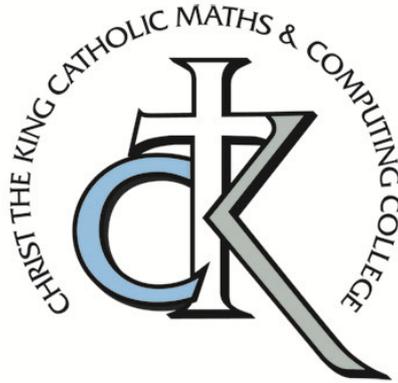


Literacy Policy

Approved by Governors on 29 April 2014

Signed A Oastler

Review: Summer Term 2016



LITERACY POLICY

Mission Statement

“Love one another as I have loved” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual. We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

CHRIST THE KING CATHOLIC MATHS AND COMPUTING COLLEGE

At Christ the King, we believe that literacy underpins the whole of the school curriculum and that developing student's abilities to speak, listen and communicate, to think, explore and organise effectively is the key to improving learning and raising standards in all subject areas. At Christ the King, all teachers share responsibility for the implementation of literacy learning within the classroom, and acknowledge the crucial role of support staff in supporting the development of literacy. We believe that a whole school approach to literacy will enable students to ultimately emerge as confident and articulate communicators equipped with a proficient range of literacy skills to successfully progress into further academic studies or employment.

This policy seeks to provide a framework for the development of cohesive teaching of literacy across all aspects of the school curriculum.

The principles of the CtK Literacy Policy

- It is the responsibility of all staff to develop students' literacy skills.
- Classroom practice should reflect the CTK Literacy Policy.
- The term 'Literacy' incorporates all three components of language: speaking and listening, reading and writing. These elements of language are interdependent and integral to all learning.
- Literacy is fundamental to personal and social development and to life-long learning.
- Teachers must be aware and plan for the language demands made of the students' in their subject areas.
- The learning and teaching of all subjects requires an understanding by the subject teacher of how work undertaken in their subject can contribute to the development of literacy skills.
- Resources should be appropriate to improve and develop the students' language.
- Literacy needs to be identified upon entry to Christ the King and in Year 7, 8 and 9 through Reading and Spelling Age test (twice yearly) and for KS3 a Literacy MOT carried out in English, targets set and shared with all teaching staff via planners, and reviewed by relevant English teacher.

CtK Policy Aims

We aim to:

- Adopt a whole-school approach to literacy across the curriculum in keeping with the practices and principles established in the National Literacy Strategy.
- Enable all students to reach their potential in the key literacy skills of speaking and listening, communication, reading and writing.
- Raise staff awareness of key literacy strategies through 'Literacy for Learning' (LFL), INSET, dissemination of resources and sharing good classroom practice within and across departments.
- Support the development of literacy skills throughout the curriculum by providing departments with training in up-to-date strategies and resources to enable effective implementation of literacy at appropriate points within lessons.
- Encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and planning.
- Develop literacy through the deployment of a range of resources available e.g. LSC, Library, ICT suites etc.
- Offer students models and frameworks for speaking and listening, reading and writing.
- Actively encourage pride in students' presentation of all work.
- Deliver subject specific activities that focus on subject-specific vocabulary.
- Actively encourage the use of Standard English.

- Ensure there are balanced opportunities for speaking and listening, reading and writing in the classroom.
- Equip the students' with essential skills such as: note taking, skimming and scanning, referencing and evaluation of work that they will require in cross-curricular learning.
- Ensure that the materials and resources used are attractive, up-to-date, accessible with challenge built in, and reflect a balance of culture and gender.
- Promote a culture of reading and an emphasis on the enjoyment of reading.
- Support the self-esteem of learners by displaying work from students of all abilities.
- Develop a bank of literacy resources from all subjects across the curriculum that is accessible to all staff (support/cover/supply/new).
- Establish procedures for monitoring literacy across the curriculum.

PRIORITIES FOR CtK

The implementation of a consistent Literacy Marking Policy across all subject areas *(see teacher view and student view attached).*

- The first 6-12 lines of each piece of students' written work is to be marked according to the codes on the CTK Literacy Mark Scheme.
- Marking policy to be shared with students, via the Student Planner, who are aware that all staff adhere to the policy.
- Time allocated and appropriate tools provided for students to identify highlighted mistakes and make required changes.
- Any patterns are to be highlighted and worked on with the student.
- Any improvements to be identified and the student praised.
- Subject teachers are responsible for the tracking of literacy progress in their own subject area.
- Persistent or recurring patterns to be made known to the Literacy Coordinator.
- SLT are responsible for ensuring the continuous implementation of the Literacy Marking Policy within departments.
- Red pen approach prior to submitting work, students are to check and correct their work according to their individual Literacy targets.
- Subject teachers to encourage students to meet/work towards their Literacy targets, especially in lengthy, written pieces.
- Subject teacher to set one Literacy target on marked work returned to students.
- Subject teachers to be aware of students' Reading Ages which will influence text chosen to study and worksheets used.
- Subject teachers to be aware of students with specific literacy needs and the intervention they access (i.e. Functional Skills, Reading at Reg, Spelling, Group Reading, handwriting, etc).

'Examination Literacy' embedded in every KS4 examined subject

- Students are explicitly taught the meaning of words common to all examination questions within each subject. Departments are responsible for the identification of examination language.
- Where words have different meanings in different subjects, each should be explicitly taught and the difference highlighted.
- Students to be taught the skill of answering examination questions using teacher modelling and the provision of model answers.

The development of subject specific reading skills in all curriculum areas.

- Resources to be available and visible.

- Provide a range of texts for students to engage with.
- Share the purpose of reading with students (reading for retrieval of information, reading for meaning, inferring context etc) with planned and directed reading activities.
- Key texts to be assessed for suitability for paired/shared active reading strategies (skimming/scanning techniques, note making skills, close reading, index and glossary use etc). Preferably, these are to be undertaken at KS3 rather than starting in KS4.
- Language development to be explicitly identified among learning outcomes for specific units of work; explicitly taught, assessed and fed-back to departmental teachers in sharing of good practice. Opportunity to be given to value the process of editing work and providing references if applicable.

The development of subject specific writing skills in all curriculum areas.

- The spellings and definitions of subject specific keywords and key terms are to be developed explicitly within subject lessons.
- Subject specific writing skills to be explicitly taught and assessed and good practice shared within departments.
- Model texts to be provided to students for analysis of structure and conventions, and frameworks to be provided to students.
- Strategies and resources for punctuation, sentence structure, spelling and word use, etc. are to be available and visible and regularly referred to.
- Writing frames to be used to develop subject specific text type writing structures at varying levels of dependence to encourage independence in writing.
- Discussion, planning, drafting and the review of all written work to be encouraged.
- CtK Literacy Mat to be accessible in all classrooms to support writing.

Speaking and listening skills across the curriculum.

- Speaking and listening activities are explicitly planned for effective learning outcomes within the classroom.
- Regular opportunities to be made available for the development of subject specific language in oral communication i.e. group work, peer assessment, buddy systems etc. and feedback opportunities to be identified and provided.
- Placemats and frameworks provided to aid with the development of the social conventions of effective communication, discussion and disagreement, with an emphasis on the use of Standard English.
- Practical subjects to provide suitable frameworks for the appropriate oral and aural language and communication strategies specific to their subject.

The development of research skills.

- Research skills to be developed through the identification of and the specific teaching of a variety of functional educational skills (referencing, assessing the reliability of a source, validity and bias of text etc).
- An understanding of how the library works and the resources available is regularly provided to both staff and students.
- Provide a variety of research tools (Library, the Internet, encyclopaedias etc).
- Independent learning is promoted.
- Planned opportunities to ask questions.
- The "Information Literacy" 'Lend a Hand' model is shared via library sessions and is in the Student Planner for use in class.

Evaluation

Evaluation will take place as part of annual departmental reviews and via Departmental SEF.



Marking Policy 'Literacy for Learning' Teacher View

When marking a piece of work, the first 6 -12 lines are to be marked with literacy in mind and using a consistent approach. Errors are to be circled and one or more of the following codes written in the margin.

Code	Meaning
p	Punctuation error - full stops, commas, speech marks etc.
sp	Spelling error. Write out the correct spelling at the end of the piece of work for the students to practise.
cp	Capital letter missed or incorrectly placed. Include proper nouns (names).
ap	Apostrophe error.
exp	Expression – the sentence or paragraph does not make sense or could sound better rephrased.
tense	The wrong tense has been used. Student to check remainder of the work.
Ev?	Evidence? Lack of quote from text/evidence from source material to support the student's claim.
Expl?	Explanation. Lack of an explanation of how the evidence supports the student's point.
rep	Repeated word, phrase or point.
wd	Incorrect word choice.
sv	Subject-verb agreement is wrong. For example, 'we was' used instead of 'we were'.
H	Incorrect homophone used – there/their/they're or too/to/two chosen incorrectly.
L	A new sentence should start here.
//	A new paragraph should start here.

Literacy Policy Marking Student View

When a piece of your work is marked you may find errors circled and one or more of the codes written in the margin. Make sure you correct the mistake.

Code	Meaning
p	Punctuation error. Check full stops, commas, speech marks etc.
sp	Spelling error. Write out the correct spelling at the end of your work.
cp	Capital letter. Have you missed one or put one in by mistake? Remember to include proper nouns (names).
ap	Apostrophe error – is the apostrophe in the correct place?
exp	Expression – reread your work and check that the sentence or paragraph makes sense or could sound better rephrased.
tense	The wrong tense has been used – check the rest of your work.
Ev?	Evidence? Where is the quote from the text to support what you are saying.
Expl?	Explanation – you have not explained how your evidence proves your point.
rep	You have repeated a word, phrase or point. Find a different way to express yourself.
wd	Incorrect word choice. Can you choose a more appropriate word?
sv	Subject-verb agreement is wrong. For example, have you written 'we was' instead of 'we were'?
H	You have used the wrong homophone. There/their/they're or too/to/two for example.
L	A new sentence should start here.
//	A new paragraph should start here