



Shared with the Governing Body on 15 January 2020

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## **Aims and Values**

We know that literacy is the gateway to all knowledge. As Ellen Gilchrist writes, 'We live at the level of our language. Whatever we can articulate we can imagine or understand or explore.' We also know that confidence in literacy is a precondition of success across the curriculum. Therefore, the development of students as literate learners must underpin everything that we do here at Ecclesfield.

## **Students' Literacy Entitlement**

Literacy is a whole school priority and the Literacy strategy is based on the principle that 'Every teacher is a teacher of English because every teacher is a teacher in English. We cannot give a lesson in any subject without helping or neglecting the English of our pupils.' (George Sampson, 1921). We believe that all students of Ecclesfield School are entitled to lessons and experiences that develop them as literate individuals and that the delivery of such an education is a core duty of all staff.

In light of Teaching Standard 3, which enshrines the expectation that all teachers will promote 'high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject' (DfE, 2011), Ofsted will inspect the teaching of literacy, including reading, when evaluating students' achievement and the quality of teaching.

More importantly, because literacy is the gateway to all knowledge, the development of students as literate learners must underpin everything that we do. We have a responsibility to ensure that all our students receive their literacy entitlement and leave Ecclesfield School as confident communicators and literate citizens, giving them the best possible start in the world. Given that improved literacy levels have a direct correlation to increased attainment and life chances, a systematic, whole-school approach to literacy is a necessity. In light of this, literacy must be championed and developed in all parts of the school.

## **Our Commitment**

- Improving standards in reading, writing and speaking & listening in each subject area.
- Ensuring consistency of practice across the Top 3.
- Enabling collaboration between subjects through the Keen Bean Literacy Team.
- Empowering all teachers to confidently teach Literacy in their subjects.

## **The Top 3:**

All lessons should actively and explicitly promote opportunities for students to develop their reading, writing, speaking and listening skills. There should be no missed opportunities. Teachers should embed the Top 3 – Speak, Read, Write - and have literacy-rich classrooms by implementing additional strategies for speaking and listening, reading and writing.

1. We say it in a sentence – don't accept spoken answers unless in a full sentence.
2. We learn to read and read to learn – explicitly use reading strategies.
3. We use our Tier 3 subject vocabulary and check our SPaG.

In addition, there are a range of additional strategies which should be implemented across the curriculum.

## **1. Key roles and responsibilities**

- 1.1. The Governing Body has overall responsibility for the implementation of this Literacy Policy and procedures.
- 1.2. The Governing Body has overall responsibility for ensuring that this Literacy Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has overall responsibility for annually reviewing the Literacy Policy.
- 1.4. The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.5. The Headteacher will be responsible for ensuring the day-to-day implementation and management of this Literacy Policy and procedures.
- 1.6. The Assistant Headteacher (KS3 Progress) will be responsible for the impact of literacy-based interventions delivered by the Librarian and Literacy Manager, the Literacy coordinator, the SfL department and the English department.
- 1.7. The Deputy Headteacher (with T&L responsibility) is responsible for ensuring the Feedback Policy explicitly refers to and supports the development of students' technical accuracy, including correct SPaG.
- 1.8. The Literacy Coordinator will be responsible for liaising with teachers across all of the departments to facilitate the delivery of literacy skills.
- 1.9. All teachers will be responsible for teaching literacy skills and delivering ERIC.
- 1.10. The Library and Literacy Manager will be responsible for developing a whole-school reading ethos, providing current, accessible relevant and varied resources to support RFP and the school curriculum, and provide practical support for ERIC.
- 1.11. All teachers will be responsible for making and taking opportunities to develop literacy skills across their subjects.

## **2. Definitions**

Although literacy includes reading with fluency for knowledge and understanding, writing coherently and communicating (speaking and listening) effectively, it is not limited to this. Literacy is a broader set of skills which ensure students are ready 'to engage with challenging concepts, to make constructive connections between subjects and to learn from the thinking and experience of others' in cross-curricular links between subjects (Ofsted, 2013a).

## **3. Literacy audits**

- 3.1. Whole school self-assessments will highlight areas of good practice and identify where opportunities to develop literacy skills can be maximised.
- 3.2. Based on the self-assessments, the Literacy Team and the Teaching and Learning Team will devise a programme of CPD to support staff in implementing the Top 3.

## **4. Our commitment to developing Literacy Skills**

We will ensure that all members of staff:

- 4.1. Adhere to the school's Literacy policy.
- 4.2. Focus on the relevant termly literacy priority (the 'Literacy Top 3')
- 4.3. Create a positive environment that celebrates literacy and provides students with role-models;
- 4.4. Plan activities to allow students to learn and practice their literacy skills;
- 4.5. Publicly display examples of high-quality literacy work from across the curriculum.

**Individual departments will:**

- 4.6. Ensure that they are teaching literacy in a clear and consistent way, as set out by the 'Quality First Teaching' in the "Literacy in the classroom at Ecco" Literacy strategy document.
- 4.7. Highlight the opportunities for the use of literacy within their subject.

All members of staff will:

- 4.8. Have high expectations of all their students and ensure that the literacy content of their lesson is of high standard;
- 4.9. Provide opportunities for students to develop their literacy skills in all lessons, ensuring there are no missed opportunities;
- 4.10. Ensure they use 'Quality First Teaching' strategies outlined in the Literacy Strategy, wherever possible, in lessons in order to best support the literacy development of students;
- 4.11. Follow whole school policy and guidelines when marking students' work and providing feedback.

**5. The Library**

The Library exists to support the learning needs of the whole school.

It aims to be a central and integral part of school life and underlines the focus of the school in improving teaching and learning, raising literacy levels through a variety of reading development opportunities and promoting enrichment activities for all.

**Aims:**

- 5.1. To encourage greater use of the library by students of all ages and abilities by promoting a culture of reading for pleasure, learning and study.
- 5.2. To provide current, accessible, relevant and varied resources to support the curriculum taught in school.
- 5.3. To endeavour constantly to raise the level of reading capability of students by providing accessible and varied fiction and recreational non-fiction stock.
- 5.4. To provide a calm, bright, safe and welcoming environment for all members of the school community in which to work, learn and read.
- 5.5. To develop extra-curricular activities to enhance students participation in all forms of learning.

**Objectives:**

- 5.6. To develop and maintain a wide selection of materials that is easily accessed and reflects students of all abilities and interest levels.
- 5.7. To liaise with all members of staff to ascertain the exact curriculum needs of their subject.
- 5.8. To promote and support recreational reading by liaising with users and knowing current trends in children's fiction.
- 5.9. To encourage use of the Library by all sections of the school by having open access.
- 5.10. To foster a spirit of enquiry by enabling students to both find and retrieve relevant information.
- 5.11. To encourage reading for pleasure through use of display, competitions and literacy interventions.

## **6. Supporting documentation**

6.1. This policy will be supported by the following documents:

- The 'Literacy Strategy' document that will form part of the whole school action plan.
- The 'Literacy Teacher Handbook'. This currently sets out the expectations of all teachers and provides strategies to support literacy across the classroom. This will be updated and added to over the course of the academic year.
- ERIC Guidance.
- Feedback Policy.