



Studley High School

An Academy Trust School - Always Aiming Higher

Literacy Policy

Review Period: 2 yearly

Review By: Leadership Group & C&C

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Literacy Policy

Aim:

To enable all teachers to fulfil their role as teachers of literacy and to promote students' literacy development in the belief that it will support their learning and raise standards across the curriculum.

Purpose:

All departments to have a commitment to developing students' ability to communicate effectively and become efficient language users by:

- Encouraging students to develop increased confidence and competence in speaking and listening so that they are able to communicate their ideas appropriately and with clarity.
- Encouraging students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to read fluently, accurately and with understanding.
- Encouraging students to develop increased confidence and competence in writing so that they are able to communicate meaning effectively.

Guidelines:

- Where appropriate, all departments will use the literacy marking policy when assessing pupils' written work.
- All departments will promote aspects of literacy through curriculum planning, including speaking and listening, reading and writing.
- All departments will share responsibility for promoting pupil literacy at all levels of ability.

Monitoring:

- Designated literacy representatives within each department will adopt the responsibility of liaising with the literacy co-ordinator.
- Frequent audits (as defined by the literacy co-ordinator) will be conducted by the designated literacy representatives to ensure that Studley High School's literacy policy is adhered to.
- Termly audits will be conducted by the literacy co-ordinator to ensure that Studley High School's literacy policy is implemented and adhered to.
- Literacy co-ordinator to be instrumental in identifying common CPD needs to facilitate the promotion of literacy and ensure that literacy is prioritised across the curriculum.
- Literacy co-ordinator to support departments in the implementation of literacy strategies.



Studley High School Marking Policy

When marking students' work, teachers at Studley High School should use the following symbols and abbreviations. The spelling, punctuation or grammatical error should be underlined and an abbreviation written in the margin to indicate what type of error it is. Correct spellings should be written out in full for the student either in the margin or above the original error. Similarly, students should use the same system when proof reading their own work or when peer assessing another pupil's work.

Sp = incorrect spelling

P = punctuation error or punctuation missing

CL = sentence or proper noun must begin with a capital letter

Exp = expression is unclear

// = new paragraph is required

^ = words missing

IR = incorrectly retrieved

? = meaning is unclear

A maximum of five errors should be identified in this way each time a book is marked. In addition, teachers may use subject specific symbols when marking students' work.

Teachers should adopt expectations regarding the presentation of work. All pupils will be expected to present their work according to the following criteria:

- writing must be legible in blue or black ink;
- homework must be identified in the margin as 'HWK';
- work is to be dated on the right hand side and underlined;
- the title is to be centralised and underlined;
- on the left hand side of the page, alongside the margin, 'Lesson Objective' followed by a full colon is to be written in full and underlined. The objective should then be written immediately after the full colon and be accurately retrieved.

An example:

29th September

Whole School Literacy Policy

Lesson Objective: To identify the importance of a whole school literacy approach.

Correcting Errors and Practising Spellings

As a response to the teacher's feedback, students will be expected to improve their work and practise spellings by correcting errors. Corrected spelling, punctuation or grammar errors should be written out three times directly after the most recent piece of work and completed under the title: 'Corrections'. Teachers should check that this has been executed successfully during the next phase of marking.