

ENERGY COAST UTC LITERACY POLICY

2019-2022

Literacy is a bridge from misery to hope. It is a tool for everyday life in modern society. It is a bulwark against poverty... For everyone everywhere literacy is, along with education in general, a basic human right.. Literacy is, finally, the road to human progress and the means through which every man, woman and child can realise his or her full potential'

Kofi Annan 1997

Approved: Full Governing Body

Signed:

Date: December 2019

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Revision History:

Revision	Date	Owner	Summary of Changes
1	June 2016	JR/AL	Updated content
2	November 2017	ICR	Updated content
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4	December 2019	CBT	Review

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Introduction

This Literacy Policy for Energy Coast UTC summarises the UTC policy for the various strands of literacy and indicates the implications for leadership and teaching. It demonstrates the importance of literacy as a whole college issue and reflects the changes to the teacher 'Teacher Standards' (2012) building on the Ofsted survey 'Improving Literacy in Secondary Schools – a shared responsibility'. This policy should be read in conjunction with the whole college Improvement Plan for literacy.

Rationale "Every Teacher is a Teacher of English"

Literacy is central to the school curriculum. Through the emphasis we place on developing students' skills in speaking, listening, reading, writing, thinking and exploring ideas, we aim to help them to become the best of independent learners. Our focus is on helping students to express themselves articulately, both orally and in writing. All subjects and all teachers have a crucial role to play in supporting students' literacy development. It is clearly understood that poor levels of literacy impact negatively on what students can achieve and have a negative impact on their self-esteem. Conversely, competent literacy skills enable students not only to achieve well in examinations, but to be able to communicate effectively and precisely in their lives now and in the future.

At Energy Coast UTC we recognise that literacy skills are essential for young people to reach their potential. Therefore, we have a rigorous, whole-college Literacy Policy which is implemented systematically across the curriculum with all teachers regarding themselves as teachers of literacy, regardless of their subject specialism. We work to the mantra that **"Every teacher is a teacher of English."**

Our approach also fulfils the Teacher Standards, which states that all teachers must **"demonstrate an understanding of and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject."**

Literacy development will stem from data analysis of need and demands of subject specialisms. It will also be rooted in the literacy needed for further education, apprenticeships, and employment.

Aims

The Energy Coast UTC is committed to raising the standards of literacy of all of our students, so that they develop the ability to use these skills effectively in all areas of the curriculum, as well as creating a sound platform for coping confidently with the demands of further education, apprenticeships, employment and adult life. To ensure that this happens, our aim is:

- To identify specific roles and responsibilities within the college with regard to the development of literacy work.
- To implement a literacy improvement plan and adopt a whole college approach to the teaching of literacy across the curriculum.
- To ensure that all staff understand that they are responsible for promoting high standards of literacy.
- To develop teachers' knowledge and skills in promoting and teaching literacy as part of their subject specialism.
- To help students read, write and speak with confidence, enjoyment, fluency and understanding.
- To establish procedures for monitoring the impact of literacy across the curriculum.

Roles and Responsibilities

The Leadership Team and the Board of Governors will:

- Lead and give high profile to the implementation of the Literacy Policy and plans.
- Accept overall responsibility for the standards of literacy across the College.
- Provide opportunities for CPD of literacy and allocate resources to support literacy development across the College.
- Monitor and evaluate the impact, across the College, of the Literacy Policy and Literacy Improvement Plan

All teachers will:

- Ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning.
- Model their own interest in reading and writing of all kinds – in books, on blogs and web sites across digital devices, in written language and through presentations and speaking and listening.
- Establish a ‘literacy rich’ classroom climate.
- Teach literacy in an explicit manner using many of the key ideas from CPD training (i.e. Bedrock literacy training on exploration of key words).
- Develop their own knowledge and skills in teaching literacy.
- Mark work using the agreed whole College Marking Policy and help students to improve their literacy skills (see **Appendices 1-3** for details)

The Literacy Lead will:

- Liaise with the English department to ensure that all students’ literacy skills are assessed on entry to the College (via GL CAT4 tests, GL Spelling and Reading tests as well as other means as applicable) and that this information is distributed to all staff in a timely manner to expedite interventions across the curriculum.
- Support departments in the implementation of the College Literacy Policy.
- Identify and celebrate aspects of good literacy practice.
- Establish a half termly literacy focus.
- Organise and implement a CPD programme to develop teachers’ skills and expertise in teaching literacy in their subjects.
- Provide termly reports on the progress of the literacy development work to SLT and Governors.
- Help to monitor the impact of the Literacy Policy on standards of literacy.

The Special Educational Needs Co-ordinator (SENCO) will:

- Liaise with the Literacy lead and the Director of Learning for English to determine the support for students who have additional literacy needs.
- Devise, implement, monitor and evaluate the impact of the intervention for students who have SEND barriers to literacy.
- Ensure that the literacy skills (reading age, spelling age) of all students (including in-year entrants) are assessed on entry to the College (via GL CAT4 tests, GL Spelling and Reading tests as well as other means as applicable) and that this information is distributed to all staff in a timely manner to expedite interventions across the curriculum.
- Deploy a range of resources to support the development of reading e.g. Accelerated Reader Programme, Bedrock Learning package, etc.
- Deploy the PLMs to ensure that the literacy needs of students on the SEN Register are met.

The SENCO, as Manager of the Learning Resource Centre, will also:

- Provide appropriate literacy resources to encourage and support independent study. Support staff in teaching students how to research independently from a range of sources. Help promote wider reading across the College.

The English Lead will:

- Establish a literacy culture in the English department.
- Liaise with the Literacy Lead and the SENCO to determine the support for students who have additional literacy needs.
- Support the Literacy Lead to provide technical literacy advice and CPD for teachers and PLMs across the College.

Parents / Carers will:




- Encourage their children to use the range of strategies they have learnt to improve their levels of literacy.
- Encourage their child to read widely around the subjects they are studying.

Students will:

- Take increasing responsibility for recognising their own literacy needs.
- Be ready to ask for advice and support, feel able to request books and periodicals of specialist interest and feel encouraged to take the steps needed to raise their literacy levels.

Good Communication the Energy Coast Way




I am a Good Listener because I try to...

-  ...look at the person I am listening to.
-  ...use my body language to show interest.
-  ...concentrate on what is being said before speaking myself.




I am a Good Speaker because I try to...

-  ...speak clearly and confidently.
-  ...explain myself well.
-  ...vary what I say and how I say it depending upon who I am speaking to.

I am a Good Reader because I try to...

-  ...know why I am reading a particular piece of writing.
-  ...read carefully.
-  ...understand the purpose of the writing.

I am a Good Writer because I try to...

-  ...think about who I am writing for (audience) and why I am writing (purpose).
-  ... paragraph, punctuate, structure and spell accurately.
-  ...use my imagination and specialised vocabulary when I can.

Section 1: Speaking and Listening

Learning Through Speaking and Listening – our key areas:

- Using talk to explore issues, concepts, ideas and feelings
- Adapting structure and vocabulary according to purpose and audience
- Listening and responding to others

In order to achieve these objectives, our Long Term Plans will include specific reference to purposeful Speaking and Listening activities. This includes, as appropriate:

- Using a range of strategies to engage students in S&L activities
- Ensuring that S&L activities have a clear sense of purpose, which is fully understood by students
- Planning for the explicit teaching of S&L skills
- Modelling effective examples of successful speaking and listening for students
- Challenging students to extend their thinking through skilled questioning
- Evaluating S&L activities through verbal staff feedback, peer and self-assessment

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Teachers will:

- Establish a positive classroom environment where students have opportunities and confidence to share their own views and ideas.
- Encourage the use of exploratory talk to clarify and develop thinking and as a rehearsal for writing.
- Explore and develop the pedagogy of classroom talk; encouraging and scaffolding students to think, reflect, shape their own ideas and develop and answer their own questions.
- Teach presentation and communication skills so that students are confident and able to articulate their ideas to a range of audiences.

Evaluation methods

- Student, staff and parent survey to gauge impact of S&L element of Literacy strategy upon S&L skills

Success criteria

- At least 80% report clearer understanding of the 3 elements that a good Speaker/Listener should exhibit
- A further 80% reporting improvement in at least one of the 3 elements from both areas.

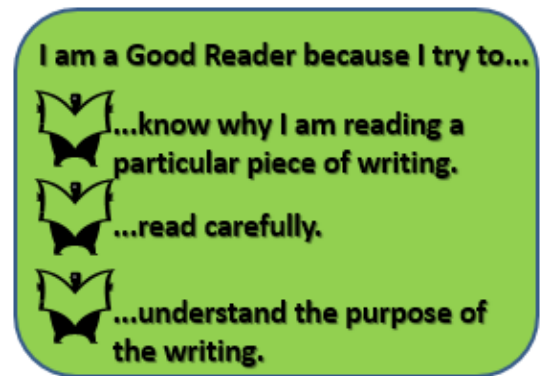
Section 2: Reading

Learning Through Reading - our key areas:

- Developing research skills – reading for information
- Reading for meaning – thinking about what’s been read
- Understanding the importance of purpose and intention

In order to achieve these objectives, our Long Term Plans will include specific reference to purposeful reading activities. This includes, as appropriate:

- Improving the students’ reading diet by using high quality reading materials which are up-to-date, authentic and challenging
- Modelling how to read texts, and the strategies which could be used, depending on the purpose of the reading
- Developing students’ skills in understanding the importance of the writer’s purpose or intentions
- Using a range of strategies to develop students’ ability to understand, describe, select or retrieve information from texts
- Developing students’ skills in being able to deduce, infer or interpret information or ideas from texts
- Ensuring that there are effective displays of reading material in each classroom relevant to each subject area - including subject specific vocabulary which students are encouraged to use regularly
- Ensuring that access to thesauruses, dictionaries, glossaries and lists of appropriate subject vocabulary etc. are readily available during lessons
- Encouraging students to read for pleasure and enjoyment



Teachers will:

Teach the reading strategies needed for specialist subject examinations.

Develop strategies needed to read and comprehend increasingly complex STEM texts.

Pre-teach vocabulary using key words within lessons and through exciting ways to explore and bring new language alive whilst building understanding (i.e. using Bedrock Learning technique).

Teach students’ research skills: how to select, sift, sort and present information.

Help students to summarise; synthesise and adapt what they learn from their reading.

Develop questioning using Bloom’s taxonomy and plan more open questions using ‘how and why’.

Ensure that students have access to a range of subject specific books in the classroom that are relevant, up to date and of a balanced content.

Through differentiation, recognise and support students experiencing reading difficulties.

Present reading material that is attractive, accessible and considers the reading ability of the class (but not be afraid to use material at a higher reading age with appropriate scaffolding).

Evaluation methods

- Student, staff and parent survey to gauge impact of Reading element of Literacy strategy upon Reading skills

Success criteria

- At least 80% report clearer understanding of the 3 elements that a good Reader should exhibit
- A further 80% reporting improvement in at least one of the 3 elements.

Section 3: Writing

Learning Through Writing – our key areas:

- Writing accurately
- Writing with a sense of purpose and audience
- Structuring writing effectively

In order to achieve these objectives, our Long Term Plans will include specific reference to purposeful writing activities. This includes, as appropriate:

- Implementing the school's "Neat Ideas" approach to improving presentation and organisation of written work (see **Appendix B**)
- Developing students' skills in structuring their work clearly - sequencing their writing effectively, and using and linking paragraphs
- Developing students' ability to write in a variety of forms, explicitly teaching the conventions of those forms in terms of structure and style
- Ensuring that students develop the skills of adapting their writing to suit specific purposes and audiences
- Developing students' use of an increasingly wide-ranging and technical subject-specific vocabulary
- Modelling examples of good practice in specific types of writing
- Engaging students in the use of strategies to help with the spelling of subject-specific vocabulary
- Ensuring that the need for technical accuracy in all written work is emphasized before writing begins, and again before work is submitted, and that whole-school strategies are implemented

NB This policy will be amended as the year progresses and the impact of each approach is evaluated.

• Teachers will:

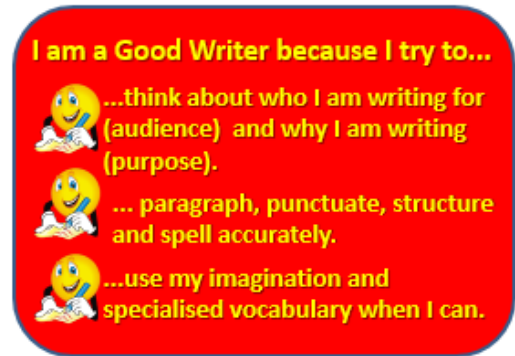
- *Identify and teach the writing skills needed for examination success in the subject.
- *Give opportunities for students to write in the subject for a range of purposes and audiences and ensure that the purpose, audience and form are clearly identified.
- *Give students time to complete extended writing activities.
- *Encourage students to present writing clearly and legibly.
- *Have high expectations and expect almost all students to be able to structure their writing appropriately using sentences, paragraphs and headings effectively.
- *Teach the text types used in the subject.
- *Provide examples of good writing that are discussed and annotated for key features.
- *Model writing so that students can see the writing process.
- *Provide a scaffold support for those who experience difficulties in writing.
- *Encourage students to draft, check and edit their writing.
- *Mark for literacy using the agreed college literacy marking codes (see **Appendix 2**) and give time for students to correct and improve their work.
- *Remind and give student strategies to improve their spelling and punctuation.

Evaluation methods

- Student, staff and parent survey to gauge impact of Writing element of Literacy strategy upon Writing skills

Success criteria

- At least 80% report clearer understanding of the 3 elements that a good Writer should exhibit
- A further 80% reporting improvement in at least one of the 3 elements.



Marking for Literacy – Marking with sensitivity and with clear impact in mind

When marking students' written work for literacy, it is essential to use professional judgement regarding the frequency of errors marked, and the way in which we expect students to respond. This will depend on each individual student's ability and confidence in correcting their own work, particularly when dealing with students with Dyslexia. It is essential that we help them improve without overwhelming them. However, as a staff, we will generally adhere to the following:

1. Following the appropriate level of teacher input regarding structure, purpose and audience (see writing section above), remind students to take care with technical accuracy
2. Before students submit written work, give a reminder – and time – for them to make a final check for any basic technical errors
3. Depending on the length and style of the writing, use the marking annotations as outlined below for the first paragraph – or approximately ten lines of writing – and indicate where you have stopped marking by using a * in the margin
4. As a guide, on a typical page of writing, correct only three examples of key errors, and then instruct students, in a comment at the end of their work, to carry out further corrections themselves, as indicated below
5. When work is returned, build in to the lesson reflection time for students to make corrections and identify any further similar errors in their own work
6. Check how effectively this has been done when the work is next submitted, or by discussing with students during the lesson
7. If appropriate, ensure students leave room at the end of their work to address any issues

Implementation

This policy is to be implemented through the College Literacy Improvement Plan by the Literacy Lead, and the SLT.

Implementation will be reviewed by Learning Walks, work scrutiny, lesson observations and student voice.

Evaluation and Impact

The importance of monitoring the policy is recognised by all teachers in the Energy Coast UTC and all members of staff are expected to be teachers of literacy.

SLT, along with the Literacy Lead, will assess the impact of the Literacy Policy through a range of evaluative processes: analysis of data, Learning Walks, work scrutiny, student voice, staff voice, parental views and formal lesson observations.

The progress and impact of literacy will be reported on and discussed with the Governing Body.

References:

- *Teachers Standards* (2012) Dept for Education
- *'Moving English Forward'* (2012) Ofsted
- *'Improving Literacy in secondary Colleges: a shared responsibility'* (2013) Ofsted
- Reference to ECUTC *'Marking and Assessment for Learning Policy'* (2017)

Appendix 1

Guide to Marking for teachers and students

Improving My Writing – Marking Protocol

Three Steps to Success!

Step 1 What Went Well – Red pen is used by teacher (or purple pen is self or peer assessing)

After each key piece of work, my teacher will identify what I did well. This will include feedback on my Literacy.	This will help me to embed good technique, and to recognize my strengths.
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Step 2 Basic Literacy Improvements – Red pen is used by teacher (or purple pen is self or peer assessing)

In Margin	This means	Students using green pen will:
CL	Capital letter missing or used incorrectly. This will be circled.	<ul style="list-style-type: none"> ☐ Write the correction over the mistake ☐ Check and correct the rest of my work
Sp	Spelling mistakes – subject key words. Incorrect spelling circled	<ul style="list-style-type: none"> ☐ Find the correct spelling and write the correction above the word
P	Punctuation missed or used incorrectly identified	<ul style="list-style-type: none"> ☐ Check the rest of my work for similar mistakes and correct them myself
// NP	New Paragraph	<ul style="list-style-type: none"> ☐ Check the rest of my work for any similar mistakes and indicate with same symbols
NI	Neat Ideas	<ul style="list-style-type: none"> ☐ Correct the mistake (i.e. underline date and title, etc.) according to Neat Ideas rules

Step 3 EBI – Curricular Improvements – Red pen is used by teacher (or purple pen is self or peer assessing)

Staff	Students using green pen will:
<ul style="list-style-type: none"> ☐ After each key piece of work, staff will identify an area that I could improve. ☐ This could be a clear instruction to re-work a section of my writing / re-do a problem etc 	<ul style="list-style-type: none"> ☐ I will use the time allocated in the lesson to reflect on what I have been asked to do. ☐ I will respond as requested and improve my work.

Step 4 – Acknowledging improvements - Red pen is used by teacher (or purple pen is self or peer assessing)

Once I have improved my work, my teacher will acknowledge my improvements in red pen. This will make sure that I avoid the same mistakes in future.

Neat Ideas



How to organise and present your work really well.



1. Use a black or dark blue pen for writing (green for improvements) unless instructed by your teacher to do differently and use a pencil for drawings, diagrams, etc.

2. Use a ruler for straight lines, tables, etc. and when ruling off finished pieces of work before starting a new one.



3. All work must begin with a **title** and the **date** (i.e. Friday 20th July 2018) and these must be underlined with a straight line.

4. Write as **neatly** as you can and take pride in your work – check back against your first page regularly.



5. Keep your written work, graphs and drawings **neat** - no graffiti/doodling anywhere inside or outside your books.

6. Mistakes must be crossed out with one straight line but still legible - no Tippex, scribbling over or ripping out of pages.

7. All loose sheets in books must be carefully glued in. Exams should be either in your exercise book or your work folder.



*Following these simple rules helps to prove that you are a
GOOD COMMUNICATOR*

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...understand the purpose of the writing.

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...think about who I am writing for (audience) and why I am writing (purpose).



... paragraph, punctuate, structure and spell accurately.



...use my imagination and specialised vocabulary when I can.