



St. Patrick's College 'Bearnageeha'



Literacy Policy

G. McCarroll, Literacy coordinator, September 2010

St Patrick's College mission statement:

*'Welcoming each boy for what he is;
Educating each boy from where he is;
Empowering each boy to what he can become.'*

Literacy

Literacy is the ability to read and use written information and to write appropriately and legibly for a range of purposes, within a range of contexts and for a variety of audiences. It involves the integration of talking, listening and critical thinking with reading and writing and includes the knowledge that enables a speaker, writer and reader to recognise and use language appropriate to different social situations. Literacy permeates and develops learning in all areas of the curriculum, formal and informal, and all areas of social interaction and development.

The development of literacy...skills will enhance an individual's learning in all other areas of the curriculum, self-esteem, employability and life chances and help break the cycle of social and economic disadvantage

***Every School a Good School
A strategy for raising achievement in literacy and numeracy.
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Aims of the Literacy Policy

- 1.** To ensure that every member of staff sees literacy as a valuable and integral part of every classroom and to ensure that literacy is a whole school responsibility.
- 2.** To make effective use of performance data (GLA tests) and other benchmarking information to identify and meet pupils' needs.
- 3.** To use effective reading strategies to support pupils' learning.
- 4.** To continue to develop a whole school reading climate where reading is viewed as a credible, engaging activity for and by boys.
- 5.** To ensure that appropriate strategies are used in all curricular areas to teach writing skills, so that pupils experience writing as an engaging area of literacy, with a clear purpose and audience.
- 6.** To promote the development of talking and listening as an integral part of literacy in learning and to ensure that boys have sufficient opportunity to develop their skills and confidence in talking and listening, in all curricular areas of the College.

Aim 1: To ensure that every member of staff sees literacy as a valuable and integral part of every classroom and to ensure that literacy is viewed as a whole school responsibility

This will be achieved by ensuring that literacy is given its due focus in the College. This will be done by:

- Keeping literacy on the agenda for all departmental meetings
- Keeping literacy on the agenda for all Head of Department meetings
- Ensuring that staff have access to training on relevant aspects of literacy (linked to action plan)
- Staff being kept up to date on relevant literacy matters, actions and innovations within the College by the Literacy coordinator
- Sharing good Literacy practice

Aim 2: To make effective use of performance data (GLA tests) and benchmarking data to identify and meet pupils' needs.

This will be achieved by:

- Ensuring that all pupils in Year 8, 9 and 10 are entered for the GLA Progress in English tests
- Ensuring that all staff are given pupils' stanines as a result of these tests and are aware how to interpret the relevant data
- Using the performance data (and relevant benchmarking data) to inform planning and set targets to aid effective teaching and learning

- Ensuring that all Heads of Department identify, address and monitor underachievement and track key pupils as identified by the literacy coordinator and Head of English in response to GLA data

Aim 3: To use effective reading strategies to support pupils' learning.

This will be achieved by:

- Ensuring that pupils have a variety of reading opportunities in each curricular area
- All staff using the reading strategies recommended by the Literacy Coordinator and CASS Literacy advisor
- Keeping reading as a purposeful activity in which pupils are engaged by a reading process which has a clear objective
- Continually reviewing text book choice placing an emphasis on appropriate texts for pupils' reading abilities

Aim 4: To continue to develop a whole school reading climate where reading is viewed as a credible, engaging activity for and by boys.

This will be achieved by:

- Continuing to promote the Library as a valuable reading resource and ensuring that adequate time is provided for pupils to make use of the library both before and after school and during break and lunch time

- Using a number of schemes to engage pupils such as: 1) The pupil librarian scheme to involve pupils in the working dynamic of the library and to engage them in surveying fellow pupils on reading preferences and 2) A 'Buddy Reading Scheme' with 6th form pupils
- Using a bronze, silver and gold reading certificate programme at Key Stage 3 to promote and celebrate reading
- All departments encouraging boys to read a wide variety of texts for information and enjoyment in order to supplement and enhance their learning across the curriculum
- Developing a literacy aesthetic throughout the College where reading is promoted through posters and displays to show that St. Patrick's College is one where boys are proud to read
- Inviting visiting writers to talk to and work with pupils

Aim 5: To ensure that appropriate strategies are used in all curricular areas to teach writing skills, so that pupils experience writing as an engaging area of literacy, with a clear purpose and audience.

This will be achieved by:

- Carrying out a whole school audit on writing in order to identify areas of strength and areas for development across the curriculum
- Promoting the use of specific writing support such as writing frames and ensuring that all staff have *Sue Palmer's Skeleton book*
- Ensuring that pupils have a clear sense of purpose and audience for written work undertaken

- Maintaining appropriately high standards of spelling, punctuation and paragraphing in all curricular areas of the College
- Creating a sense of pride in written work through display in key areas around the College

Aim 6: To promote the development of talking and listening as an integral part of literacy in learning and to ensure that boys have sufficient opportunity to develop their skills and confidence in talking and listening, in all curricular areas of the College.

This will be achieved by:

- Departments incorporating a range of talking and listening activities within lessons
- Providing pupils with opportunities to read and speak for an audience
- Using active higher order questioning to stimulate and engage pupils orally

Staff responsibilities:

Senior Management Team:

It is the responsibility of the management team of St. Patrick's College to provide full support for the Literacy initiatives in the school by:

- Making literacy part of the school development plan
- Ensuring effective staffing structures are in place to facilitate literacy developments

- Allowing appropriate time for effective planning and monitoring of literacy developments across the College

Literacy Coordinator:

The role of the Literacy coordinator in St. Patrick's College is to:

- Oversee the Literacy policy of the school
- Play a major role in the school policy development in relation to language and learning
- Ensure that staff are provided with the staff development necessary to meet the requirements of the Literacy programme
- Liaise with Heads of Department to ensure that they are aware of the requirements of the Literacy policy and to assist them when required
- Liaise with SENCO to ensure that the special needs of pupils are met
- Work with and use the support of CASS advisors
- Use relevant data to inform literacy planning
- Encourage high standards in learning and teaching with particular responsibility for language across the curriculum
- Monitor and evaluate targets on yearly literacy action plan

SENCO:

It is the SENCO's responsibility to:

- Identify pupils with particular literacy difficulties

- Provide appropriate advice where necessary
- Assist staff with the development and implementation of IEPs
- Advise and liaise with the Literacy coordinator

Heads of Department:

Heads of Department have the responsibility of:

- Leading their departments in raising standards of literacy within their curricular area
- Ensuring literacy developments are included within Schemes of Work
- Assisting their staff in the implementation of agreed strategies
- Attending staff development courses, where appropriate
- Monitoring literacy practices within their departments
- Ensuring that there is consistency in standards for presentation, spelling and assessment of pupils' work
- Using relevant data to inform appropriate literacy provision within their departments
- Reviewing text book and reading material to ensure its suitability

Form Teachers:

Form teachers have the responsibility to:

- Encourage pupils in the three attainment targets of Talking and Listening, Reading and Writing
- Promote use of the school Library and pupil involvement and participation in relevant literacy initiatives

Subject Teachers:

All subject teachers have the responsibility to:

- Encourage and support pupils in the three key areas of Literacy – Talking and Listening, Reading and Writing
- Fulfil their role as teachers of literacy
- Implement effective teaching practices to facilitate the pupils' literacy development
- Incorporate appropriate teaching strategies in their teaching programmes
- Monitor and assess pupils' progress
- Use relevant literacy data available to inform their teaching

Monitoring and Evaluation

Monitoring will be ongoing and will be the responsibility of the Literacy Coordinator, Heads of Department and the Senior Management team. It will involve:

- Discussion with HODs, Year Heads, Class Teachers
- Collection of sample lesson plans, units of work, scheme of work and pupils' work
- Tracking the progress of target groups

Evaluation will also be ongoing and will involve:

- Literacy self-evaluation document to be used by class teachers/HODs
- Evaluation of literacy action plan targets by Literacy Coordinator

