



Literacy Policy

Policy number	US016 / ISI 02a
Applies to	Upper School
Endorsed by	Head Master
Responsibility	Head Master
Date reviewed	September 2020
Next review	September 2021

Aim

To develop pupils' skills in reading, writing, speaking and listening in order to develop learning across the curriculum.

Purpose

All teachers, pupils and parents are responsible for improving pupils' use of language and independent learning. Through consistent approaches and expectations in all subjects, pupils' vocabulary, expression and organisation of work can develop to cope with the cognitive demands of academic work.

Implementation

The role of CMT:

- Lead and give a high profile to literacy, especially with regard to pupils' and parents' responsibilities
- Be responsible overall for the delivery of the Literacy Policy
- Provide opportunities for staff training on literacy
- Monitor departments' implementation of the Literacy Policy

The role of Heads of Departments:

- Ensure that 'subject specific literacy' is clearly identified in schemes of work, and that there is obvious progression through the courses offered
- Encourage good practice e.g. modelling and close collaboration between colleagues in order to promote literacy developments
- Use available assessment data to support pupils who are weak in any area of literacy

The role of Teachers:

- Use the correction guidelines in Appendix A, ensure that pupils take increasing responsibility for improving their own literacy and insist on high standards of presentation from pupils
- Work with Academic Support teachers to support those pupils whose first language is not English and/or who have learning differences including dyslexia, dyspraxia, dyscalculia, AD(H)D and Asperger's Syndrome

The role of SENDCo:

- Communicate with subject teachers about pupils with learning differences and give advice regarding teaching and learning strategies

- Communicate with pupils and parents about assessment for access arrangements and give advice about learning skills
- Keep the SEND registers and record on iSAMS updated
- Monitor pupils' progress with Tutors and Housemasters
- Work with the Department to run and utilise the results of the Access Reading Test in the Fourth Form
- Run new staff INSET in conjunction with the Assistant Head (Teaching and Learning)

The role of pupils:

- Take increasing responsibility for learning subject key words, presenting written learning to a high standard and correcting/learning from errors
- Take time to proofread their written learning before submitting prep and coursework
- Read widely and frequently in and around subjects, as well as for pleasure

The role of parents and carers:

- Encourage their children to use the range of strategies taught at school and to encourage them to read widely and frequently
- Make sure their children have organised work spaces and resources to learn effectively
- Check that their children are utilising their prep time properly, limiting ICT use for non-academic activities so that a sensible balance is attained

Differentiation

Reading skills

Where appropriate, all teachers should provide opportunities for pupils to:

- Improve reading strategies in class and for tests (e.g. scanning, sifting, selecting)
- Use contextual clues (e.g. indexes, glossaries, illustrations)
- Develop higher order reading skills (e.g. awareness of bias, inconsistency, alternative interpretations)
- Build on note taking, follow written instructions and explore meaning

Writing skills

Across the curriculum teachers should provide a variety of activities to help pupils:

- Plan, draft, discuss and reflect on their writing

- Learn how to make notes in different formats (e.g. bullet points, mind map, flow diagram) rather than giving hand-outs for all tasks
- Understand the purpose of writing tasks and follow clear models
- Improve presentation and correct their own work
- Use subject specific vocabulary correctly

ICT

Teachers should use ICT where it enhances pupils' learning, such as drafting reports, researching intelligently and giving presentations. Teachers should aim for a sensible, balanced approach in the use of ICT and it should be utilised to support literacy where appropriate.

Speaking and listening skills.

Every class teacher, where appropriate, should ensure that pupils are able to practise

- Listening to others, responding appropriately and carrying out instructions
- Exploring and developing ideas through discussion
- Using oral work as a precursor and a follow up to written work
- Asking questions as well as answer them
- Participating orally in pairs, groups and as a whole class
- Use language precisely and coherently and use Standard English in appropriate contexts
- Identify the main points to arise from a discussion
- Evaluate the effectiveness of spoken contributions in class and other contexts

Assessment for learning

- Where appropriate, and as part of good practice, teachers should give feedback to pupils on reading, writing, listening and speaking which helps them understand the progress made and how to improve
- Using the correction guidelines in Appendix A, teachers will help pupils to learn subject specific spellings, structure sentences and paragraphs coherently and use grammar and punctuation correctly

Monitoring and evaluation

- Checks on departmental schemes of work

- Lesson observations
- Pupil folder exhibitions
- Work sample checks
- Student interviews
- HoDs Committee meetings

Appendix A

Upper School guide to presenting work for pupils, teachers and parents.

Work presentation

The way you present your written work is most important.

General

- Do not write anything on the cover of an exercise book / file other than your name, subject and form/set
- Tippex and/or ink erasers are not to be used
- Do not tear pages out of an exercise book
- Use only the correct writing materials
- When making corrections cross out mistakes with a single line
- Take care at all times with handwriting, spelling, grammar and punctuation

Written learning

- Write the date on the top line on the right
- Write the heading in the centre of the line underneath
- Write neatly in pen or pencil, as required
- Start each new piece of learning on a fresh page

Word-processed learning

- Follow the convention for dates, titles and underlining.
- Word processed work should also be named.
- If any internet sources have been used, they should be fully acknowledged in a bibliography at the end of the piece, together with the date the website was visited

Writing paragraphs

Paragraphs are very important ingredients of a good essay and they need to be structured properly to give a full answer to any question either for prep or in an exam. Although different departments might have differing expectations, in general boys should aim for a three-point structure: make a point, explain it then give an example. In evaluative answers a paragraph might start with an argument that is then explained and developed with an example. Also consider counter-arguments

and conclude each paragraph, perhaps introducing the next idea. The type of examples boys use to back up their ideas depends on the subject. In English they will probably use examples from the text or novel, in History they will use evidence or events, and in Geography they might refer to a case study.

Pupils are to be issued with the correction guidelines so they know what the corrections mean and what to expect from their marked work.

Correcting written learning

Mistakes should be indicated but these must be corrected in such a way as to be helpful to the student; spelling mistakes will be indicated and annotated using *sp*- the correct spelling will be given to the pupil where appropriate. Technical words used or spelt incorrectly related to the subject, will always be corrected or the pupil required to correct. Pupils are expected to learn the correct version of any mis-spellings they make.

It is helpful if all teachers use a common punctuation / spelling correction policy as follows:

sp	=	Spelling error
gr	=	Grammar error
p	=	Punctuation error
exp.	=	Error in expression of Standard English
/	=	New sentence
//	=	New paragraph
^	=	Word or words omitted