

Aberdare Community School Ysgol Gymunedol Aberdâr



Literacy Policy

Date Adopted	27 th September 2023
Signature of Headteacher	<i>Luella Morgan</i>
Signature of Chair of Governors	<i>Mama</i>
Date to be reviewed	September 2024

Our Literacy Mission Statement

Aberdare Community School is committed to raising the standards of literacy of all pupils, so that they develop the ability to use these skills effectively in all areas of the curriculum and to cope confidently with the demands of everyday life and lifelong learning.

Definition of Literacy

“Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas.”

(National Literacy and Numeracy Framework information document 120/2013)

Literate pupils have essential life skills and can apply these skills across the curriculum in different subject areas and in real-life contexts. They can understand the world around them. They understand written and spoken language. Literate pupils can interpret what has been written or said and can draw inferences from the evidence around them. They can communicate accurately, fluently and persuasively.

Curriculum Planning

The Literacy and Numeracy Framework (LNF) is first and foremost a curriculum planning tool that supports all teachers to embed numeracy and literacy in their teaching of the curriculum at Key Stage 3. Current curriculum planning and schemes of work, at all Key Stages, have been adapted to include specific aspects of the LNF and other literacy tasks

that aim to introduce, consolidate, apply and make progress in specific literacy skills. Although the LNF identifies age-appropriate literacy skills at Key Stage 3, planning accounts for different abilities and needs of pupils across all Key Stages. Each skill is taught progressively, having been taught in English lessons, then practised and consolidated elsewhere as required by the skill itself or the individual child.

All subject areas are required to ensure that their lessons are literacy rich. A Literacy Toolkit has been produced which provides teaching staff with a wide range of ideas on how to incorporate literacy-based activities into their lessons. All teachers and learning support assistants have a copy of the Literacy Toolkit and have been trained in how to deliver literacy rich activities across the curriculum. All teachers at Aberdare Community School are teachers of literacy.

Sharing Good Practice

All curriculum areas are represented on a whole school Literacy Professional Learning Community (PLC). This group, which is chaired by the Literacy Coordinator, meets once per half term and is the school's main method of ensuring that literacy provision is of a high standard and progression in literacy is a shared priority across the school.

Assessment

All teachers of Literacy Rich subjects (detailed below) will use the LNF to make judgments on pupils' progress in literacy at Key Stages 3. The LNF is an assessment tool that is intended to be used formatively by departments and individual teachers to support learner progress and curriculum planning. They will be used to identify learners' current strengths and areas for development, to be shared by teachers. Progression through the LNF at Key Stage 3 will be measured and will demonstrate how learners are performing against the expectations for literacy at the end of each term. Teachers will use the LNF, at Key Stage 3, to assess and report to parents on individual progress. These reports must be narrative, and form the basis for informed discussion with learners, parents / carers and identify the next steps for improvement.

Literacy Rich subjects

The following subjects are responsible for specific literacy strands and therefore assess them using the LNF.

-Art; Music; Performing Arts; PE; Geography; History; ICT; Science; RE; D & T.

The LNF and the National Tests

In addition to the LNF and the formative, narrative assessments made against it, national literacy tests are in place at Key Stage 3. The reading test will be taken by all pupils unless there are exceptional circumstances. The school will inform the parent / carer and the LEA of any disapplied pupils, giving reasons, and in accordance with Welsh Government guidelines. Similarly, if it is considered appropriate that a child takes the test of an age group below that of his/her peer group, the decision will follow discussion with parents / carers, as a progress score will not then be available for that child.

The Role of the Assistant Headteacher

- To work with the Literacy and Numeracy Coordinators to ensure the successful implementation of the school policy
- Regularly audit the current use of numeracy and literacy across the curriculum
- Monitor and evaluate the delivery of the LNF throughout the school
- Highlight the need and arrange for any necessary training

The Role of the Literacy and Numeracy Coordinators

- Attend training in order to implement the Literacy and Numeracy Framework (LNF) across the school and keep up to date on any new initiatives
- Work with staff to ensure that all teachers are aware of the content of the LNF and the teaching and learning strategies in numeracy and literacy that are appropriate to the curriculum

- Assist classroom teachers in identifying opportunities for the application of numeracy and literacy skills from the LNF, within their schemes of work
- Raise awareness of the resources available to support and challenge pupils of all abilities
- Develop the use of rich tasks to embed and assess literacy and numeracy skills.

Responsibilities of the Leaders of Learning

- Consider how your subject can contribute towards the LNF and more widely improving progress in pupils' literacy and numeracy skills
- Ensure that Key Stage 3 schemes of work include the relevant skills from the LNF
- Ensure all staff are aware of the numeracy and literacy resources available and how they might link to the subject
- Analyse pupil progress in literacy and numeracy in line with the school's ARR policy

Responsibilities of the class teacher

- Use the LNF consistently for medium term and lesson planning
- Reinforce and develop pupils' numeracy and literacy skills
- Be aware of individual pupils' numeracy and literacy needs and address those needs appropriately
- Develop and update own skills, knowledge and understanding in numeracy and literacy
- Use the numeracy methods that are agreed in the school's numeracy PLC and included in the numeracy toolkit
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- Gauge the level of difficulty of a task in terms of numeracy and literacy and differentiate appropriately
- Provide feedback to the Co-Ordinator where an individual pupil's progress in numeracy or literacy is causing concern

- Provide a narrative report to parents on pupils' progress in literacy and numeracy (where appropriate) in the curriculum area, assessed against the expectations of the LNF at Key Stage 3
- Record pupils' progress in literacy and numeracy on the school's data management system (SIMS) using the LNF.
- Provide many and varied opportunities for pupils to develop their literacy and numeracy skills in lessons

Involving Governors

- Governors are made aware of the LNF and of any developments within the school in respect of its implementation
- The school has a named Governor for literacy and numeracy across the curriculum at all Key Stages
- Governors are given opportunities to observe good practice in the delivery of the LNF across the curriculum

Other related policies

This policy should be used in conjunction with the following policies:

- Assessment, Recording and Reporting Policy
- Policy for children with Additional Learning Needs
- Marking policy