



# Joseph Leckie Academy

## Literacy Policy

This policy is reviewed annually

History of Document

Approved by Governors: 13<sup>th</sup> December 2018

## Rationale

As an Academy we endeavour to ensure that all pupils have high levels of literacy that is appropriate to their age. This is to be achieved via pupils reading widely and often across all subjects and receiving effective and cohesive teaching across the curriculum. This application and practice should enable pupils to develop and apply a wide range of skills to great effect, in reading, writing and communication. As staff we see that literacy supports progress; better literacy leads to improved self-esteem, motivation and behaviour; it allows pupils to learn independently.

## Aims

Although the Academy is committed to a personalised and inter-departmental approach to planning and delivering literacy, the following aims sit at the heart of the Academy's literacy journey:

- Raise standards of literacy across the Academy;
- Improve the quality of learning across the Academy;
- Extend, sustain and promote previous work on literacy across the curriculum.

To support these aims:

- A focus on long-term TEEP based planning for literacy that identifies effective practice within different curriculum areas, rather than a focus on quick or superficial wins.
- An effective use of specialist knowledge to support individual departments and teachers and enable teachers to embed literacy feedback for improvement.
- An emphasis on practical concepts that teachers can use in lessons, schemes of work or personal learning checks. This is in line with the National Literacy Trust's 'Strategic School Improvement Fund' and 'Response to Intervention' training scheme.
- An active and purposeful use of the Library and Librarian in order to enrich student engagement and progress via the integration of Lexia and Ruth Miskin initiatives.
- A commitment to whole school and departmental developments that are regulated through systematic monitoring and evaluation with a particular emphasis on extra literacy intervention sessions with a focus on all aspects of reading, writing and oracy.

## Implementation

These aims are achieved through engagement at three levels:

1. Support for senior managers in leading and managing changes to bring about systematic teaching of literacy skills for learning across the academy.
2. Support for subject teachers and support staff in working within their faculty/department to incorporate literacy and learning objectives into teaching.
3. Training for the teaching and support of literacy for individual teachers, tutors and support staff where this is needed.

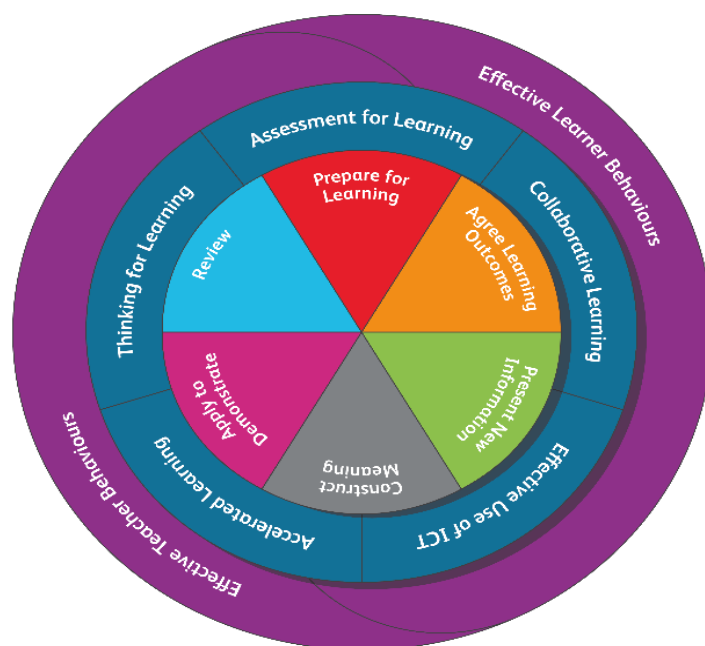
In order to implement Literacy across the Curriculum we have adopted the TEEP Learning Cycle and embedded elements of Literacy alongside the key elements which make up the cycle.

## Context

The model which is now embedded in this Academy is the TEEP Learning Cycle. The Academy continues to focus on the following 4 key skill areas of Speaking, Reading, Listening & Writing.

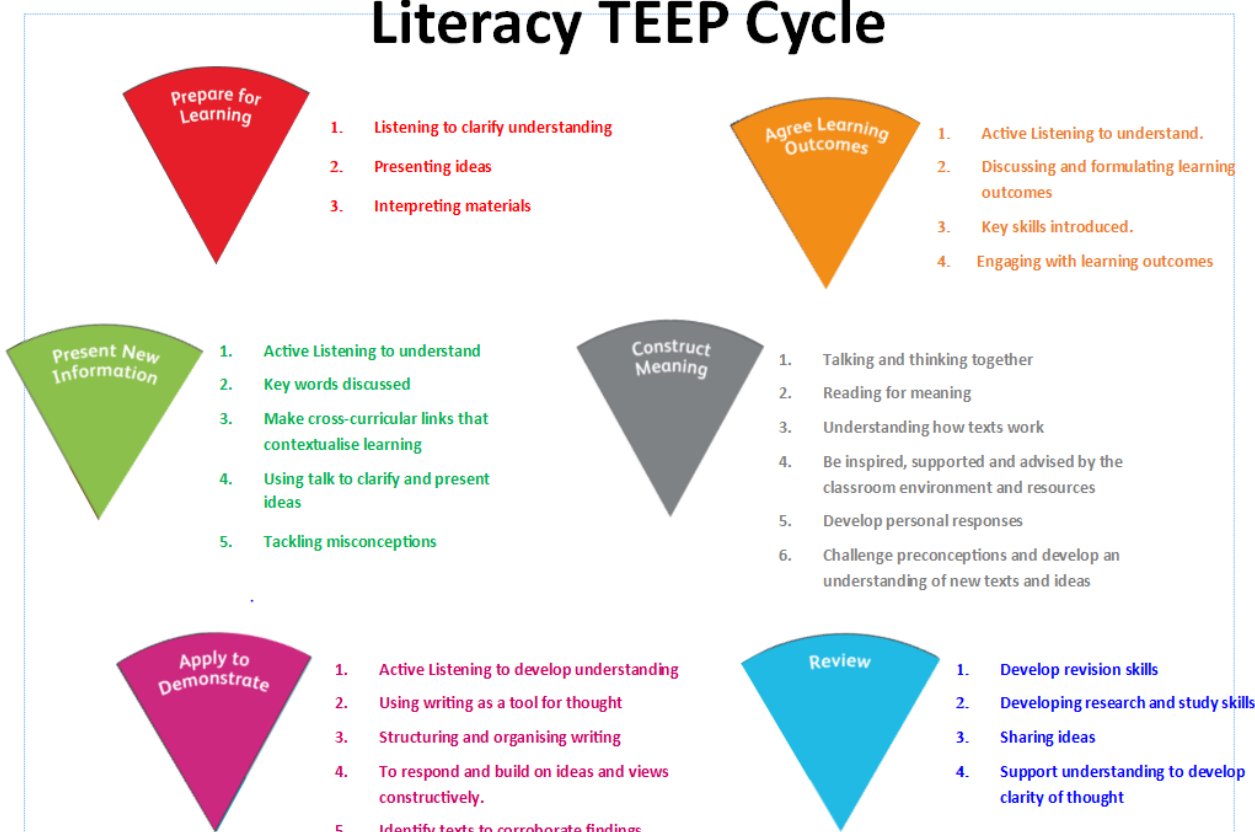
Learning through Speaking	Using talk to clarify and present ideas
	Make cross-curricular links that contextualise learning
	Make relevant and extended contributions
	Present formally on a variety of subjects
Learning from Reading	Developing research and study skills
	Develop revision skills
	Reading for meaning
	Challenge preconceptions and develop an understanding of new texts and ideas
	Understand how texts work
	Reach a chronological reading age that is at least the equivalent of their actual age
	Access a wide variety of challenging and appropriate texts
Learning from Listening	Active listening to understand
	To be able to listen to others
	To respond and build on ideas and views constructively.
	Listening for a specific purpose
Learning through Writing	Using writing as a tool for thought
	Structure and organise writing to explore many different writing styles, purposes and uses of vocabulary
	Develop clear and appropriate expression
	Be inspired, supported and advised by the classroom environment and resources

Each skill or a variety of skills can be represented by one or more slices of the TEEP Learning Cycle. All faculties/departments pay attention to the whole TEEP Cycle. The image below shows how literacy and the four key skills can be embedded within the TEEP Learning Cycle across Joseph Leckie Academy.



The TEEP Learning Cycle  
The Literacy TEEP Cycle

# Literacy TEEP Cycle



## Literacy Marking Policy

All staff are required to highlight spelling, punctuation and grammar based errors using the following set of codes.

ERROR	SYMBOL IN MARGIN	MARK IN WORK	CORRECTION FOR YOU
Spelling	Sp	Underline problem area	Correct work and write in the back of book
Punctuation	P	Ring problem area	Add missing punctuation
Capital Letter	CL	Underline letter	Write in correction
Paragraph	NP	//	Take note
Grammar	G	Wavy line under problem area	Rewrite the whole sentence
Confusion / Unclear	?	Brackets around problem	Rewrite the whole sentence
Slang	sl	Underline	Write a suitable expression
Wrong word used	ww	Underline	Write an alternative word
Incomplete sentence	IS	Underline problem area	Rewrite the whole sentence

Departments can make agreed additions to the Literacy Marking Policy. Currently only Modern Foreign Languages have made additions.

All staff are required to: -

- Use fonts Comics Sans or Ariel for all student resources.
- Display the Academy Policy & the SPAG posters in all classrooms.
- Utilise the self/peer marking of literacy with students marking their own or a partner's work with green pen.
- Utilise the marking of literacy by Teaching Assistants with purple pen.
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills.
- Encourage high standards of presentation. Students should always write the date and title. These should be underlined.
- Incorporate starters, learning objectives and reviews into all lessons.

#### Additional Whole Academy Literacy Drives/Initiatives

Literacy is further supported and developed through a number of whole Academy drives, initiatives and support programmes:

Drives/Initiatives made explicit by all staff in lessons and/or Tutor time:

- Grammar - Key words, connectives, capital letters & full stops, sentence structures (simple, compound and complex).
- Reading Age - To enable all students to reach their chronological reading age that is at least the equivalent of their actual age.
- Displays – Inspire and support the classroom environment. Working word walls.
- Key Skills - Listening, Reading, Speaking & Writing should be referenced.
- Text Types - a range of text types should be used where possible.
- Thinking Time.
- Literacy Marking Policy & TEEP Literacy Learning Cycle – Displayed in all classrooms.
- Tutor - SharePoint resources, Word of the Week, Thought for the week (SMSC), Tutor Time Activity Booklets, Reading in Tutor & Literacy logs, Form time reviews and associated tasks.
- Bank of Literacy resources located on SharePoint.
- Whole Academy and Year Group Literacy Competitions.

Support Programmes:

- Lexia
- Ruth Miskin
- Phonics
- EAL Faculty support
- Newly Arrived Pupil Induction programme
- Dyslexia identification and support
- Library support via resources and Librarian
- Communication Club (SEND)
- SEND faculty support in lessons
- Faculty TA support in Child Care, Design Technology, English, Food Technology, Humanities, Maths, Modern Foreign Languages, Music & Science.

- Post 16 Paired Reader Programme during form time
- National Literacy Trust Literacy Review
- Academy SharePoint & Ruler app
- TEEP Level 2 & 3 Staff Trainers

## Roles and Responsibilities

### **Senior Leaders**

The Academy Leadership Team monitors the work of Heads of Faculty/Department on a regular basis and determines priorities for development. A member of the Academy Leadership Team is responsible for driving literacy and with the Literacy Implementation Group monitors and revises the Literacy Improvement Plan on a termly basis.

### **Literacy Implementation Group**

The Literacy Implementation Group is made up of volunteers from faculties/departments to review, develop and support the implementation of Whole Academy Literacy Policy and Literacy Improvement Plan and report on progress to the Leadership Team and Governors. In addition, the group runs whole Academy or individual training for staff and supports faculties/departments/individuals where necessary in conjunction with Senior Leaders and outside consultants.

### **Heads of Faculty/Department and Heads of Year**

- Are informed of whole Academy focus (whole Academy interventions) as indicated on the Academy Improvement Plan and Literacy Improvement Plan via Academic/Pastoral Board and Joint Board meetings.
- Are consulted during the process of modifying the Literacy Improvement Plan and their own plans.
- Meet with their teams to discuss literacy and areas for development and these are incorporated into their faculty/departmental/pastoral improvement plans
- Work with their colleagues to incorporate literacy and learning objectives into departmental planning and teaching and tutorial time activities
- Support colleagues where necessary and identify training needs as required
- Report to the Senior Leadership Team the impact of literacy and learning through their Link Leader meetings.

### **Teachers, tutors and support staff**

- Are informed of the whole Academy focus on Literacy and any new and on-going initiatives.
- Evaluate their own knowledge and understanding of teaching literacy in the context of their subject and pastoral work and identify their training needs and discuss these with their Subject/Year Leader.
- Attend staff Inset and other training to meet their identified training needs.
- Build literacy and learning objectives into their lessons and tutorial time and teach and reinforce literacy and learning strategies throughout lesson, tutorial time and beyond the curriculum.
- They report to their Subject/Year Leader on the impact of literacy on teaching and learning and identify further areas for development and training needed.

## **Library**

The Library supports literacy, teaching and learning within the Academy by:

- Providing, maintaining and advising on appropriate resources to support the curricular, recreational and cultural needs of students and staff.
- Ensuring that all library resources are well presented and well organised to allow easy retrieval.
- Promoting reading for pleasure, through library collections, activities, displays, competitions, challenges etc.
- Equipping students with the skills to make the best use of the library facilities provided and be able to transfer those skills to any other library or information centre.
- Encouraging students to take pride in and responsibility for their own learning.
- Providing a welcoming, supportive, quiet and attractive environment, that encourages use of the library facilities, reading for pleasure and learning.

## **Monitoring**

Literacy across the Curriculum is monitored in the following ways:

- Lesson Observations/Drop-ins as part of Appraisal and Academy monitoring procedures.
- Minutes of faculty/departmental/Year/Joint Board/Academic & Pastoral Board meetings.
- Tutorial Visits by HOY and the Leadership Team.
- Success criteria on the Literacy Improvement Plan.
- Annual Reading Ages (on SIMS & PIMS).
- Lexia reports; English assessments and GCSE results.
- Usage of the Academy Library.
- Ruth Miskin Reports; SEN assessments
- Paired Reader Programme reports
- Lightwoods Project reports
- National Literacy Trust Literacy Review report