

# **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/English Policy**

**Updated April 2018**

## Childwall Abbey School

### Literacy/English Policy.

Childwall Abbey School (C.A.S) 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. The Literacy/English Co-ordinator - 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. Signpost resources to support literacy.
- **Parents:** encourage their children to use the range of strategies they have learnt e.g. by encouraging reading at home and out in the community.
- **Pupils:** take increasing responsibility for recognising their own literacy needs, accepting support and making improvements;
- **Governors:** Teaching and learning governor to take an interest in the progress of literacy throughout the school e.g. via learning walks and meetings with Co-ordinator.

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, strengthening teaching plans and practice accordingly.

### Speaking and Listening

Pupils need to 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 identified and support is accessed e.g. via the Speech and Language service of the Local Authority and School Improvement Liverpool.

### Reading

At C.A.S., 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 all subjects 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 when appropriate.

Each department will:

- teach pupils how to write in ways that are special to that department's subject needs;
- liaise with the Literacy/English Co-ordinator and teachers to identify 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 key vocabulary;
- revise key vocabulary during lessons
- use and revise high-frequency 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. The Curriculum and Assessment Deputy, Literacy/English Co-ordinator and the SENCo monitor progress in the school.

Methods include:

- sampling pupils' work
- observation
- staff and subject meetings;
- pupil feedback;
- departments share good practice by
- exemplifying pupils' work. (Spectrum folders)
- moderated exemplar work held by Head of English for consistency

### Including All Pupils

#### 1. Differentiation

C.A.S. pupils are entitled to the 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/targeted interventions
- use of group structures/peer support.
- Differentiated materials including ASD friendly resources
- making objectives and individual targets clear;
- an atmosphere where pupils evaluate their own and others' work.
- Individual timetables where appropriate

## 2. Additional Support

Targeted interventions are used, as appropriate, to maximise access to the curriculum. Sessions are monitored by the Literacy/English co-ordinator and delivered by LSOs. English exam interventions for higher achieving pupils are delivered by a lead teacher. Teachers discuss which pupils are participating in additional support sessions and contribute to monitoring. Disruption to lessons is kept to a minimum where possible.

## 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.

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### Assessment

All pupils take part in Baseline Assessment on entry to C.A.S..

(Some pupils join C.A.S. 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 9 or 10.. Available data from KS2 is 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 yearly reading, spelling, comprehension and independent writing tests in addition to ongoing, regular monitoring and assessment, which is recorded on the Classroom Monitor system. This is updated on a termly basis and can be accessed by all teaching staff.

Assessment informs lesson-planning and target-setting and helps to maintain the pace of learning for individual pupils and for groups.

For detailed guidance on marking, see the Marking Policy.

### English

In addition to the whole-school aspects of this policy, the English teachers at C.A.S. have a key role in developing the knowledge, skills and understanding pupils need to read, write, speak and listen effectively.

English staff are well-placed to offer good advice and expertise to colleagues.

The role of English teachers includes :-

- Contributing to the literacy element of the S.D.P.
- A key advisory role in supporting colleagues in identifying literacy priorities, targets and objectives, including IEPs.
- Use of data to identify literacy targets for pupils.
- Writing the English development plan.
- Working to identify appropriate resources and training to support Literacy and English across the school.

Within English lessons -

A broad range of fiction and non-fiction texts, as well as audio-visual and ICT resources are used to stimulate both interest and progress in understanding and using language.

### Assessment and Qualification within English.

English is taught in Years 7-9, following the programmes of study of English in the National Curriculum. In Year 9 pupils begin preparing for the Entry Level certificate, Functional Skills 1 and 2 Certificate or GCSE. At years 10 and 11 we aim to enter all students for a qualification appropriate to their ability in the subject.

### Key Stage 3

Pupils study a range of authors, including those from other cultures and traditions as well as a variety of poets and non-fiction and media texts.

### Key Stage 4

Authors studied cover a wide range, but include Shakespeare and John Steinbeck, as well as writers from other cultures and traditions and a variety of poets including Simon Armitage and Carol Ann Duffy, and non-fiction and media texts.

### Enrichment

Every opportunity is taken to enrich pupils' experience of language, in a variety of contexts. This may include inviting visiting speakers to assemblies, form groups giving presentations to the school, drama groups performing for pupils, pupils taking part in performances for invited audiences e.g. at Christmas and writing competitions linked to particular occasions or topics.

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

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

Every teacher has a role to play in this process.