



PRIORY
INTEGRATED COLLEGE
· HOLLYWOOD ·

WHOLE SCHOOL LITERACY POLICY

FOR

PRIORY INTEGRATED COLLEGE

HOLLYWOOD



Priory Integrated College Whole School Literacy Policy

Priory Integrated College's literacy policy is a working document which seeks to improve achievement and tackle underachievement in literacy. We seek to improve literacy through high quality learning and teaching strategies designed to help young people acquire and develop literacy skills across the curriculum and provide them with opportunities to consolidate and reinforce taught literacy skills.

This revised policy is intended to build upon the strengths already in our school and address areas for improvement. It is informed by the pupils', teachers', classroom assistants' and parents' experiences and needs. It is also informed by the 'Every School A Good School: A strategy for raising achievement in literacy and numeracy' (DENI, 2009)

The Aims of the Policy are to:

- Adopt a whole school approach to literacy across the curriculum
- Continually develop awareness among teachers, pupils and parents that literacy is the key for all learning and teaching.
- Embed literacy across the whole school curriculum using a range of resources and motivating strategies. To promote the concept that 'all teachers are teachers of literacy'.
- Continue to raise levels of literacy to improve learning and raise standards across the whole school.

The following main roles and responsibilities in our school are informed by 'Every School a Good School' (DENI, 2009) and also the major factors of effective schools and effective teaching of literacy which are identified by Sammons et al, 1995, p.8.

Role of the Board of Governors, SLT and the Head Teacher

- To ensure time is allocated during INSET to support staff training on literacy.
- To continually support the professional and pedagogical needs of staff.
- To promote and support literacy initiatives.

Role of SENCO

- To provide resources and training to support ongoing staff development.
- To facilitate testing to ensure early intervention.
- To allocate specialist teachers and classroom assistants to support pupils who have literacy needs.
- To allocate additional provision to be made for pupils who do not reach the minimum national expectations at KS3 and KS4
- To provide support strategies for EAL students and their teachers.

Role of Reading Support Teachers

- To provide literacy assistance to individual and small groups of pupils.
- To promote and encourage parental engagement
- To keep effective records and data to track progress
- To update parents and pupils of progress made in order to raise self esteem and confidence

Role of Assistant SENCO

- To establish and maintain a systematic use of benchmark data to track pupils' progress efficiently. This information will be used to influence future teaching approaches and remediation strategies. In line with 'Every School a Good School' guidelines, the benchmarked data will be cross-referenced to free school meals bands and disaggregated data for boys and girls.
- Writing the Literacy Action Plan which will set, review and evaluate targets.
- To implement a range of strategies to promote literacy skills and raise self esteem and confidence
- To provide literacy assistance to individual and small groups of pupils.
- To promote and encourage parental engagement

Role of Head of Departments and Classroom Teachers

- To provide purposeful teaching with clear learning objectives.
- To have the whole school literacy objectives clearly displayed and to refer to them when appropriate.
- To make the literacy objective of a lesson explicit when appropriate.
- To ensure that in the individual teacher's classroom there is a learning environment which supports, promotes and encourages literacy. (for example having the key words displayed or texts matched to pupils' reading abilities.

Form Teachers

- To promote and encourage a positive view of literacy (for example by purposeful displays in form room, providing an area to keep range of texts for independent reading)

Teachers of Year 8:

- Using the whole-school presentation and marking code to provide standardized cross-curricular approach.

Year 8 and 9 Heads of Year and Year 8 and 9 Form Tutors

- To follow E.R.I.C. scheme within form registration time and tutorial as appropriate.
- To promote and encourage a positive view of literacy (for example by purposeful displays in form room, providing an area to keep range of texts for independent reading)

Parental Role

- To encourage their child to fully participate in literacy initiatives
- To promote a positive view of literacy
- To inform the school if they have any concerns or questions about their child's literacy needs

MONITORING AND EVALUATION

- School development plan and year planner to show INSET
- Accessibility and use of resources tracked and monitored through Learning NI
- Records and data to identify progression
- Reading Journals to reflect ongoing engagement with reading
- Parent and pupil questionnaires
- Minutes from department and pastoral meetings

Sammons, P., Hillman, J. and Mortimore, P. (1995) *Key Characteristics of Effective Schools: A Review of School Effectiveness Research*. London: Institute of Education

DENI (2009) *Every School a Good School*/Department of Education