



## Literacy Policy

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## ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

## **1. Aims of this policy**

- Ensure consistency in our approach to literacy across the school
- Set out expectations for all members of the school community with regards to literacy

## **2. Principles and practice**

‘Teachers need to develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject’ (DfE, 2014, p.10)

A wealth of educational research demonstrates that high levels of literacy correlate with achievement across the curriculum. Therefore, at Tallis, we recognise that every teacher is a teacher of literacy regardless of the subject they teach. The ability to communicate effectively in reading, writing and spoken language is a necessary condition of success in all areas of the curriculum and is therefore an entitlement of all students. At the same time, we are aware that the evidence suggests ‘disciplinary literacy’ is one of the most powerful ways to raise achievement. As Professor Kevan Collins argues, ‘literacy in secondary school should not simply be seen as a basket of general skills. Instead, it must be grounded in the specifics of each subject’.

As a research-engaged school, we have adopted the seven principles for improving literacy in secondary schools, produced by the Education Endowment Fund (EEF). They are:

- 1) Prioritise disciplinary literacy across the curriculum
- 2) Provide targeted vocabulary instruction in every subject
- 3) Develop students’ ability to read complex academic texts
- 4) Break down complex writing tasks
- 5) Combine writing instruction with reading in every subject
- 6) Provide opportunities for structured talk
- 7) Provide high quality literacy interventions for struggling students

Through this policy we aim to develop a whole school ethos in which literacy is suffused throughout the curriculum and strongly embedded within all subject areas.

## **3. Definitions**

### **3.1. Literacy**

‘Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world’ (National Literacy Trust)

### **3.2. Disciplinary Literacy**

Is the ability to think, read, write, and speak like experts in a particular subject.

## **4. Teaching and Learning**

At Tallis, we expect all teachers to demonstrate and model high levels literacy so that they can empower students to read, write, and communicate effectively in their subject areas. Tallis is a reading school in which both reading for pleasure and academic achievement is celebrated and encouraged across the curriculum.

Our key principles for teaching literacy are set out in our Tallis Praxis handbook and teachers should refer to the strategies provided to ensure best practice is built in to all lessons.

**In addition to this, curriculum and subject leaders** are responsible for ensuring the provision of high-quality disciplinary literacy by:

- Embedding subject specific terminology and academic writing within their curriculum
- Leading staff within their department on good practice for literacy within their subject area
- Ensuring that reading is built into all schemes of work and lessons

## **5. Literacy beyond the classroom**

Literacy at Tallis is celebrated and encouraged through a wide range of enrichment and extracurricular activities across all Key Stages. As a reading school, the library is a central and thriving part of the Tallis community which all subjects utilise to enrich their overall approach to literacy. As well as this, a range of specific interventions and events occur throughout the year including:

- Drop everything and read (DEAR) once a week
- World Book Day celebration
- Word of the month
- Author talks and visits
- Writing residencies (ARVON)
- Reading mentoring
- Reading intervention programme for students whose literacy skills are causing them difficulties in accessing the curriculum

## **6. Key responsibilities and professional development**

Daniel Talbot (Acting AHT: T&L) oversees the whole school literacy strategy, including the library provision and Katherine Walsh (Acting DHT: Curriculum) oversees the whole school reading strategy. Both are supported by the whole school literacy co-ordinator Lizzie Church.

The school is committed to extending and developing the knowledge and skills needed for effective literacy provision. This includes:

- CPD sessions which provide a forum for sharing and disseminating good practice, including strategies for embedding literacy within subject areas and across the school more generally
- Whole school INSET sessions that focus on literacy across the curriculum
- Coaching and individual support where appropriate