



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

Policy Document
Status: Approved
Confidentiality level: Public

Literacy Policy

Policy Ref No. PL1

'I have come that they may have life and have it to the full'

John 10:10

The Ethos of St Peter and St Paul

"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith."

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational **and non-academic** experiences and interactions, we aim to prepare young people for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others (irrespective of whether the school serves, or is located in, an ethnically diverse community).

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that:

any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject, in any way, to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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Rationale

The development of an effective literacy skillset (reading, writing, speaking and listening) is essential to achieving a fulfilling and enriched life. We use these skills daily to communicate with, and make sense of, the world around us. At St Peter's and St Paul's we understand that, at the heart of improving literacy skills, is the opportunity to practise them. Improving literacy can have an impact on the students' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

Our curriculum is underpinned by developing students' abilities to speak, listen, read and write for a range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school.

We believe that reading, and particularly reading for pleasure, has a direct impact on students' development – both cognitively and in social communication. We aim to create a culture of reading which encourages pupils to read for pleasure as well as for academic purposes. Through the use of a reading programme at Key Stage 3, we aim to promote reading as an enjoyable hobby and monitor progress of reading age development in correlation with actual age.

Aims

- Ensure all staff are supported and aware of the importance of literacy in all subject areas; ensure all staff are aware of the ways in which their work contributes to the development of students' literacy.
- Increase students' standards of achievement and literacy across the curriculum.
- Promote knowledge and understanding of the students' standards of achievement and assessment in literacy and reading accuracy across the curriculum, and the identification of any areas of strength and weakness.
- Develop a shared understanding, between all staff, of the role of reading, writing, vocabulary and oracy in students' learning and how work in different subjects can contribute to, and benefit from the development of, their ability to communicate effectively (both in school and in preparation for life).
- Recognise that language is central to students' sense of identity, belonging and growth.
- Develop students' confidence and ability to express themselves.
- Support staff to implement effective literacy development and wider achievement across the school.
- Support staff to appreciate and promote reading as a universal skill and hobby and maintain consistent high expectations of levels of reading and communicating about reading across the school.

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Key Requirements of Implementation

Reading

Helps students to learn from sources beyond their immediate experience and inspires them to acquire knowledge.

- To create an environment where reading is promoted across the school by all staff, spearheaded by Senior Leadership and the Literacy Lead.
- To provide time for all students to read in the 'Introduce' section of the Accelerated Learning Cycle (Rosenshine) across all subjects and ensure that reading materials are part of everyday equipment.
- To support reading through a variety of resources, mediums (audiobooks) and events such as: World Book Day.
- To promote reading in non-school hours i.e. Students' Independent Study for KS3 is reading 20-30 minutes per day and communicating with parents via social media and the school website and through Progress Evenings and Settling in Evening.
- To establish and monitor an effective homework policy to ensure all Key Stage 3 pupils read regularly and widely and to work on maintaining this through Key Stage 4 through wider reading lists and developing the collection of academic and non-academic materials in the library.
- To utilise an effective online programme to monitor student progress and targeting concerns in order to deliver specifically targeted intervention where necessary.

Writing

Helps pupils to sustain and order thought and creates effectiveness and accuracy of written communication.

- To create an environment where writing is promoted across the school by all staff, spearheaded by Senior Leadership and the Literacy Lead.
- To provide time for all students to complete extended writing in their learning, at least once a week, in the 'Demonstrate' section of the Accelerated Learning Cycle (Rosenshine) across all subjects and ensure that there is at least 10 minutes of silent independent writing time and reflection, building in time to proof-read.
- To provide students with a variety of challenging tasks for varying abilities.
- To provide students with the vocabulary essential for concise and coherent communication and expression when writing for different forms.
- To provide students with creative writing outlets, praise and competition.
- To promote the use of literacy and writing for different forms through real world application, including the participation in extra-curricular activities such as: writing for the school newspaper.
- To support writing with frames or scaffolds where needed, and to ensure modelling is used effectively and successfully.
- To ensure SPaG is supported and checked in all subjects in line with the school dot marking/coded marking policy.

Speaking and listening

Helps pupils to prepare, reflect, revise and evaluate the tasks they have undertaken and on the things other people have said, written or done.

- To raise awareness of the importance of speaking and listening across the curriculum.
- To support all departments in embedding speaking and listening within their subject area.
- To provide time for all students to take part in oracy activities in lessons through paired or group discussions and debate in the 'Activate' or 'Demonstrate' sections of the Accelerated Learning Cycle (Rosenshine) across all subjects.
- To provide students with the vocabulary essential for concise and coherent communication and expression when speaking for different purposes.
- To promote the use of oracy through real world application, including the participation in extra-curricular activities such as: debate club.
- To encourage students to listen and articulate like scholars at all times using the acronym STARS.

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Promoting Literacy at St Peter and St Paul

At SSPP, whole school literacy is driven by Middle and Senior Leaders and the Literacy Lead in conjunction with the English department and Learning Resources Manager and Librarian. However, it is the collective responsibility of all staff in all curriculum areas to ensure that literacy is constantly addressed to improve standards and raise levels of attainment.

There are also areas in which non-academic staff can, and should, also get involved: World Book Day and the online promotion of celebrations of literacy achievements and termly competitions for staff and students.

Responsibilities

Of all staff –

- Communicate with parents, guardians, parishioners and students with reasonably accurate literacy skills through the written word and orally.
- Model high expectations of literacy through The Living Word, Orders of Service, promotional and academic materials, letters and emails to parents, guardians and students.
- Take part in relevant CPD to improve knowledge or refresh knowledge of literacy.

Of support staff –

- Support learners 1-1 or in small groups with their literacy in order to ensure they can access the curriculum.
- Work with the teachers to model high expectations and good standards of literacy across all subjects.

Of teaching staff –

- A high profile given to the importance of literacy embedded through lesson plans and Rosenshine's Accelerated Learning Cycle.
- Teachers will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- Teachers will take every opportunity to provide students with occasions to use spoken standard English inside and outside the classroom.
- Providing additional scaffolding for those pupils with identified weaknesses.
- Tutees will consistently check that all students have reading materials with them every day as part of their weekly equipment checks.
- Enable students to reflect and take responsibility for recognising their own weaknesses and making improvements.

Of Literacy Lead –

- The Literacy Intervention Teacher will lead CPD knowledge and refresher courses on relevant literacy practices and effective strategies for use in the classroom.
- The Literacy Intervention Teacher will work with and support departments in the implementation of strategies and encourage departments to share good practice.
- The Literacy Intervention Teacher will regularly monitor students' progress in literacy and the impact of literacy interventions.
- They will lead on ascertaining support of parents in encouraging their children to develop their literacy skills through reading for pleasure at home but may require support from the whole school.

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Marking

All staff will:

- follow the marking policy for literacy, including dot/coded marking (currently under development);
- encourage pupils to make their own corrections in lessons through use of DIRT and self-assessment;
- encourage peer marking in lessons for literacy and provide opportunities for students to support each other's literacy;
- take opportunities to praise the use of effective and accurate use of literacy skills.

Speaking and Listening

All staff will:

- lead by example, articulating like a scholar and ensuring Standard English is used at all times and is expected in response;
- challenge students using slang or colloquialisms where it is not appropriate;
- encourage students to correct their own speech when errors are pointed out;
- create opportunities for talk in a range of contexts and forms in lessons: small group discussions, paired discussions, debates, individual contributions etc.

Writing

All staff will:

- ensure high standards of presentation are expected;
- model pieces of writing so that students understand what is expected of them in that style of writing - e.g. correct choice of structure and tone;
- use dot marking/coded marking (currently under development) and S and T to encourage students to correct their own writing in DIRT lessons;
- take opportunities to expand vocabulary and range of expression;
- insist on the use of full sentences within texts where appropriate;
- take opportunities for peer literacy marking;
- take every opportunity to promote the enjoyment of writing and get involved in competitions and activities across the school devised by the Head of English/Literacy Lead and the Learning Resources Manager/Librarian.

Reading

All staff will:

- provide opportunities for reading in class/form, in groups and individually;
- remind students that they must have reading materials at all times when in school;
- remind Year 7 and 8 pupils to be reading at least 20 minutes per day for their English Independent Study;
- encourage reading aloud in lessons;
- promote skimming and scanning skills in lessons;
- develop skills in: locating and retrieving information; selecting and interpreting information; collating material from a variety of texts etc;
- take every opportunity to promote the enjoyment of reading and get involved in competitions and activities across the school devised by the Head of English/Literacy Lead and the Learning Resources Manager/Librarian.

