Literacy Strategy

Literacy Strategy

ENDEAVOUR ACADEMY

Scope

The Academy opened in January 2018 and is in its second year of operation. It has become evident given local school achievement, that student literacy will be a key issue for the school and its development and progress.

The education system has seen major changes over the past few years. There is on-going reform of GCSE qualifications, however, throughout this change, the development of literacy skills remains central to a young person's life chances. Without good literacy skills, full participation in the workplace and society as an adult will be a constant struggle. Endeavour Academy needs a whole school literacy policy which will be implemented systematically across the curriculum and all teachers should view themselves as teachers of literacy, regardless of their subject specialism. It is vital that we understand that language and literacy are of personal, social and economic importance.

How does this line up with policy?

Ofsted (2015, August) Common Inspection Framework: Education, Skills and Early Years. Quality of Teaching, Learning and Assessment (p13-14). Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

Ofsted (2016, August) School Inspection Handbook. Inspectors will consider the impact of teaching literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially for pupils at risk of underachieving.

Ofsted (2019, September) School Inspection Handbook: Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Department for Education (2012) Teachers' Standards: 'teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever their subject specialism.

Purpose

There are four aspects to literacy:

- Speaking
- Listening
- Reading
- Writing

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It is vital that our approach to literacy in school is not a 'policy document', consigned to the back of the staff handbook. The approach must become an active part of daily teaching and learning or in other words the 'Language of Learning'. Therefore, our approach for 2019/20 is a simple one with three strands:

1. Always insist on full sentences both in speaking and writing, giving students the time to properly invest in their writing.
2. Consistent approach to marking and feedback (purple pen), including students checking their own work prior to hand in.
3. Teacher in all subjects should model writing for their students and help them to organise their extended writing into well-structured paragraphs.

Alongside the use of baseline assessments and tutorial literacy activities, the literacy strategy focuses primarily on verbal communication and writing, with a reading focus, learning support and tutorial activities. While outwardly uncomplicated, each strand of the approach is guided by an uncompromising belief that it is the responsibility of both staff and students to raise standards in literacy.

This starts with the expectation that students should respond in full sentences and in Standard English; teachers are expected to model this, to challenge poor verbal communication, and to provide students with the language necessary for a high-level response.

Before giving students a writing task, teachers should model the process of writing: the thinking, the planning, the drafting and the editing, and before any work is handed in, students should use their purple pen (provided by the English department) to check their own literacy.

In marking and feedback teachers should be consistent in their approach and follow the school marking and feedback policy.

This simple approach will ensure that all staff and students are clear about their responsibilities and that there is a consistent application of the approach across the school. This is then monitored through lesson observation and book scrutiny. Teachers need to ask the question 'how am I meeting the literacy needs of the students in front of me?'

Examples of this might be:

Listening and talking for learning
- Engaging with others in group and class discussions of appropriate complexity
- Learn collaboratively – for example when problem solving or in project-based learning time
- Explain their thinking to others
- Explore factors which influence them and persuade them in order to help them think about the reliability of information

Reading for learning
- Find, select, sort, summarise and link information from a variety of sources
- Consider the purpose and main concerns in texts, and understand the differences between fact and opinion

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- Discuss similarities and differences between texts

Writing for learning
- Make notes, develop ideas and acknowledge written work
- Develop and use effective vocabulary
- Create texts – for example, presentations – which allow learners to persuade/argue/explore ideas

What is meant by texts?

It follows that the definition of 'texts' also needs to be broad and futureproof. For the purpose of this strategy and plan we define texts as:

The medium through which ideas, experiences, opinions and information can be communicated.

Reading and responding to literature and other texts plays a central role in the development of leaners' knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continual form, including traditional formal prose, or non-continuous, for example charts and graphs. This reflects the increased use of multimodal texts and, digital communication, social networking and other forms of electronic communication encountered by young people in their daily lives. It recognises that the skills young people need to learn to read these texts differ from the skills they need to read continuous prose.

> Examples of texts
> Novels, short stories, plays, poems, reference texts, the spoken word, charts, maps, graphs, timetables, advertisements, leaflets, comics, newspapers and magazines, CVs, emails, films, games, TV programmes, labels, signs, posters, recipes, instructions, reports and reviews, text messages, blogs, social networking sites, web pages, catalogues and directories

In planning for any curriculum area, it is vital for teachers to ensure that students encounter a wide range of different types of texts in different media. As they progress in their learning students will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.

At Endeavour Academy we are committed to improving the life chances of students through a wide range of activities. Good literacy is a cornerstone of this and a key area of the school improvement plan for 2019/20.

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Support:

Endeavour Academy educates students with Social, Emotional and Mental Health needs (SEMH), many have been absent from mainstream provision for large periods of time prior to admission, for those Year 10 students who find GCSE difficult to access, Entry Level 3 English will be combined with Foundation GCSE skills. The aim is to support students to achieve a certificate in this subject area, improve confidence and build on the fundamental skills which can then be used to apply to more of the GCSE content in Yr 11.

Throughout the year students will have access to Knowledge Organisers for topics studied which will act as a revision tool and support students to recap on learning, improve retention and offer exposure to GCSE style questions.

Intervention groups and after school sessions are offered to all students to assist them to practice literacy and reading skills and increase fluency using tier 2 vocabulary through homework and online learning platforms personalised to enable students to focus on areas in need of development.

Breach of this policy may lead to action being taken under the school's formal Disciplinary Procedure. Any employee, who feels they have been treated in a manner contrary to the spirit of this policy, should seek recourse in accordance with the School's Grievance or Dignity at Work procedures.