

# Childwall Abbey School

*A calm, safe and welcoming place in which to work and learn.*

*A place where everyone supports each other to achieve.*

*A place we enjoy coming to each day.*



## Literacy Policy

All teachers are teachers of literacy. Childwall Abbey School is committed to developing literacy skills in all of our pupils, in order to support their learning and raise standards across the curriculum.

The Department for Education has stated that-

**'All pupils should be encouraged to:**

- ■ **'make extended, independent contributions that develop ideas in depth'**
- ■ **'make purposeful presentations that allow them to speak with authority on significant subjects'**
- ■ **'engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate'**
- ■ **'experiment with language and explore different ways of discovering and shaping their own meanings'**
- ■ **'use writing as a means of reflecting on and exploring a range of views and perspectives on the world.'**

(Improving literacy in secondary schools: a shared responsibility. Ofsted 2012)

### **Implementation at whole-school level**

Language is the prime medium through which pupils learn and express themselves. All teachers have a stake in effective literacy.

### **Roles and Responsibilities**

- **Senior Managers:-** give a high profile and support to literacy ;
- **Literacy/English Department:-** through specialist teaching provide pupils with knowledge, skills and understanding they need to read, write, speak and listen with purpose. **Head of Literacy** - support other departments in the implementation of strategies and encourage them to learn from each other's practice.
- **Teachers of all subjects:-** contribute to pupils' development of language, since speaking, listening, writing and reading are part of all lessons;
- **Support Staff-** ensure pupils are able to access literacy in all subjects. Act as a "link" to ensure consistency in meeting pupils' needs. Act as key person in daily class reading activities.
- **Parents:** encourage their children to use the range of strategies they have learnt e.g. by encouraging reading at home.

- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements;
- **Governors:** Teaching and Learning governor to take an interest in the progress of literacy throughout the school.

### **Across the school community we:**

1. Celebrate areas of strength and individual progress. (Praise Meetings)
2. Plan for and assess pupils developing literacy skills.
3. Adopt identified literacy cross-curricular priorities.
4. Identify the main forms of reading, writing, speaking and listening undertaken in each subject and strengthen teaching plans and practice accordingly.

### **Speaking and Listening**

Pupils learn to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

Strategies are developed to encourage pupils to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

Staff training needs are to be identified and support is to be accessed e.g. through the Speech and Language service of the Local Authority.

### **Reading**

At Childwall Abbey, great emphasis is placed on the importance of developing reading skills in all our pupils and time is set aside each day for individual or group reading sessions. This includes use of formal reading schemes such as Wellington Square and Oxford Reading Tree and other more life-skills based opportunities e.g. via the internet and through newspapers and magazines. Pupils are encouraged to read for pleasure.

We aim to give pupils a level of literacy which will enable them to cope with the demands of subjects in terms of specific skills, knowledge and understanding.

This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We build on and share existing good practice. We teach pupils strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

## Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

*Each department will:*

- *teach pupils how to write in ways that are special to that department's subject needs;*
- *liaise with the English department to help decide when the generic text types are most effectively used.*

### The text types are:

- *information;*
- *recount;*
- *explanation;*
- *instruction;*
- *persuasion;*
- *discursive writing;*
- *analysis;*
- *evaluation;*
- *formal essay.*

*Each department will:*

- *identify and display key vocabulary;*

- *revise key vocabulary;*
- *use and revise high-frequency and key subject words taking into account the differing abilities of pupils.*

## **Monitoring and Evaluation**

All staff make use of available data to assess the standards of pupils' literacy. Senior managers, the Head of English and the SENCO, monitor progress in the school.

Methods include:

- sampling work - both pupils' work and departmental schemes;
- observation
- staff and subject meetings;
- pupil feedback;
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work. (see Spectrum folders)
- folder of moderated exemplar work

## **Including All Pupils**

### **1. Differentiation**

Childwall Abbey School pupils are entitled to our highest expectations and support. Individual needs must be recognised. Strategies that we can use include:

- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures/peer support.
- Differentiated resources;
- making objectives and individual targets clear;
- creating an atmosphere where pupils evaluate their own and others' work.
- targeted interventions as required.

### **2. Additional Support**

Targeted interventions are used, as appropriate, to help pupils to maximise access to the curriculum. These sessions are led by the Head of Literacy (timetabled) and LSOs. Teachers are informed about which pupils are

participating in additional support sessions. Disruption to lessons is kept to a minimum.

### **3. English as an Additional Language**

Pupils learning EAL need to hear good examples of spoken English to aid new learning in all subjects of the curriculum. This enables them to draw on existing subject knowledge and to develop English language skills in context.

### **4. Supporting pupils on the autism spectrum.**

We use a range of multi-sensory teaching and learning styles.

We use a number of common fundamental principles that make for successful teaching of pupils on the autism spectrum.

These include:

- Intensive, structured and purposeful teaching.
- Clear, unambiguous and explicit instructions and teaching strategies.
- Use of repetition to consolidate.
- Re-teaching in different contexts and in different ways, not assuming that the pupil has understood because they have repeated or demonstrated something.
- Using a communicative form that the pupil understands and can use to convey ideas to others i.e.: visual, audio or kinaesthetic learning, giving students the opportunity for learning to be achieved through experience of the world.
- Giving opportunities for learning with a personal meaning that is interesting and motivating.
- A high level of adult support and tuition.

### **Assessment**

All pupils take part in Baseline Assessment on entry to Childwall Abbey School, whatever stage of their education this takes place.

(Some pupils join Childwall Abbey School at the traditional point in the year i.e. September. Others however, join at various times and at different points in their schooling e.g. part way through Year 10. Available data from KS2 may be used to inform planning and to assist in responding to early pieces of work, if school is confident that the data is reliable.)

All pupils undertake reading, spelling and comprehension tests in addition to ongoing, regular monitoring and assessment, which is recorded on the Classroom Monitor system. This is updated on a half termly basis and can be accessed by all teaching staff.

The best assessment informs lesson-planning and target-setting and helps to maintain the pace of learning for individual pupils and for groups

For detailed guidance see the Assessment Policy and Marking Code.

### **The English Department**

In addition to the whole-school aspects of this policy, the English teachers at Childwall Abbey School have a leading role in providing pupils with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

The English department is well-placed to offer good advice and expertise to colleagues.

The role of the English department includes:-

- Contributing to the whole school literacy audit and literacy action plan;
- A key advisory role in supporting colleagues in identifying literacy priorities, targets and objectives, including interventions.
- Work with colleagues to use data to identify literacy targets for all pupils.
- Writing the English department action plan.
- Working with SMT and colleagues to identify appropriate resources and training to support Literacy across the school.

For further reading on the importance placed on Literacy by Ofsted read "Improving literacy in secondary schools: a shared responsibility" Ofsted 23 Apr 2013

### **e-safety awareness statement**

1. e-safety awareness is a whole school priority and the responsibility of all stakeholders at Childwall Abbey School.
2. e-safety awareness is part of all staff's normal teaching routine.

3. e-safety awareness is incorporated into lessons and Schemes of Work.

**Childwall Abbey School is committed to raising standards of literacy  
in all its pupils, through a cross-curricular approach.**

**Every staff member has a role to play in this process.**