



Faringdon Community College

Literacy Policy 2023-24

1. Introduction

Faringdon Community College is committed to raising the standards of literacy of every student so that they develop the ability to use literacy skills effectively in all areas of the curriculum. This enables students to cope confidently with the demands of further education, employment and adult life. Literacy underpins the school curriculum by developing students' abilities to speak, listen and communicate, to think, explore and organise. This includes helping students to express themselves orally and in writing. Every department and teacher has a crucial role to play in supporting students' literacy development. Competent literacy skills enable students to read, understand and access examination materials so that students are able to achieve their educational potential across the curriculum. The Department for Education (2012) Teachers' Standards state 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'.

Within the context described above, this policy will set out the principles upon which the literacy policy will be set.

2. Definitions

Literacy: The Oxford English Dictionary defines it simply as 'the ability to read and write'. The recent White Paper perhaps puts it into context better: 'When young people compete for jobs and enter the workplace, they will be expected to communicate precisely and effectively.'

Functional literacy: In 1978, UNESCO's General Conference adopted a definition of functional literacy - still in use today - which states: 'A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development.'

3. Principles, Aims and Objectives

- a. All students should leave school with functional literacy
- b. Literacy intervention will be conducted in various forms to ensure progress for all
- c. Literacy will be embedded in all relevant lessons across the curriculum
- d. Parents should be engaged with literacy and how they can support their child's literacy
- e. The school will ensure that dyslexia, and other SPLD and MLD are not a barrier to students making progress with their literacy
- f. All staff are given regular professional development to enable them to deliver literacy effectively



4. Policy

We will:

- Adopt a whole-school approach to literacy across the curriculum that is relevant and appropriate to individual subjects
- Enable all students to attain at least reasonable functional literacy by age 16 across reading, writing, speaking and listening.
- Support the development of literacy skills across the curriculum in a subject specific manner
- Maintain staff awareness of key literacy strategies through professional development, quality assurance and subject leader meetings
- The development of literacy will be included in schemes of work, resources and the lesson planning process across the curriculum
- Support the development of literacy through the deployment of a range of resources in the school e.g library and dedicated librarian, computer suites, intervention programmes, and specialist staff
- Maintain quality assurance procedures for monitoring literacy across the curriculum

5. Procedure

- Literacy assessments will be conducted on entry and thereafter where required
- Key stage 3 students, as well as Year 10 students, will complete four reading assessments each year using the Star Reading test to ascertain reading ages
- Results of literacy testing is shared with staff
- These results are also used to guide students' choice of reading material in key stage 3
- Additional literacy screening is also completed by the SEND team to inform planning and identify areas of need
- Where concerns arise from testing, further assessments will take place to gather evidence and inform specialist interventions beyond quality first teaching

6. Roles and Responsibilities

Faringdon Community College believes that all staff are responsible for promoting and delivering literacy.

All staff should:

- Ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- Use the agreed whole-school teaching and learning strategies in order to teach literacy skills as outlined in The National Curriculum
- Be able to identify a student's literacy strengths and areas for development, and know how to build upon these in order to promote student progress
- Report on a student's standard of literacy at Parents' Evenings, as appropriate, and encourage parents to support their child's developing literacy
- Ensure that students take increasing responsibility for recognising their own literacy needs and making improvements



- Have a literacy focus, where appropriate, in lessons (such as key words, spellings, grammar and planned opportunities for students to practice technical terms)
- Have literacy displays in their classroom (such as word walls, guidelines to support literacy across the curriculum and literacy for their specific subject, such as key words)
- Engage with current research on literacy to support their work

School Leaders are responsible for:

- Leading and giving a high profile to literacy
- Providing opportunities for staff training on literacy
- Supporting whole school literacy initiatives
- Monitoring and supporting departments' implementation of the Literacy Policy
- Monitoring exam and assessment outcomes to ensure that no group, but especially those with literacy difficulties, are not disadvantaged

Subject Leaders should:

- Ensure that subject specific literacy is clearly identified in schemes of work, and that there is obvious progression through the key stages
- Monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning, encourage good practice e.g. modelling and close collaboration between colleagues, in order to promote literacy developments
- Use available assessment data to identify appropriate literacy strategies

Pastoral Leaders should:

- Ensure that there are opportunities within tutor time for literacy development
- Monitor the delivery of literacy focused tutor time sessions
- Raise concerns regarding literacy progress for students in their tutor groups with Literacy Leader

SEND / Literacy Strategic Leader should:

- Ensure that all reading ages are on Bromcom to enable staff to plan their lessons accordingly and to track students' reading ages
- Plan and co-ordinate an extended literacy intervention programme
- Support departments on the implementation of whole school literacy strategies
- Work with School Leaders to develop and raise whole school literacy
- Recruit, train and support teachers, associate staff, and senior students to enable them to support a range of targeted literacy intervention programmes
- Liaise with relevant colleagues (e.g. School Leaders: English, Inclusion, and Teaching & Learning) to ensure intervention programmes complement the whole school literacy strategy
- Support professional development for literacy
- Provide information for parents, enabling them to support their child's developing literacy
- Liaise with the Librarian to develop whole school literacy



- Manage and develop the Accelerated Reader programme across the school

SENCo should:

- Liaise with pastoral and subject leadership teams about students attaining below age related expectations
- Communicate with all subject staff about those students who have literacy difficulties and give advice on what staff can do to help these students in their subject
- Monitor students with literacy difficulties through student profiles and SEN review meetings
- Provide Specialist Teacher assessment to screen for SPLD e.g. dyslexia
- Provide Specialist Teacher assessment to secure appropriate access arrangements in public examinations
- Deliver intervention programmes for students working below age related expectations
- Liaise with outside agencies, as appropriate
- Test all year 7 students' reading ages on entry to the school
- Ensure provision mapping systems are updated regularly
- Arrange small group teaching and individual tuition with an appropriate specialist

The Librarian should:

- Raise the profile of the library throughout the school
- Promote and encourage use of the library by all students
- Offer a range of resources to appeal to all abilities
- Liaise with departments in order to build library resources into schemes of work
- Promote, support and initiate a range of book related events