



MONK'S WALK
SCHOOL

**MONK'S WALK SCHOOL
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Literacy

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Responsible member of SLT: Toby Eager-Wright

Monk's Walk is an all ability 11 – 18 school.

Monk's Walk School's Literacy Policy

Purpose

Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes. This includes using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly, both orally and in writing, enhances and enriches teaching and learning in all subjects. All departments, teachers and support staff have a responsibility towards supporting students' literacy development. We recognise that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age. We will quantify this development through a robust programme of assessment and intervention. Baseline data will inform intervention and planning with progress and development mapped against further assessment points throughout the year, alongside monitoring and evaluation procedures. Specifics are set out in the annual literacy development plan.

We need to:

- Raise the profile of literacy across the curriculum within the school for both teachers and students
- Support students' learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students' literacy skills
- Increase students' standards of achievement in literacy and across the curriculum
- Ensure that students with deficiencies in literacy are highlighted as early as possible and interventions put in place during Key Stage 3 to support them
- Develop a shared understanding, between all staff, of the role of language in students' learning. Also, how work in different subjects can contribute to and benefit from the development of their ability to communicate effectively both in school and in preparation for life
- Support the staff team to implement effective literacy development and wider achievement across the school.

We will:

- Identify students with deficiencies in literacy; through KS2 results and Y6 teacher discussions (as part of the transition process) as well as through initial specific literacy testing and CAT scores
- Provide a differentiated approach to these students in lessons via Access to Literacy provision maps and through context sheets supporting teachers in the classroom
- Work via an intersectionality group to approach intervention and support for these students in a joined up way
- Provide 1-2-1 tuition for pupil premium and SEND students to boost literacy skills, this will focus on supporting those with weak skills but will also be used to challenge the more-able pupil premium students
- Use the two appointed LSAs with literacy responsibility to support the teaching and development of literacy in SEND students in the classroom
- Create a sharing platform for literacy resources to be shared across the curriculum from different departments to enhance teacher pedagogy

- Provide ongoing training to all teaching staff through briefings on what literacy looks like in different subject areas and how to recognise opportunities when planning lessons. This will be reinforced with examples of successful implementation from staff

Literacy across the curriculum will be driven by the literacy co-ordinator however, it is the collective responsibility of all staff in all curriculum areas to ensure literacy is constantly addressed in order to improve standards and raise levels of attainment.

Responsibilities

- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively
- Learning support staff will provide additional scaffolding for students with identified literacy weaknesses
- The Literacy Co-ordinator will support departments in the implementation of strategies and encourage departments to share good practice. They will regularly monitor students' progress in literacy and the impact of literacy interventions and review provision accordingly
- Parents should encourage their children to develop their literacy skills through encouraging reading for pleasure at home
- Students will take increasing responsibility for recognising their own literacy needs and making improvements.

Marking

All staff will

- Follow the Monk's Walk marking policy with specific reference to literacy when assessing students' work
- Utilise the school's presentation guidelines to improve the quality of students' work
- Display the marking/presentation guidelines posters in their classroom
- Take opportunities to praise, either verbally or through marking, the effective and accurate use of literacy skills
- Ensure marking for literacy is embedded into the wider marking policy
- Utilise DIRT to allow students to improve, correct work highlighted with literacy errors.

Please note that further information on the specific provision available to pupil premium students and more-able students are set out in the respective policy documents for these areas.

The implementation of this policy will be monitored in accordance with all other policies of the school. SLT will monitor the implementation and use of the policy across the school as part of the process to improve standards in teaching and learning.