



Abbey College

Literacy Policy
(Created in January 2015)
(Last updated in January 2016)
Approved by Governors: February 2016
To be reviewed: February 2017

Abbey College
Literacy Policy: Updated on 1st February 2016

**“We are not all English teachers,
but we are all teachers of English.”**

Introduction and Rationale

At Abbey College, literacy underpins our curriculum. We are committed to implementing effective whole school strategies to develop our students’ skills in communication, reading and writing. On entry to Abbey College, 14% of year 7 students and 8.7% of year 8 students were below level 4 in English. We recognise the need for intervention and consistency in teaching literacy to accelerate progress for these students to reduce current figures to less than 5% for each by the end of Key Stage Three. We are also focused on higher achieving students, and recognise the literacy skills which are required to achieve the top grades; these include extended writing, reading challenging material and using language in a sophisticated way. We believe that good literacy supports all students to develop into confident, autonomous individuals who are able to achieve well in subjects across the school.

Teaching and Learning

Our **staff aims** for the academic year 2015-2016 are:

- To develop a consistent approach to literacy marking
- To promote reading for pleasure with all students.
- To implement three cross-curricular literacy targets into all lessons;
- To be explicit about developing skills in all lessons;
- To develop our ability to teach literacy skills across all subjects;
- To share good and outstanding practice across departments;

In February 2016, 3 key areas were introduced to develop this new phase:

1. **Literacy objectives¹** – An analysis of English assessment data identified three areas of improvement to focus on:
 - Writing in full sentences which are punctuated accurately;
 - Discussing ideas using Standard English.
 - Identifying main ideas in a text;

These are the whole school objectives for the next 12 months.

2. **Literacy planning** – The school’s lesson planning proformas have been updated to include space for a literacy objective.

¹ Cross-curricular objectives R8, S3 and SL12.

3. **Currently reading signs** – demonstrating that reading is for life. These signs are used by both teaching and non-teaching staff.

Student and teacher aims:	
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • Students will learn to use language effectively and appropriately, in a variety of contexts. • We want to develop our students’ ability to use sophisticated language and expression when exploring learning. • Our current whole school focus (Jan 2016 – Jan 2017) is “discussing ideas using Standard English.” • In the classroom this might include: <ul style="list-style-type: none"> • <i>Developing a confident and sophisticated expression.</i> • <i>Asking students to use subject specific terminology when talking.</i> • <i>Asking students to respond fully.</i>
<p>Reading</p> <p>Working towards the Bronze Liverpool Reading Quality Mark (LRQM)</p>	<ul style="list-style-type: none"> • We want our students to read widely. The school is working toward the bronze Liverpool Reading Quality Mark, which will give a framework for ensuring reading for pleasure is developed across the school. • We will support our students with active reading strategies, focusing on developing key skills such as finding information, summarising, inference and comprehension. • Our staff will shine as good reading role models, encouraging independent reading as a lifelong pleasure. • Our current whole school focus (Jan 2016 – Jan 2017) is “identifying main ideas in a text.” • In the classroom this might include: <ul style="list-style-type: none"> • <i>Developing skimming & scanning skills.</i> • <i>Picking out evidence from a text.</i> • <i>Asking questions about what students have read.</i>
<p>Writing</p>	<ul style="list-style-type: none"> • We want our students to be focused on the quality of their written work and to understand that examiners require clear, coherent responses. • We want to use writing as a tool for thought, for clarification, for exploration and as a way of reaching the desired destination. • Our current whole school focus (Jan 2016– Jan 2017) is “writing in full sentences with accurate punctuation.” • In the classroom this might include: <ul style="list-style-type: none"> • Valuing spelling, punctuation and grammar (SPAG).

	<ul style="list-style-type: none"> • Identifying ‘close the gap’ tasks for students which focus on literacy • Asking students to complete tasks in full sentences. • Modelling written answers.
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Outcomes

The School Improvement Plan details the strategies, and measures which will judge the impact of this policy:

VIP Ref no	Objective	Lead	Current position	Milestone October 2015	Milestone December 2015	Milestone Easter 2016	Milestone May 2016
V1C	Every student in year 7 and 8 has a literacy programme which ensures that each individual makes expected progress from their starting points by July 2016. SEF Point 10	HFA	Below level 4 in year 8 = 8.7% and in year 7 = 14%	Reading scheme has begun for 7 & 8. Literacy testing completed for 7, 8 and 9. Literacy groups set up. Data on cohorts shared SEN.	IMPACT: Yr 7 - 35 students receiving intervention. 100% of inference group improved their inference score. 54% of students who were a level 3 are now a level 4. Yr 8 - 19 students receiving intervention. 92% of students who were a level 3 are now a level 4	IMPACT: 75% of students are making expected progress. JHY: presented LRQM progress to date, 6/1/16. Action: Recruit more team members, visit a school in Liverpool to gain some new ideas and develop enthusiasm amongst staff. First Access Reading Test completed and all students to be re-tested by the end of the summer term. HFA and JHY to create an objective for all support colleagues (TAs) to involve them in the Liverpool Reading Quality Mark.	IMPACT: 100% of students are making expected progress from their starting point. IMPACT: Reading award for the school has been achieved (Liverpool Reading Quality Mark)

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