Groby Community College
Achieving Excellence Together

LITERACY POLICY 2012-15

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Agreed: Teaching, Learning & Achievement Committee: May 2012
Next review: Summer Term 2015

Signed:……………………………………………………………………………………
Chair of Governors   **Date**

CONTEXT AND VALUES

Groby Community College is a 14-19 comprehensive community college. We believe that developing literacy is essential for improving the learning experience of our students and their overall achievement. Teaching literacy is the responsibility of all staff: literacy is a faculty and subject issue. Priority should be given to literacy in faculty improvement plans, schemes of learning and in all learning opportunities.

The College is committed to making provision for every student to succeed. We believe that student attainment, progression and opportunities upon leaving college will be improved through the implementation of literacy strategies.

The College has a clear set of values that require us to achieve excellence *together*. Our **Vision Statement** declares that:

> "We are a proud and aspirational community whose goal is to be outstanding. We believe in working together with students, staff, parents, partner schools and the community to achieve excellence for everyone. Valuing and developing each member of the College is central to our drive to be an outstanding school for our local community.
>
> "Excellence means having the highest expectations of our students and their potential. Each student's achievement is guaranteed by outstanding teaching and learning which is creative and engaging for all. No student will be left behind and we must challenge our students to recognise that true success comes from hard work."

Groby Community College aims to improve student access to the curriculum by developing literacy skills. This will be achieved by:

1. The leadership team's commitment to ongoing staff training, developing skills and the sharing of good practice across and within faculties

2. Each faculty ensuring the curriculum is suitably differentiated in content, providing opportunities for speaking and listening, reading, and writing.

3. Taking account of individual needs and preferred learning styles.

4. Responding, through interventions, to students with low levels of literacy, as identified on entry to Groby Community College.

PRACTICE AND PROCEDURES

In each classroom, staff will positively model reading, writing and communication. Staff will take a common approach to spelling, punctuation and reading within their lessons.

- Within each subject area, students with low literacy levels will be identified as a priority

- Each subject will be encouraged to use the Learning Resource Centre

- Approaches to developing literacy will build on current practice in the partner High Schools

- Each faculty will plan and review their application of literacy and include this in the Departmental Development Plan

MONITORING AND REVIEW

The literacy policy will be monitored through:
- Head of faculty termly monitoring and quality assurance processes which include; lesson observations, work scrutiny, learning walks, monitoring record keeping and planning;
- Regular faculty Teaching and Learning and Progress and Intervention meetings;
- SLT monitoring of quality assurance processes though; leadership link meetings, termly work scrutiny, learning walks, lesson observations (see Appendix 5: lesson observation pro forma);
- SLT monitoring of CPD provision and quality;
- Principal's overview of annual performance management processes;
- SLT reporting to governors through the Teaching and Learning Committee;
- Student voice feedback collected through; annual online attitude survey, faculty survey, exit survey year 11/13, end of year survey year 10/12;
- Parent voice feedback collected via the termly parents forum and parent questionnaires at all parents' evenings;
- Governor link visits;
- External review processes led by OfSTED and/or HMI;
- Examination results.

The policy will be reviewed on an annual basis by:

- The Principal and The Senior Leadership Team
- MLT (in the department plan/evaluated in the SEF)
- Governors (Teaching, Learning & Achievement Committee)

Appendix A

Developing Spelling and Punctuation

As a College we recognise that many students experience difficulties
with spelling. To promote good spelling habits there are strategies that we all must
adopt.

We expect spelling to be addressed in the following ways:

- Never insert or cross out letters which are misplaced,
  eg peple, tawik. Write the whole word. It is important for
  students to see the correct word written as a whole word.

- If you ask students to self correct they must always write the correct
  word in full.

- A multisensory approach is ESSENTIAL. Ask the students to listen to the spelling,
  visualise the whole word (close eyes and imagine it written) and then try
  writing it down.

- Use LOOK, COVER, WRITE, CHECK method, ie visualise, practise, check.

- Encourage the explicit use of analogy – if a pupil can spell 'could', they can
  work out 'would', 'should' etc.

- Suggest and encourage strategies such as mnemonics, syllabification,
  words within words, word families, familiar letter strings etc.

- When marking work concentrate only on a maximum of THREE ERRORS –
  a mass of corrections is a deterrent to good spelling. Three
  words firmly learnt are better than ten half learnt.

- Key words for units of work should be given and taught.
  Use interactive strategies. They can be reinforced as a homework but this is
  worthwhile only if checked on quickly.

- When key words have been given, focus on marking them.

The expectation is that we will all teach basic punctuation to our students.

Basic punctuation is essential for all students. Punctuation helps the writer convey
their meaning to the reader. Some of our students will be able to punctuate well but
we all need to *teach* the basics to all students.

Every teacher should insist upon:

Capital letters at the beginning of sentences.

Full stops at the end of sentences.

Capital letters for proper nouns, i.e. names, places, festivals, days of the week,

etc.

The use of commas in lists.

The correct use of question marks.

The correct use of apostrophes for omission (e.g. I'll, don't)

The correct use of apostrophes for possession (e.g. the boy's book).

Simple paragraphing to indicate change of idea, time, scene, etc.

Specific pieces of work should be marked for punctuation (there is no expectation that all work will be marked for punctuation). This should be made clear to students when work is set and when you give feedback.

Please check written materials for accuracy before presenting to students.

Quality Assurance will focus on the marking of spelling and punctuation at regular intervals throughout the year.

ABBREVIATIONS FOR MARKING

To bring our abbreviations for marking in line with those used at our main feeder high schools, when writing in English, the following abbreviations should be used in the margin of work and underlined by the teacher:

SP = spelling mistake
GR = grammatical error
P= Punctuation error
NP// = new paragraph
C = capital letter needed
∧ = word omitted/incomplete answer

⬭ = error/mistake

After students' work has been corrected use the following headings for feedback and feed-forward:

Ⓢ **(Strengths)** positive comment about the work

Ⓣ **(Targets)** one or two comments for improvement

APPENDIX B

READING STRATEGIES ACROSS THE CURRICULUM

Reading for a purpose- students should have an understanding of why they are reading and what they are expected to gain from their reading.

Give students a focus or question before they start reading.

Explain what type of reading will need to be done with different texts, for

instance, scanning, finding detailed information, reading instructions to be followed.

Particularly for weak readers, give true or false statements to tick and explain.

Paired or group reading- can aid weak readers

Swapping at punctuation, sentences or paragraphs.

Reading a paragraph and explaining the content to your partner.

Recording unfamiliar vocabulary for discussion and clarification.

Recording or highlighting key words.

Using both mixed ability and differentiated reading groups depending on the task.

Allotting different tasks within the reading group, so that each member has an area

of responsibility, eg looking for technical language.

When reading a long text, give individual groups a different focus, ready to feed

back to the whole class (jigsaw technique).

Annotating reading:

Circling/highlighting/underlining key words for discussion later.

Use of enlarged text projected to model annotation.

Detailed annotation of one small section of the overall text.

Displaying annotated text around the classroom.

Breaking the text into small, accessible units:

Reading one or two paragraphs with feedback after each paragraph. Using cloze procedures with small sections of text.

Types of Readers

The Developing Reader /The Secure Developing Reader

Reads with increasing fluency and accuracy and uses a range of strategies to construct meaning.

The Competent Reader/The Secure competent Reader

Reads between the lines, seeing meaning that isn't stated directly. Deploys a wide range of active strategies to find and read texts for different purposes.

The Active Reader/The Secure Active Reader

Has a sense of the writer at work behind a text, and can explain something about how a text is constructed, based on plenty of prior reading experience.

The Reflective Reader/The Secure Reflective Reader

Can make a considered response to a range of texts and use information from a range of sources.

The Versatile Reader/The Secure Versatile Reader

Is a critical and thoughtful reader across a wide range of texts: selecting, sifting, summarising, comparing and contrasting.