

**Ysgol Uwchradd Y Frenhines Elisabeth  
Queen Elizabeth High School**



*Moving Forward Together*

## *Literacy Policy*

**Date established by Governing Body 3<sup>rd</sup> February 2021**

**Curriculum, Staffing & Pastoral Committee**

**Responsible Person–Mrs Isabel Stevens Literacy Coordinator**

**Line Manager- Miss Bethan Jones**

**Designated role – Assistant Headteacher**

**Chair of Governors signature – Helen Starkey**

**Review Date – Spring Term 2024**





## QUEEN ELIZABETH HIGH SCHOOL YSGOL UWCHRADD Y FRENHINES ELISABETH

### **MISSION STATEMENT**

At Queen Elizabeth High School we are committed to raising the standard of literacy of all learners. Our learners need to be equipped with the necessary skills to cope with the requirements of the curriculum and also the demands of further education, employment and adult life.

### **What is literacy?**

#### **Rationale - Why develop literacy?**

Literacy skills are required for many aspects of life, whether it be education, employment or leisure activities. Learners are all entitled to have an opportunity to develop their literacy skills. All learners should have a rich literacy learning environment and literacy activities should provide both challenge and enjoyment.

#### **Aims and objectives**

- To evaluate the progress and developments of literacy at Queen Elizabeth High School
- To develop a self evaluation report which leads to a sound development plan moving forward
- To promote literacy developments in all aspects of the curriculum
- To set targets for improving learner performance in literacy
- To provide intervention strategies and support for those learners with weaker literacy skills
- To provide opportunity for staff training in order to ensure a consistent understanding and approach to literacy within the school.
- To monitor and evaluate the provision of literacy for all learners

#### **Role of the Senior Management Team**

To approve literacy based initiatives and strategies

- To advise and support the literacy coordinator
- To provide appropriate resources for the implementation and development of literacy strategies

#### **Role of the literacy Coordinator**

- To be responsible to the Headteacher, the Governing Body and Line Manager of Skills for the development of literacy throughout the school.
- Develop a whole school policy for literacy
- Chair curriculum managers responsible for skills
- Establish a development plan for literacy
- Establish a cross curricula literacy plan and oversee such development
- Work in conjunction with the Assistant Headteacher to monitor the literacy development of all learners in KS3 and KS4
- Help identify the training needs of staff in relation to literacy
- Support the sixth form with their delivery and assistance in the intervention program
- Support level 1 Teaching assistants to deliver intervention.

#### **Role of Standards Leader/Curriculum Manager**

- To ensure there are opportunities for literacy tasks within departmental schemes of work
- To ensure the curriculum manager for skills liaises with the literacy coordinator as and when needed
- Monitor / oversee the tracking of data and identification of pupils for intervention.

### **Role of the Form Tutor**

- Ensure they are familiar with key language, conventions and techniques
- To encourage tutees to read during form time
- Pass on information and updates about literacy tools available to pupils, such as Pixl Unlock.

### **Role of teaching staff**

- Ensure they are familiar with key language, conventions and technique
- Provide opportunities for all learners to use their literacy skills within lessons
- Identify learners with weaker literacy skills and report concerns to literacy coordinator and Assistant Headteacher
- Follow support material created by literacy coordinator e.g writing toolkit and reading toolkit
- Teach the literacy strands as prescribed in the Skills Framework and school plan
- Enter and update tracking data (Y/D/N)

### **Role of intervention support**

- Deliver personalised literacy support for identified pupils
- Develop resources for use with identified learners
- Monitor progress of learners identified
- Keep record of work and progress of identified learners

### **Identifying learners**

All year 7 learners will take a NGRT test in the first term at Queen Elizabeth High School. Information gathered from their primary school, literacy test and standardised score will help us identify a target group of learners who need additional support. The Literacy coordinator will organise and provide a program of additional support and all subject staff will be made aware of the target group.

Note- Any learners showing a talent for literacy should be referred to the More Able and Talented coordinator. More information can be found in the MAT policy.

### **Intervention Strategies**

The school will follow a three tiered support system (Appendix 1)

Tier 1- All pupils across Key Stage 3 will receive this intervention. This will be done by subject teachers across all subject areas.

Tier 2- This intervention will be for specific pupils linked to specific skills. This will be a short intervention focused on a particular skill. Pupils might enter this intervention numerous times for a number of skills. Exit criteria will be improvement in the assessed skill.

Tier 3- This intervention will be for a specific target group of pupils for all skills across the Skills Framework. This intervention will take place 3 times a week. The entry requirements for this intervention will be based on primary school data, literacy tests and standardised scores. Exit criteria for this will be improvements in standardised scores to meet year group average.

## Literacy across the curriculum

Each department should follow guidance as set out in the Skills Framework and the literacy plan for the school. Subject areas should incorporate literacy tasks into their schemes of work and into their lesson planning. In order to provide consistent and solid approaches, all departmental areas should focus on the same literacy topics chosen for each year group, which have been identified in the cross curricula plan. By having such a consistent approach learners will be provided with a wealth of opportunity to develop and improve specific literacy skills.

Appendix 1.

**Tier 3-** This intervention will be for the target group of pupils identified from the primary school and numeracy test. This will be small group of pupils. They will have 3 morning sessions a week to develop a wide range of numeracy skills. These skills will be taught and assessed during the morning intervention.

**Tier 2-** This intervention will be specific to strands in the framework. Pupils that receive an N for a specific skill will attend 3 morning sessions to learn the skill and improve the skill. This will then be assessed again in order to measure improvement.

**Tier 1-** This intervention will take place for all pupils. This will be done across the curriculum in departmental areas. All skills in the Skills Framework will be assessed and measured in specific subject areas. This will enable all pupils to develop their literacy skills. Skills will be assessed using Y/D/N.