



EdStart- Specialist Education Ltd.

Literacy Policy

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Our vision for English and literacy	2
4. Our guiding principles for teaching English and literacy.....	3
5. Roles and responsibilities	3
6. Curriculum	4
7. Marking and feedback	4
8. Monitoring, assessment and moderation.....	5
9. Learning environment	6
10. Resources.....	6
11. Review	6
12. Links with other policies.....	6

1. Aims

This policy is for the staff in our school. It aims to set out:

- Our approach to teaching, monitoring and assessing English and literacy knowledge and skills
- How we will make sure our provision for the teaching of English and literacy is of consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)
- : The [National Curriculum programmes of study for English](#)

3. Our vision for English and literacy

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be competent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Enjoy writing in different contexts and for different purposes and audiences, adapting their language and style for different purposes
- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words
- Have a wide vocabulary, and understanding of grammar and linguistic conventions
- Competently speak in group discussions and be able to clearly explain their understanding and ideas

- › Listen carefully and sensitively to those around them

4. Our guiding principles for teaching English and literacy

We teach English and literacy best when:

- › There is a positive culture around reading in the school
- › All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- › There's sufficiently detailed and frequent ongoing assessment of pupil progress
- › We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- › We involve families in supporting their children's reading and writing
- › The English curriculum is coherently planned and sequenced
- › We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- › Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- › We engage pupils in high-quality back-and-forth interactions
- › We model new language and accurate grammar to pupils
- › We support pupils with speech, language and communication needs, for example with extra small-group activities
- › Pupils have plenty of opportunities to develop their speaking and listening skills via activities such as small-group work, presentations and role-plays

5. Roles and responsibilities

5.1 The headteacher

The headteacher is responsible for:

- › Building a team of expert teachers who know and understand the processes that underpin learning to read and write fluently and effectively
- › Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- › Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other resources

5.2 Head of Subject

Our head of the English/literacy department is [Michelle McDonagh]. They're responsible for providing leadership and management for English and literacy to secure:

- › High-quality teaching and subject knowledge of staff
- › A coherently planned and sequenced English curriculum
- › Consistent assessment and accurate teacher judgements within English and literacy
- › Effective use of resources

5.3 Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

Explain your curriculum structure for developing speaking, listening, reading and writing skills, detailing:

- What pupils will learn at Key Stages (KS) 3 and 4
- Progress expectations per student starting point
- GCSE information AQA for English language and literature
- See attached Curriculum policy and English Subject Intent, Implementation and Impact document.

6.1 Timetabling

English and literacy are covered across subject specific and cross curricular areas via formal and informal learning settings.

- All students attend 5 Lessons in English language and literature per week.
- Independent or whole class reading sessions, during enrichment, life skills and pastoral and wellbeing timetabled sessions.

6.2 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects, such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic-based research

6.3 Differentiation

We will provide suitable differentiation and adaptations to lessons to ensure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic, have gaps in their learning, need visual overlays or paper
- Providing resources such as writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson

7. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given weekly by feedback to feed forward loop utilizing green/purple pen conversation trackers, student learning outcomes sheet and student progress meetings.

See attached curriculum policy.

8. Monitoring, assessment and moderation

8.1 Monitoring

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders, the Sen team and literacy subject leader for English will monitor and evaluate the impact of teaching on pupils' learning through:

Explain how you'll do this, for example through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

[Insert reference to your performance management policy, if you have one]

8.2 Assessment

We will track pupils' progress through the curriculum using a combination of formative and summative assessment through ongoing formative assessment, in-school summative assessment such as termly tests/mock exams, and formal summative assessment in the form of GCSEs and Functional Skills.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' review meetings. Pupils will receive a written report termly.

See curriculum and assessment protocols.

8.3 Moderation

We will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS3 and KS4, to help with assessment.
- Make sure staff have a consistent approach to marking pupils' work

We will moderate teacher assessments of reading and writing half termly.

Explain your approach to moderation, for example:

For each National Curriculum statement, we will:

- State what the activity involved, for example if it was done in controlled conditions or involved specific resources
- Explain how the evidence was collected, for example by observation, written work or drawing
- Indicate how much support was given to the pupil during the activity
- Record the outcome of the activity, for example:
 - The marks awarded in our marking criteria
 - Information from the curriculum we're using to judge success

9. Learning environment

Pupils will learn English and literacy in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration.

10. Resources

10.1 Books

As well as the core texts set out in the GCSE programmes of study, we will select and use books in our school library that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary
- Have illustrations that are engaging and reflect pupils from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

It's unlikely that just 1 book will meet all of these criteria, but our full selection as a whole will.

8.2 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by

- Having dictionary and thesaurus available to pupils
- Allowing pupils to use the computer during lessons to look up word meanings and synonyms

11. Review

This policy will be reviewed every two years by headteacher/ head of English and literacy/ SENDCo/governor. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy

- Non-examination assessment policy
- Equality information and objectives
- Behaviour policy

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