

# KING EDWARD VII SCHOOL POLICY



## Literacy and Literacy Marking Policy

### Document Adopted by Governing Body

Date: June 2017

Signed (Chair): *Barbara Walsh*

Date: June 2017

Print Name: Barbara Walsh

Date of Next Review: June 2019

Leadership Team Responsibility: Catherine Jackson

# King Edward VII School

## Literacy and Literacy Marking Policy

This Literacy Policy will be reviewed annually by the Literacy staff.

This Literacy Policy was agreed on April 2012 by all teaching and support staff.

This Literacy Policy should be read alongside the School's Marking, Assessment and Feedback Policy.

Date for Review: November 2019

### Introduction

Literacy is essential to high quality learning and student achievement across the whole school. All teachers and teaching assistants are teachers of literacy and the school has high expectations for all students in terms of what they can achieve. The school librarians at Upper School and Lower School play an important role in enhancing the literacy skills of students at all key stages.

### Aims of the Policy

- To provide clear information for teaching and support staff about the School's perspective on literacy.
- To share and adopt a consistent whole School approach to literacy across the curriculum.
- To enable students to reach and exceed their potential in reading, writing, speaking and listening and, more broadly, communication skills.
- To demonstrate that high quality literacy skills are key for all teaching and learning with a clear link to success in public examinations.
- Embed literacy across the curriculum using a range of resources including: ICT, MLE, 1:1 tuition, reading and spelling groups and EAL provision.
- To explore ways of engaging parents to promote the development of literacy skills.

## **Roles and Responsibilities**

- A member of the Leadership Team (Catherine Jackson, Assistant Headteacher Inclusion) will give a high profile to literacy in the School via inclusion work.
- The Literacy Co-ordinator, Eva Lamb, will lead and develop literacy across the School with Agnieszka Wheadon.
- The Curriculum Leader of English, Michael Williams will provide guidance to support the development of literacy across the school. Caroline Hammill will also provide support at Key Stage 3.
- The Head of Learning Support /SENCO (Carol Addy) will ensure provision is in place for students who are below the expected literacy levels and provide training for the whole staff, when appropriate, to support the development of students' literacy skills.
- The Head of Learning Support/SENCO (Carol Addy) will provide support for students at Key Stage 4.
- The Post 16 Team, led by Jeremy Twyman, will seek and provide appropriate provision for Post 16 students.

### **The School will:**

- Identify students who have low literacy levels upon entry to the School via baseline assessments.
- Provide intervention strategies for students who need personalised support to improve their literacy levels.
- Provide strategic professional development on literacy priorities based on analysis of the Literacy Audit, emerging issues and self-evaluation at departmental level.
- Create an action plan ( with specific focus on Key Stage 3) to improve literacy and address issues.
- Monitor the Impact of interventions across school

### **Each subject area, led by the Curriculum Leader, will:**

- Implement the Literacy Policy in its entirety.
- Place literacy on the agenda at departmental meetings at least once each half term to discuss developments and review progress against the strategic plan.
- Use and promote literacy priorities in line with the annual strategic plan.
- Develop and display key words and terminology in classrooms.
- Develop and use writing frameworks relevant to their subject.

### **Each teacher will:**

- Promote the importance of good literacy skills in their classrooms and lessons.

- Develop and use approaches which are relevant to the subject area and students of all attainment levels.
- Continue to develop and use a variety of activities to promote interactive learning using literacy skills.
- Refer to the Marking, Assessment and Feedback Policy when marking and assessing students' work.

## **Monitoring and Evaluation**

The Literacy Policy and the standards of students' literacy will be monitored and evaluated in various ways, including the following:

- Work sampling by the Leadership Team using the work sampling proforma. Written and verbal feedback will be provided for each teacher who is involved in the process.
- Lesson observations by the Leadership Team, Curriculum Leaders and members of the Teaching and Learning Group.
- Work sampling by Curriculum Leaders.
- Scrutiny of schemes of work.
- Scrutiny of departmental Raising Attainment Plans.
- Sharing of good practice during training sessions.
- Monitoring of the progress of students on specific programmes, including those in reading and spelling groups.

## **Spelling Policy**

As a School we recognise that many students experience difficulties with spelling. To promote good spelling habits there are strategies that we all must adopt.

All teachers must adhere to these ideas:

- Never insert or cross out letters which are misplaced e.g. peple, tawlk. Write the whole word. It is important for students to see the correct word written as a whole word.
- If you ask students to self-correct they must always write the correct word in full.
- A multi-sensory approach is ESSENTIAL. Ask the student to listen to the spelling, visualise the whole word (close eyes and imagine it written) and then try writing it down.
- Use LOOK, COVER, WRITE, CHECK method, i.e. visualise, practise, check.
- Encourage the explicit use of analogy – if a pupil can spell 'could', they can work out 'would', 'should', etc.
- Suggest and encourage strategies such as mnemonics, syllabification, words within words, word families, familiar letter strings, etc.

- When marking work concentrate only on a maximum of THREE ERRORS. A mass of corrections is a deterrent to good spelling. Three words firmly learnt are better than ten half learnt.
- Use the school's basic spelling list (in students' planners/ key words) to concentrate on basic vocabulary.
- Key words for units of work should be taught and displayed in each classroom. Use interactive strategies to teach explicitly and regularly refer to the words on display.

## Literacy Marking

In an attempt to raise literacy standards, all staff at King Edward VII School will use the following symbols and abbreviations when marking students' work.

The spelling, punctuation or grammatical error will be text marked and an abbreviation will be put in the margin to indicate what sort of error it is.

Staff may choose to focus on one type of error in a piece of work or may focus on one section of text to mark.

Students should be encouraged to use the same system when proof reading their own work or when they peer assess another student's work.

Students should correct their mistakes after their work has been marked according to instructions (in *italics bold* below)

Text	Abbreviation	Meaning and <i>Correction</i>
✘	Sp	Spelling error. <b><i>Find the correct spelling and write the corrected word down 3 times.</i></b>
✘	WW	Wrong word <b><i>The word is spelt correctly, but it is not the word you mean in this context. Copy the whole sentence using the correct word.</i></b>
✘	P	Punctuation error. <b><i>Check full stops, commas, question marks, speech marks etc. Copy out the whole sentence with correct punctuation.</i></b>
✘	C	Check capital letters. <b><i>Copy out the whole sentence correcting the capital letter mistakes.</i></b>
//	NP	Paragraph needed.
~~~~	FS	Full sentence needed. <b><i>Copy out the whole sentence, adding the missing verb or subject.</i></b>
~~~~	Exp	Expression lacks clarity or is awkward. <b><i>Rephrase what you are trying to say and write the full sentence.</i></b>

## **After Marking**

Teachers may then identify one aspect of literacy that the student should focus on for their next piece of written work and make this part of the target comment.

There may be one aspect of literacy that a number of students in the group need to improve. This could take the form of a literacy focus starter. See TLC Literacy booklet literacy focus website for suggestion and activities.

Linda Gooden, Catherine Jackson, Eva Lamb and Agnieszka Wheadon  
Reviewed June 2017