discuss their reading, utilise the school's reading programmes (Accelerated Reader, 'Read To Lead' and prep Guided Reading). Students to read more widely, supported by teachers who act as reading role-models.
- To ensure that the library has a varied and regularly updated selection of fiction and non-fiction for all key stages, abilities, interests and subjects; including books of particular interest for low- achieving groups, e.g. books to appeal to boys and struggling readers.
- Provide parents with guidance on how to support student literacy at home

Embed literacy strategies across the curriculum

- To provide ongoing and practical training for staff on ways to model literacy across the curriculum, including ITT/PGCE staff and new staff induction.
- Leadership and management to monitor the quality of delivery of literacy across the school through book scrutiny, learning walks and student feedback.
- Classrooms equipped to support the delivery through displays and equipment (thesauruses and dictionaries).

Empower pupils to take responsibility for their own progress and learning in literacy

- To ensure that pupil Literacy Reps and Reading Mentors are used to provide pupil leadership and act as reading role-models

Development of language skills through oracy

- To raise standards of oracy skills through discussion, presentation and debate across all subject areas and PSHE.

Tracking and monitoring of pupils' literacy lead to timely support and well matched interventions

- Identify and monitor incoming Year 7 pupils with lower than average reading and writing levels and arrange appropriate interventions.
- To monitor reading-age and assessment data across all year groups closely, in order to provide appropriate intervention, particularly for key groups: SEN, EAL, FSM, low-achieving boys.

Improve written accuracy of all learners

- To raise standards of written accuracy for all pupils, through the use of strategies such as Reciprocal Teaching, the Sequence for Writing (I do, We do, You do), proofreading and DIRT week.

Targets/outcomes:	<ul style="list-style-type: none"> ➤ A culture of reading for pleasure is fostered within the school. This is rooted in the belief that reading matters, which is signaled throughout the school day. ➤ Students will be given regular and frequent reading time within the school day. <ul style="list-style-type: none"> ○ They will be given an opportunity to discuss and celebrate their wider reading. ➤ Increased library attendance by pupils to evidence that students are reading more widely. ➤ Pupils of all ages and reading abilities will become skilled readers, enabling them to successfully access non-fiction and literary texts through active reading skills. ➤ All staff are familiar with student reading-age data. Lessons and interventions will be differentiated accordingly, ensuring all students can access the curriculum. ➤ All students below reading age expectations are targeted for effective intervention, allowing them to bridge the attainment gap. ➤ Evidence from exercise books that all students are able to both access and use academic writing ➤ Evidence from learning walks and book scrutiny demonstrates that teachers are modelling active reading, academic writing and speaking and listening skills. ➤ Parents are provided with strategies to support their son or daughter at home through developing ‘Daily Reading Habits’ and use of the school/Hackney library.
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Covid addendum	<ul style="list-style-type: none"> ➤ Excellent Reader Literacy Interventions Year 7-9 to be held remotely each week ➤ Hackney Pirates continues remotely – data to be shared with all staff ➤ Autumn 1 Reading data analysed and shared with all staff. Intervention groups amended accordingly. ➤ Year 9 ‘Read To Lead’ IPAD programme to be celebrated virtually at the end of each month. ➤ Library newsletter emailed home with key updates, including: E book recommendations; creative writing competitions and a celebration of student success stories from various interventions ➤ CPD for all staff on supporting literacy at home, including reading on a screen (12th January 2021) ➤ E-book platform through Capita to be launched Monday 18th January with access to 2000 e-books. Students are also encouraged to join Hackney library to access ebooks and audio books
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Related LAC Documents/resources/data	<ul style="list-style-type: none"> • Literacy/SPAG marking code • Data on reading levels • Departmental literacy audit
ROLES AND RESPONSIBILITIES	
Pupils will:	<ul style="list-style-type: none"> • View writing as a 'draft' which needs to be proofread using a green pen and checked for effective language, structure, spelling, punctuation and grammar. • Be identified if they are struggling readers and able to participate in small-group teaching of literacy skills and/or reading mentoring to ensure that they can make progress and access the curriculum • Carry a reading book at all times as a standard piece of equipment. • Aim to change their reading book every two weeks in the school library or local library. • Liaise with the Literacy Reps. • Use active reading strategies such as predicting, clarifying, questioning and summarising.
Staff will:	<ul style="list-style-type: none"> • Provide a range of opportunities for students to assimilate academic language through the use of key words and modelling how to pronounce and employ this vocabulary. • Keep up to date on good practice through regular CPD sessions. • Use the SPAG marking code on extended pieces of writing. • Make key academic language visible and refer to it in the classroom. • Model the first few sentences of all extended pieces of writing for pupils, demonstrating good spelling, punctuation and an appropriate style/format for the task. Support the pupils with active reading strategies like predicting, clarifying, questioning and summarising for better comprehension of text. • Identify pupils with low-reading ages and from hard-to-reach groups (e.g. disadvantaged boys) and ensure that work is differentiated as appropriate.

Form Tutors will:	<p>In addition to the above section, form tutors will:</p> <ul style="list-style-type: none"> ● Check that students carry a book with them at all times. ● Lead guided reading once a week and encourage discussion around themes, characters and events ● Encourage speaking and listening opportunities through the delivery of PSHE
HODs will:	<ul style="list-style-type: none"> ● Ensure that literacy skills are included in departmental schemes of work, providing opportunities to model active reading skills, constructing writing and good speaking and listening skills. ● Address literacy across the curriculum in departmental meetings, informal observations, book looks, and line-management meetings. ● Liaise regularly with the librarian to ensure that library stock is relevant to their subject needs. ● Provide recommended reads for KS3 and suggested wider reading lists for KS4 and KS5. ● Monitor the progress of low-attaining groups and arrange intervention as appropriate.
Parents will:	<ul style="list-style-type: none"> ● Be provided with strategies to support their son/daughter at home ● Help students to build a ‘daily reading habit’ ● Check what books are being read and encourage their son/daughter to read independently ● Support students in taking membership at Hackney Library (online ebooks and audio available throughout the lockdown period)
SLT will:	<ul style="list-style-type: none"> ● Be aware of, and support the key aims of the literacy policy and action plan. ● Ensure that staff have relevant training to support all pupils including struggling readers and high attainers. ● Ensure that staff have the opportunity to meet and plan in order to ensure teaching and learning practice incorporates literary strategies. ● Monitor the delivery and impact of literacy across the curriculum. ● Celebrate the work of the Literacy Reps, Reading Mentors and most improved students completing literacy interventions
Governors will:	<ul style="list-style-type: none"> ● Work with the Headteacher to ensure that a policy is in place. ● Evaluate the impact of the Literacy policy.