

Herne Bay High School's Literacy Policy							
Policy reviewed by	RS	Date of last review	JUNE 2021	Date of next review	JUNE 2022	Date of policy ratification by Governors	Sept 2021
Purpose of policy							
<p>This policy defines literacy as a set of skills that supports a students' reading, writing, speaking and listening skills. The literacy policy's aim is to</p> <ul style="list-style-type: none"> • ensure that every endeavour is made by all teaching and non-teaching staff to teach, promote and support the literacy skills of all students in the school • Set out how the teaching, support and promotion of literacy skills should be implemented in teaching environments and non-teaching environments • Seek to standardise the teaching, delivery, integration and assessment of explicit literacy skills, in order that <ul style="list-style-type: none"> ➢ School attenders can access the curriculum changes that have been implemented since 2015 ➢ School leavers leave school having made expected or more than expected progress in a wide range of subjects commensurate with their individual contexts ➢ School leavers have literacy skills that will equip them for employment ➢ School leavers have core literacy competencies required to succeed in the job market ➢ Local and national effects of low levels of literacy in the job market are addressed at grass roots levels <p>as set out in the government's Literacy and employability commission document*.</p>							
Legislation that underpins this policy							
Legislative documents (legal responsibilities)							
<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4 Point 6 - National Curriculum, Literacy – 'Teachers' refers to all staff in a school setting. 6.1; 6.2; 6.3; 6.4 points outline the responsibility that 'Teachers' have to prioritise students' literacy in their class rooms • http://www.legislation.gov.uk/ukpga/2010/15/contents - Equality Act • http://www.legislation.gov.uk/ukpga/1998/42/schedule/1 Human Rights Act, 1998; specifically Part I: The Convention: Article 5, pt. 2; Article 6, pt 1 and pt. 3(b) and (e). Article 9; Article 10; Part II: First Protocol: Article 2; Article 3. • https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283198/Teachers_Standard_s.pdf.) Teachers' standards, Guidance for school leaders, school staff and governing bodies, 2011 (updated 2013) 							
Guidance documents							
<ul style="list-style-type: none"> • http://www.un.org/en/universal-declaration-human-rights/ specifically, Article 18 and 19 'Freedom to voice opinions'; Article 21 'Freedom to vote'; Article 23 'Protection from unemployment'; Article 26 'Right to education' • https://literacytrust.org.uk/policy-and-campaigns/all-party-parliamentary-group-literacy/youth-literacy-and-employability-commission/ • https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure • https://www.gov.uk/government/publications/2010-to-2015-government-policy-school-and-college-qualifications-and-curriculum/2010-to-2015-government-policy-school-and-college-qualifications-and-curriculum • https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010 • https://www.gov.uk/government/publications/educational-excellence-everywhere 							
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Contents:

1. Scope of the Policy
2. Responsible parties for the policy
3. Definitions of policy specific terms
 - I. Policy details

1. **Detailed policy statement**
 2. **Links to Institutions core values and other policies**
 3. **Links to other National policies and legislation**
- II. **Procedures**
1. **Steps necessary to comply with the policy**
 2. **Implementing the policy as an individual**
 3. **How and where to seek support with the policy**

1. **Scope of the Policy**

It is important that all schools have a literacy policy that ensures all staff are aware of how and why they should prioritise the teaching of literacy, or the promotion or support of literacy. The policy supports national legislation and guidance surrounding the importance of literacy as a life skill. The procedures that the policy outlines need to be adhered to in order to standardise the delivery of teaching, promotion or support. Having a policy will help to ensure that there is a shared understanding of how the literacy skills of every student are protected and monitored, and that it is a shared endeavour and not the responsibility of one set of teachers or specific department/s. The policy will support the school in the development of curriculum modelling, and will support the school's student outcomes at all Key Stages of learning.

The policy does not suggest that all members of the school community should only teach literacy skills to the exclusion of their own curriculum content and skills, but it outlines that all reasonable steps are taken by all members of the school community to teach, where necessary, promote, where possible, and support at all times the literacy skills of each student commensurate with the students' ability and understanding, and in line with a sensible approach to the context of all situations. In order to ensure this, all members of the school community need to be aware of the levels of literacy of each individual student and groups of students; all members of the school community need to be aware that they are modelling literacy skills at all times; all members of the school community need to be aware of their own skills and should apply for any training that they feel is necessary for their own skills to be robust enough to teach, promote or support the literacy of the students.

The literacy policy applies to

- Teaching staff
- Pastoral managers and staff
- Teaching support staff
- Outside speakers
- Non-teaching staff

The literacy policy should be applied in all

- Teaching contexts, i.e. lessons, assemblies, trips, etc. as well as of part of marking, assessment and feedback; the planning of learning; provision of reading materials and other resources for learning; provision of examinations and request of learning tasks.
- Conversations between staff and students when professional, formal conversation and vocabulary should be upheld wherever possible, and where this is not appropriate, common sense should prevail.
- Written communication should be proofread to high standards so that all errors are minimised in home-school communication, presentation slides, signage, promotions, etc.
- Reading situations when material should be of high quality and commensurate with the student/s' reading age.
- Contexts connected to marking, assessment and feedback.

2. **Responsibility for the policy**

The Literacy policy is authored by the Head of English, and ratified by the Principal and Governors. However, it must be enforced by all members of the school community.

3. **Definitions of specific language**

- **Policy:** The set of rules and expectations that all members of the organisation are required to adhere to.
- **Procedure:** The ways in which the rules and expectations might be adhered to and how the policy might manifest itself in different contexts of the organisation.
- **Literacy:** A set of skills that supports a students' reading, writing, speaking and listening skills.
- **Members of the school community:** All staff who are employed by the organisation, or who work in a voluntary capacity for the organisation.

- **Reading materials:** Any written communication shared with a student that is to be understood primarily through the process of independent reading.
- **Oral Literacy:** The process of speaking with intent to listen and listening with intent to respond orally
- **Four disciplines:** reading, writing, speaking, listening
- **SpaG:** Spelling, Punctuation and grammar
- **QWC:** quality of written communication (found in exam criteria)

I. Policy statement

The policy hopes to raise the standards of literacy across the student body in order to improve academic outcomes for all students, improve employability provisions for all students, and to ensure that they can enjoy a full and varied life into adulthood. The policy is founded upon the idea that all children and students have a right to be able to read, write, speak and listening competently so that they can say what they mean, listen with a critical view, voice opinions, expressions and can enjoy all democratic and social rights as set out in British law. The policy is founded on the assumption that without good literacy skills across all four disciplines, students will be disadvantaged in educational outcomes, social expectation and could become victims of poverty and underachievement as adults. This policy, therefore, seeks to redress this balance and ensure that all reasonable steps are taken to protect our students against the perils of low literacy.

The School has shaped its policy in line with the expectations of the

- I. Human Rights Act, 1998: The Human Rights Act considers the enforceability and compatibility of the Universal Declaration of Human rights and bring it in line with the legally binding Human Rights Act, 1998. The Human Rights Act, 1998 is legally binding in England, Scotland, Northern Ireland and Wales and forms our domestic law in line with European law. The articles for the direction of the Act and state in Part I of the Conventions (Human Rights Act, 1998, Pt 1: Articles 5,6,9,10; Pt 2: Articles 2,3)
 - Article 5, part 2: 'Everyone who is arrested shall be informed promptly, in a language which he/she understands'
 - Article 6, part 1: 'Everyone has a right to a fair and public hearing'
 - Article 6, part 3(b): 'Everyone has a right to adequate time, and facilities for the preparation of defence'
 - Article 6, part 3(e): 'Everyone has the right to have free assistance of an interpreter if he cannot understand or speak the language used in court'
 - Article 9: 'Everyone has the right to freedom of thought, conscience and religion'
 - Article 10: 'Everyone has the right to freedom of expression'
 And in part II, the first protocol,
 - Article 2: 'Everyone has the right to an Education'
 - Article 3: 'Everyone has the right to participate in free elections'

These articles are set out in law and require competent literacy skills in order for the citizen to access these articles in the Act. An adult who is not able to demonstrate competencies in the four disciplines, cannot fairly be expected to access understanding of a criminal charge; verify and sign legal documentations including confessions; understand their fair hearing (in fact the hearing would not be fair); would not necessarily be helped by an interpreter if their vocabulary was such that they could not access the meanings of words. In addition, they would not be able to exercise their right to freedom of thought, conscience or religion as informed choices would not be accessible to them, and they will not be able to reliably express their views. Their right to education following primary education will be hampered as learning will remain inaccessible and accessing information to be able to participate wholly in free elections would also be limited. Therefore, literacy teaching, support and promotion in school is essential in order for students to be able to exercise their human rights once leaving school, and to protect the students from the trap of poverty.

II. The New National Curriculum Act, 2014 for first teaching from 2016 outlines the parameters in which Literacy should be taught.

- **Chapter 6.1:** 'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum, 2014.)

- **Chapter 6.2:** ‘Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.’ (National Curriculum, 2014.)
- **Chapter 6.3:** ‘Teachers should develop pupils’ reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.’ (National Curriculum, 2014.)
- **Chapter 6.4:** ‘Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils’ current knowledge. They should increase pupils’ store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.’ (National Curriculum, 2014.)

Chapter 6 of the New National curriculum, does not discuss the teaching of English and Literacy synonymously. Rather, the legislation defines the teaching of literacy and language as separate to the teaching of English. The document needs to be applied to teaching holistically and therefore the document illustrates that the teaching of literacy and language should form part of all subject teaching. Chapter 6 is dedicated to the requisites for literacy teaching and the teaching of English is covered in a separated chapter. Part 1 of chapter 6 stipulates that, ‘for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects’ (National Curriculum, 2014.) and therefore sets out the expectation that all teachers teaching in English speaking schools are also considered teachers of literacy.

Part 2 of Chapter 6 also states that, ‘Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication’ (National Curriculum, 2014). Thereby citing that it is the responsibility of every teacher to ensure that students are well versed and practiced in exercising article 9, 10 and 3 of the Human Rights Act, 1998 (see above). Therefore, all members of the school community, and, in particular, subject teachers, should encourage and structure high quality speaking and listening activities that can teach students how to synthesise written information into forms of expression.

Part 3 of chapter 6 focuses on written literacy and states, ‘Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar’. Therefore, all staff should be setting and marking extended writing of a variety of forms in both fiction and non-fiction genres so that students can access Articles 9,10 and 3 of the Human Rights Act, 1998 in written expression. All members of the school community are, therefore, responsible for the teaching, support or promotion of high quality, accurate writing and opportunities for students to be reading for pleasure, practising comparative reading and learning how to access digital texts safely and accurately.

Part 4 of Chapter 6 focuses on word building and sets out the obligation that all staff, and members of the school community, have to extend the vocabulary of students within their own subject areas. It is vital that students with fewer words in their vocabulary are supported to ‘catch up’ with their peers so that they can access the same learning and exams that they will experience at KS4. Part 4 stipulates, ‘In addition, it is vital for pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions’ and so it is expected that all staff will understand their individual exam rubric well and this will form part of students’ learning in all lessons so that all

students of all abilities can access exams. This includes students who have fallen behind in their language acquisition and who do not have a competent understanding of the 1000 high frequency words outlined in each key stage. The teaching of keywords in both exam and subject content/situation context is compulsory at all levels. Departments should therefore have an extensive and comprehensive list of key words that will form the bedrock of their curriculum content in order to comply with 6.4 of the national Curriculum, 2014 'Literacy and language'.

III. The Equality Act, 2010

- Part 29, (1) A person (a "service-provider") concerned with the provision of a service to the public or a section of the public (for payment or not) must not discriminate against a person requiring the service by not providing the person with the service (The Equality Act, 2010)
- Part 29, (5) A service-provider (A) must not, in providing the service, victimise a person (B)— (a) as to the terms on which A provides the service to B; (b) by terminating the provision of the service to B; (c) by subjecting B to any other detriment.
- Part 85, (5) The responsible body of such a school must not discriminate against a pupil— (a) in the way it provides education for the pupil; (b) in the way it affords the pupil access to a benefit, facility or service; (c) by not providing education for the pupil; (d) by not affording the pupil access to a benefit, facility or service; (e) by excluding the pupil from the school; (f) by subjecting the pupil to any other detriment.

Part 29 and Part 85 mirror each other in warning organisations against 'not providing a person with the service'. In addition, the service schools are providing link to Article 2 of the Human Rights Act 1998, 'Right to an Education'. If the service of providing an education is not fit for purpose it is in contravention of both of these legislations. Therefore, it is crucial that all members of the organisation accept responsibility for the literacy teaching, support and promotion of the students as the service we provide as educators must be one that (a) prepares students for their next stage of study, (b) prioritises students' literacy so that they may exercise their rights in line with the Human Rights Act 1998, (c) provide the curriculum as set out in the 2014 National Curriculum for Literacy and language. Failure to do so would render the staff in the school community in contravention of these three legislative instructions.

The school has shaped this policy in line with the organisation's core values as set down in the

I. Safeguarding staff policy

These expectations are taken from the statutory teaching standards.

The teaching, support and promotion of literacy is the responsibility of all teaching staff.

II. SEND Policy

The SEND policy outlines that 'every student has equal opportunity to access the curriculum and make progress both socially and academically as an independent life-long learner' (HBHS SEND policy, 2020). Literacy competency is fundamental to students being able to progress socially and academically and, therefore, the literacy policy is an underpinning policy that also supports the SEND policy.

III. Equality Policy

As seen in part III of this policies statement, the Equality Act, 2010 requires that all students are able to access education regardless of individual diversities. The Equality policy reflects this government legislation and thereby also requires students to have/develop competent literacy skills so that they can exercise academic, social, political and economic equality.

Accelerated reader is a program that enables students to regularly assess their comprehension skills, log their personal reading, and test their reading age as standardised by multiple tests to assess progress. The literacy policy stipulates that reading for pleasure and for progress is a cornerstone of literacy progress and as such Accelerated Reader is a way in which we can measure this in key stage 3.

All members of the school community can see each KS3 student's updated reading age in SIMs every 12 weeks and so can use this information to support their lesson planning and understanding of each child.

2. Procedures

- ✓ ensure that their students have challenging targets and know what they are and what they need to do in order to meet and exceed their targets

The expectations of all members of the school community should manifest themselves in the following ways, although this list is not exhaustive and must be accepted as evolutionary. They will be subject to updating in response to changes in National legislation, curriculum content, needs of the students and application of curriculum

1. In teaching contexts

a. Teaching and learning, including planning

- Teachers should take consideration of current literacy levels of individuals and classes when planning learning, with a view to use material at the most challenging level possible in order to build vocabulary and reading comprehension skills.
- Teachers should actively plan literacy development into the learning of their lessons, not just plan content delivery.
- Teachers should plan to differentiate resources for low literacy learners.
- Teachers should seek to plan progression that closes the literacy gap as swiftly as possible by means of considering targeted keyword and vocabulary tasks, extended writing and reading comprehension as relevant to the subject content.
- Teachers should actively consider the development of students' literacy to continue to challenge students in the accuracy of their writing, the depth of reading comprehension, use of spelling, punctuation and grammar, and the access of exam keywords and question formats.
- Accelerated reader is a program that enables students to regularly assess their comprehension skills, log their personal reading, and test their reading age as standardised by multiple tests to assess progress. The literacy policy stipulates that reading for pleasure and for progress is a cornerstone of literacy progress and as such Accelerated Reader is a way in which we can measure this in key stage 3.
- All members of the school community can see each KS3 student's updated reading age in SIMs every 12 weeks and so can use this information to support their lesson planning and understanding of each child.

b. Behaviour management

- Teachers should ensure that spoken/oral literacy is promoted wherever possible through the medium of high quality speaking and listening tasks that promote debate, discussion, argument, presentation and children should be taught how to respond respectfully to the expression of individual spoken opinions.
- Student literacy should be taken into account during times of conflict or challenging behaviour and teachers should be aware that low literacy levels can be a factor in frustration when a student struggles to articulate issues that are causing behaviour breakdown.

c. Marking, assessment and feedback

- Teachers must mark extended writing for spelling, punctuation and grammar and actively discuss paragraphing as a method of organising extended writing.
- Opportunities for spellings, corrections and keyword learning should be employed wherever possible.
- Challenging target should be set for quality of written communication wherever possible, in addition to targets with relation to content delivery.

d. Stretch and challenge

- Reading comprehension texts, extended writing and spoken tasks should always seek to be as challenging as possible commensurate with the average literacy level of the class.
- Reading ages should be considered when providing texts for classes to ensure that they provide adequate challenge but are not disheartening.

e. SEND

- Children with lower literacy levels that are identified as SEND should be challenged in their reading resilience, comprehension, and extended writing commensurate with their ability.
- Students with SEND should undertake independent extended writing where possible.
- Students with SEND should have opportunities to read aloud and independently.
- Students with SEND should be given opportunities to build vocabulary in line with the 1000 high frequency words of English language; high frequency key words related to subject content; keywords related to exam rubric.
- Students with SEND should be given opportunities to use a variety of different methods to support extended writing, including independent extended writing
- Every effort should be made to close the literacy gap between SEND students and students without SEND as soon as possible

f. In Oral literacy contexts

- Spoken language tasks should form a regular part of teaching and learning wherever possible. This could be in the form of class debates, targeted questioning, presentations, pairs discussion, etc.
- Students should be set an example by all members of the school community in appropriate formality of spoken language.

g. In written communication

- Students should have short and extended writing corrected for Spelling, punctuation, grammar and paragraphing in all subject areas, and opportunities to respond to incorrectly spelled words.

- Keywords should be used in extended writing

h. In the LRC

- Students should be encouraged to read for pleasure and to use the LRC as the bedrock of their personal reading by all members of the school community, especially mentors, pastoral managers and teaching staff.

i. In mentor time

- Students should be encouraged to involve themselves in spoken language activities.
- Students should be encouraged to discuss their personal reading.

2. Implementing the policy as an individual

Class teachers should seek to implement literacy teaching, promotion and support according to their curriculum maps, through the criteria set out in the QADI framework, and according to the literacy instruction from the National curriculum (see below). The criteria need not be implemented in full every lesson, but must be implemented holistically across each progression of study and form the basis of each students' learning.

As set out in the National Curriculum:

- a. Develop fluency in spoken language and use of standard English and appropriate formality.
- b. Develop Reading and its fluency in subject context and for pleasure, understanding extended prose of both fiction and non-fiction. High expectations for reading at home must also be established and monitored.
- c. Develop writing, its fluency, appropriate purpose and organisation of written ideas; standardised grammar, spelling and punctuation should be assessed and corrected where necessary. Students should be encouraged to write narratives, explanations, descriptions, comparisons, summaries, evaluations.
- d. Actively develop Vocabulary of subject specific terms, exam terms and general high frequency terms in order to build knowledge, negotiate, evaluate and build on ideas. In particular, mathematical and scientific language should be explicitly used, taught and assessed.
- e. Promote, use and make accessible to all students our Library facilities.
- f. Promote reading comprehension skills in class through regular and routine practice of comprehension and assessment both verbally and in written form.

3. How and where to seek support with the policy

If you require further support with implementing any of the above literacy expectations in your given context of our organisation, please contact your HOD, LiP manager or the English/LRC teams.

Appendix: LRC Collection Management Policy

Selection

The LRC collection has been developed to reflect the aims of Herne Bay High School in providing a broad and relevant education. The collection aims to meet the needs of all students throughout their time at Herne Bay High School. All books are chosen by the library staff in discussion with teachers where curriculum or subject knowledge is necessary. Fiction and non-fiction are equally important. The aim is to provide books that students enjoy but there will be stock to challenge and extend their reading skills. The LRC seeks to provide books that will enhance empathy, thinking skills and a permanent love of books in line with the school's literacy policy. This means that books which may be deemed more challenging, either in content or style, are necessary. Books aimed at an older age range will be marked accordingly using Accelerated Reader ratings, where these are not available LRC staff will seek to read and research widely to appropriately classify material, but this is not always possible. Students in lower years (KS3) are sometimes asked to gain parental permission before they borrow some items that LRC staff have assessed as containing sensitive material, or material that is more appropriate for older years (KS4 and KS5). Students who bring in a note from their parents giving permission are able to borrow these books; the note is scanned in and saved on the LRC computer and a note added to the child's library account. This does not prevent students from accessing these materials within the supervised environment of the LRC or if a member of teaching staff feels that it is appropriate for them to do so within the context of a lesson.

Additionally, the LRC staff may seek parental permission for books read as part of planned book groups (e.g. Carnegie). In this instance, a letter will go home outlining the content of the book so that parents may make an informed choice.

Borrowing

Students will be encouraged to read widely for pleasure to enhance their reading skills and contributing to their academic success. The LRC will be open for book borrowing at break, lunch times and after school whenever possible. Students will have regular reading lessons based in the LRC when they can access a wide range of reading material. Regular rewards and reading promotions will be provided.