

Literacy Policy March 2019

Due regard has been given to the Equalities Act
and Keeping Children Safe in Education 2015

Office use

Published: March 2019	Next review: March 2020	Statutory/non: Statutory	Lead:
Associated documents:			
Links to:			

Literacy must be at the core of our academy. Everyone concerned must be aware that their students' literacy is key to their progress and life chances. Literacy is a whole academy responsibility.

Literacy at our Academy

Literacy is a combination of reading, writing and speaking and listening skills, skills we all need to fulfil our potential. Literacy is vital to function in a modern, communications-led society, for personal pleasure and for intellectual growth.

Aims and Objectives

Literacy must be promoted throughout all areas of the curriculum in a consistent and efficient manner. We aim to develop a thorough understanding of the role of literacy in students' learning in all subjects. We will enable students to use literacy to develop self-confidence, self-expression and effective communication, thus raising standards. All staff have a crucial role to play in supporting students' literacy development.

Equal opportunities

At Retford Oaks Academy, we believe that students have an entitlement to a literacy rich learning environment, regardless of ability, ethnicity, gender, social and cultural backgrounds.

Monitoring and evaluating progress and provision

All staff will be involved in the implementation of the literacy policy.

The Literacy Co-ordinator will monitor and evaluate the implementation and success of the policy.

All subject leaders will complete a literacy audit annually to evaluate how literacy is addressed and identify further developments. Actions from the subject audit are to be included in the Team Improvement Plan in each subject area.

All teachers will mark for literacy according to the Academy's Marking and Assessment Policy. All teachers will allow time for students to respond to the literacy marking in red pen. Marking for literacy is an expectation of the core practice and is evaluated as part of the Academy's Quality Assurance process.

Students must be encouraged to use and develop their literacy skills in all lessons. Teachers have a responsibility to develop a subject specific vocabulary as well as a more generic vocabulary in lessons.

All students in KS3 will take a baseline literacy test (GL assessment) in the autumn term. Star Reader assessment will be used for all KS3 students on a termly basis to monitor and evaluate progress.

Data is shared via Go4Schools.

Reading for Pleasure

Reading for Pleasure is promoted through Drop Everything And Read.

The academy has a thriving Learning Resource Centre and an enthusiastic Learning Resource Manager. It is well-stocked with reading material to meet all reading abilities: dyslexia specific, graphic novels, teen and adult fiction as well as reference material and newspapers. Events are arranged throughout the year such as World Book Day, book fairs and author visits.

Role of Literacy Co-ordinator:

- Provide CPD on literacy
- Promote and develop the use of common reading terms in all classes e.g. scanning, skimming
- Promote and develop the use of common structures for organising writing e.g. discursive, informative, argument, persuasive etc

Role of all staff:

- Ensure that literacy is visible in all classrooms and across the academy as a whole, by using displays that promote the literacy needs of that subject
- All teachers to ensure that literacy skills are an integral part of the learning
- Ensure that there is a clear emphasis on accuracy, creativity and enquiry in all subjects
- Encourage students to make connections in relation to their literacy skills in all aspects of their learning
- Provide training where needed for staff
- Promote strategies for students to learn spelling in all subjects
- Encourage focused discussion and talk in all classes
- Promote active listening and oracy in all classes
- Develop the skills of note making in all subjects
- Develop research skills by encouraging students to use the LRC
- Use data to identify students with significant literacy needs.
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Role of parents:

- Encourage reading, including reading for pleasure, at home
- Discuss literacy concerns with teachers and tutors.