



Bristol Brunel
Academy

Literacy Policy

Creation Date	February 2016
Implementation Date	May 2016
Review Frequency	Annually (currently subject to proposal to move to bi-annual)
Last Reviewed	February 2022
Approval	Full Academy Council
DfE Status	Non-Statutory

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1. Equalities Impact Screening

Date of screening: 10 th February 2022						
Name of person completing screening: Jen Cusack						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age	X		X			See below
Disability	X		X			See below
Gender Reassignment		X	X			
Race or Ethnicity		X	X			
Religion or Belief		X	X			
Marriage		X	X			
Pregnancy/ Maternity		X	X			
Sex		X	X			
Sexual Orientation		X	X			
Carers / in-care		X	X			
Should the policy have a Full Equalities Impact Assessment? No						
If no – please state reasons:						
<p>The aim of this policy is to protect the lives of all people in the event of a fire. People with mobility issues or some special education needs could struggle to safely evacuate the building. A Personal Emergency Evacuation Plan (PEEP) is written for relevant individuals to adapt procedures to their needs. All individuals with PEEPs are overseen by the SENDCO on evacuation.</p>						

2. History of most recent Policy Changes

Date	Page	Change	Origin of Change (eg TU Request, Change in Legislation)	Actioned By
March 2016	Whole Document	Creation of new policy following review of existing policies and changes to legislation.		Colleen Litchfield Associate Assistant Principal
March 2017	Whole Document	Review of Policy		Cameron Shaw Vice Principal
April 2019	Whole document	Review of policy		Ian Garforth Vice Principal
September 2020	Whole document	Review of policy		Ed Thomas Assistant Principal
February 2022	Whole document	Review of existing policy and changes made in line with Academy Improvement focus.		Javinia Harris Assistant Principal

3. Aims and Objectives of this Policy

Bristol Brunel Academy strongly believes that literacy is key to improving learning and raising standards of children's education. Poor levels of literacy impact negatively on student learning and self-perception. These skills are necessary to cope with the demands of further education and employment and life.

All teachers and staff share responsibility for the teaching of literacy across the curriculum. Crucially, the Academy believes that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

Staff at Bristol Brunel Academy are aware of the need to provide a meaningful context for literacy and numeracy learning through a broad and balanced curriculum. Our Academy Policy ensures that both subjects remain a priority in the Academy Improvement Plan with all staff playing an important part in the promotion of both literacy across the curriculum. It is, therefore, the responsibility of all teachers to ensure that literacy skills should be developed across all subject areas: "every teacher, regardless of the subject he/she teaches, must promote and model high standards of literacy". "All teachers should have a better understanding of the role literacy plays in their subject... and...[this will] enable them to

understand how improved reading, writing and speaking and listening skills would help them make more progress in their own subject” Ofsted (2012), *Moving English Forward* (p. 54).

4. Role of Bristol Brunel Academy

The [Ofsted Inspection Framework \(May 2019\)](#) states the following:

“a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading.” (P10)

At Bristol Brunel Academy we are ambitious with our teaching of reading and want to see it embedded into the whole curriculum, including Accelerated Reader (AR) lessons, tutor time reading and in lessons.

Therefore, at Bristol Brunel Academy, we will:

- Identify students who have low levels of literacy and numeracy upon entry to the Academy.
- Raising Achievement Teams (RAT) for each year group provide targeted and differentiated support strategies for students underachieving in literacy through reading support groups and reading.
- Provide intervention strategies to support students with literacy across the curriculum, including a whole school approach to reading in lessons.
- Ensure students who enter Key Stage 3 (KS3) with low attainment levels have an intervention programme that ensures they progress to a level in line with their peers.
- Consistent development of literacy through the use of the whole school marking guidance and department feedback.
- Ensure intervention targets students who are not making expected progress, Free School Meals (FSM) or Children in Care (CiC) and other key indicators which may hinder student progress in literacy.

New English as an Additional Language (EAL) arrivals to the country receive in-class and withdrawal support¹ for literacy.

- Provide professional development opportunities to all teaching staff on literacy issues to support the teaching of whole school literacy and numeracy aims. Monitor departmental implementation of the literacy and strategies and ensure they are considered and utilised when planning schemes of work.
- Literacy Coordinator to work with SLT and Curriculum Leaders to promote and develop literacy skills across the curriculum.
- Literacy tutor to provide targeted intervention to key groups.
- Track reading attainment rigorously for all students and all year groups.

¹ Withdrawal support: when a student or group of students are removed from another session to have focused intervention.

5. Components of Literacy

Learning Through Reading

Integral in developing students' wider reading and reading for enjoyment is how teachers facilitate reading for meaning through using a range of teaching methods and approaches. Students learn knowledge, especially vocabulary through reading.

Therefore:

- All students are assessed for their reading age. These data are used to inform intervention, and used by teachers in planning.
- Year 7 & 8 students have one lesson a week used for Accelerated Reader with careful use of Start Reader tests to inform progress and feedback.
- All students read in tutor time at least 3 times each week, with the tutor reading aloud to students. The selection of novels is deliberate to increase cultural capital and for students to hear a range of complex vocabulary. In addition, students in Years 7 – 10 will read their own book for the first 10 mins of period one each day.
- Reading material in all subjects is of high quality, up-to-date and relevant.
- Reading and deconstructing of texts (beyond reading instructions / questions) is regular throughout the curriculum. Reading can be used to deliver content.
- Reading material in all subjects is appropriate for the age and ability of the students.
- A range of activities are used to teach students to skim, scan, select and take notes from texts, as well as the skills of inference and deduction. Students with low reading ages at KS3 access regular support to improve their reading.
- Students with very low reading ages access Reading Support from the Special Education Needs and Disabilities (SEND) team.
- Students are encouraged to read for pleasure through the Accelerated Reader programme, reading is encouraged for pleasure by staff.

Learning Through Talking - Oracy

- Good oracy is considered vital to students' communication skills.
- Curriculum areas will use the strategies employed by the Academy under the Voice 21 Oracy project. Students should be challenged to re consider verbal responses, selecting appropriate vocabulary based on context.
- Ensuring a range of opportunities to use the spoken word to work collaboratively with others, and express ideas, feelings and opinions.

Learning Through Writing

- Clear modelling of writing techniques by teachers and sharing of best student practice.
- Content can be delivered through different writing techniques.
- Clear strategies for planning or redrafting written work.
- Teaching of subject specific essay writing skills, sentence level and whole text.
- Spelling strategies are taught explicitly in the classroom when appropriate.
- Scaffolding strategies used to support students where appropriate.
- The school marking guidance for Spelling and Grammar (SPaG) is used to help students improve the accuracy of their written work.

6. Roles and Responsibilities

6.1 Academy Council

- Hold the Academy accountable for raising standards of literacy through reporting of data and the Principal's performance management.

6.2 Senior Leadership Team

- Ensure whole-school focus on raising standards of literacy through development planning and staff training.
- Create a long-term strategic model for sustainable literacy improvement.
- Line manage the Leader of Literacy.
- Liaise with all members of the Academy Council when evaluating impact.
- Quality assure the explicit teaching of literacy skills through learning walks and student books.
- The Literacy Lead will drive literacy across the academy and provide Continuing Professional Development (CPD) for staff. Managed by the Assistant Principal for Teaching and Learning.

6.3 The SENDCO

- 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.
- Evaluate effectiveness of various strategies to raise literacy levels.
- Coordinate therapies and interventions to improve literacy.

6.4 Curriculum Leader

- Regular review of the department's action planning, through department improvement plans, for developing literacy and numeracy through their subject.
- Ensure literacy is embedded in department's schemes of work.
- Quality assure the marking of literacy through work scrutiny.
- Quality assure the explicit teaching of literacy skills through learning walks.

- Model their own literacy teaching in lesson observations.
- Regularly facilitate sharing of good literacy practice in the department.

6.5 Classroom Teacher

All teachers need to be aware of the role literacy plays in their curriculum area.

Teachers across all subject areas will:

- Adopt a consistent approach to teaching literacy skills in lessons.
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed.
- Indicate in schemes of work where literacy skills will be explicitly taught.
- 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 a range of reading, writing, speaking and listening strategies and tools to explicitly teach literacy wherever appropriate e.g. DARTs² activities, writing frames, speaking frames, spelling strategies etc.
- Use Education and Health Care Plans (EHCPs) and student data to inform planning for literacy and numeracy in lessons.
- Be able to identify a student's literacy strengths and weaknesses and know how to build upon these in order to promote student progress.
- Mark for literacy and provide time in lessons for students to respond to literacy marking.
- Provide glossaries, and explicitly teach and assess the spelling of subject-specific keywords.
- Model good writing of extended answers.
- Teach skills to decode assessment questions.
- Have consistently high expectations of students' written and presentation work, addressing concerns where expectations are not met.
- Display key words and key question stems around classroom.

6.6 Parents

- Will be encouraged to discuss the use of Accelerated Reader and reading for pleasure with their children and to use the range of strategies they have learned at parents' evenings throughout the year.

6.7 Students

- Will take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement

² Direct Activities Related to Texts

7. Monitoring and Evaluation

The Brunel Literacy Policy is set within the broader school context of the curriculum and daily working practices and as such should be read in conjunction with the following school guidance:

- Teaching and Learning Policy
- Inclusion Policy
- Assessment and Feedback Policy
- Curriculum plans

The Leader of Literacy and SLT will monitor progress regularly and report to staff, parents, students and Academy Councillors using the following methods:

- Book scrutinies
- Learning walks
- Data analysis
- Student voice
- Department Improvement Plans (DIPs)

8. Professional Development Opportunities for all Staff

The Leader of Literacy, class teachers and learning support assistants are encouraged to continue their professional development by attending appropriate CPD.

The Leader of Literacy and SLT conduct learning walks and share the good practice observed, with all teachers.

CPD is regular and focused around the three strands of oracy, reading and writing. CPD reinforces key messages and builds on the literacy section of the Core Aim 2 Academy Improvement Plan. Evaluation of impact occurs through the lesson drop in cycle, staff feedback and is sustained through use of Teaching and Learning Briefings.