



PONTARDDULAIS COMPREHENSIVE SCHOOL YSGOL GYFUN PONTARDDULAIS



Literacy Policy Polisi Llythrennedd

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PONTARDDULAIS COMPREHENSIVE SCHOOL

YSGOL GYFUN PONTARDDULAIS

Page	Contents
3	Defining Literacy
4	Whole-school Mission Statement
5	A Literate Student
6	Implementation of the Strategy
12	Teaching and Learning
12	Planning and Assessment
13	Evaluation
14	Credits



PONTARDDULAIS COMPREHENSIVE SCHOOL

YSGOL GYFUN PONTARDDULAIS

Defining Literacy

The National agenda for Literacy

'Literacy is an essential life skill. To make sense of the world around them, young people need an understanding of written and spoken language, the ability to interpret what has been written or said, and to draw inferences from the evidence that surrounds them. It is also about being able to communicate - accurately, fluently and persuasively.'

Achieving the ambition in Wales

The ambition for literacy in Wales will be achieved by *'embedding literacy skills in every aspect of education'* and as *'all teachers of every subject across every phase of education will become teachers of literacy.'*

(National Literacy Programme—Welsh Government—May 2012)

Whole-School Literacy mission statement

"Live to learn, learn to live."

Pontarddulais Comprehensive School is committed to raising the standards of literacy of all its pupils, providing them with opportunities across the curriculum to develop the ability to apply reading, oracy and writing skills effectively and consistently. This will also enhance their development of the skills necessary to cope confidently with the demands of further education, employment and adult life.

A literate student is able to:

- read and write with confidence, enjoyment, fluency and understanding - orchestrating a range of independent strategies to self-monitor, evaluate and correct;
- ask questions and think questions through for themselves;
- develop an increasing working knowledge of Standard English;
- have an interest in words and their meanings, developing a growing working vocabulary in spoken and written forms;
- develop their powers of imagination, inventiveness and critical thinking;
- be able to listen and respond to others (making significant contributions to discussion, communicating clearly and effectively in a way that suits the subject, the audience and purpose);
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the task or situation;



PONTARDDULAIS COMPREHENSIVE SCHOOL

YSGOL GYFUN PONTARDDULAIS

- grow in confidence as they develop their literacy skills;
- have a suitable technical vocabulary to explain their thinking, articulate responses and communicate effectively;
- enable all students to gain access to all aspects of the curriculum;
- achieve recognised qualifications.

Implementation of the Strategy

The role of the Senior Management Team is to:

- participate in the planning, implementation and evaluation of the whole-school literacy strategy;
- determine the role of the Literacy/Numeracy Coordinators;
- specify expectations of all teachers;
- support the development and implementation of a whole-school literacy policy;
- provide INSET, resources and opportunities for staff within the school to accommodate the LNF within SOW;
- provide opportunities for effective communication between the Literacy core team within the school;
- provide finance for material resources;
- produce portfolios to evidence cross-phase work.

The role of the Literacy Coordinators is to:

- work with the Senior Management Team, to determine a strategy for dealing with literacy across the curriculum and to ensure the effective development and implementation of a whole-school literacy policy;
- monitor the implementation of the whole-school literacy policy;
- lead INSET on literacy;
- produce a literacy toolkit for all members of staff;
- lead on 'Planning across the curriculum', cross-curricular working groups with themes / 'Rich' tasks;
- ensure all departments across the school have literacy displays;
- complete the literacy audit across the school with the KS3/KS4 Coordinator;
- monitor and support subject leaders with the implementation of the LNF;
- evaluate the impact of the implementation of the LNF;
- design curriculum mapping years 2-9 with the partner primaries;
- complete a writing audit through the Literacy Team?

The role of the KS3/KS4 Coordinators are to:



PONTARDDULAIS COMPREHENSIVE SCHOOL

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- track KS3/KS4 literacy results and reading test results;
- analyse test data;
- set pupil literacy targets;
- monitor catch-up classes and their impact;
- support on literacy INSET;
- complete the literacy audit across the school with the whole-school Literacy Coordinators;
- use the Key Stage 2 literacy data to set targets for pupils at the start of Year 7.

The role of the English teacher is to:

- be aware of the techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects;
- provide information to other subject teachers on literacy targets set;
- seek opportunities to use topics from other subjects in English lessons;
- be aware of the strategies used in the catch up literacy groups in order to support pupils in their English lessons.

The role of Subject Leaders / Area Coordinators is to:

- provide information for the literacy audit as to where elements of the LNF are covered within the SOW;
- identify opportunities for developing literacy skills in SOW;
- ensure coherence and consistency in the application of literacy skills linked to the LNF across the subject area and teaching staff;
- moderate standards of literacy work in their subject with other members of staff across the curriculum;
- map progression in literacy skills across year groups;
- assess pupils on their literacy skills in the element identified for their subject;
- provide a summative comment in the subject report on the identified elements of the LNF;
- ensure exemplar work is provided to the Literacy Coordinators of elements of the LNF that have been achieved within lessons;
- provide a literacy notice board, within classrooms or corridor, highlighting exemplar work covering elements of the LNF;
- work within cross-curricular groups on a given topic, appropriate for subjects and plan progressive, differentiated and challenging task that will allow learners to demonstrate the full range of literacy skills;
- select a 'text type' for the department to focus on and provide examples of this through pupil product;
- monitor and evaluate the impact of the LNF on standards of learning within subject



PONTARDDULAIS COMPREHENSIVE SCHOOL

YSGOL GYFUN PONTARDDULAIS

area.

The role of others teachers within the school is to:

- ensure knowledge of the LNF and the progression of pupils through it;
- understand the importance of literacy skills in relation to raising standards of work within own subjects;
- be aware of the literacy targets of pupils and difficulties pupils may face with literacy skills;
- identify opportunities to apply literacy skills within subjects and across the curriculum;
- use the whole-school literacy marking policy when marking pupils' exercise books and assessed work;
- provide examples of work completed covering LNF elements;
- monitor and evaluate the impact of the approaches used.

Teaching and Learning

The whole-school literacy policy promotes teaching in Pontarddulais Comprehensive School that is:

- informed by clear, challenging and progressive objectives;
- direct and explicit;
- highly interactive;
- inspiring and motivating;
- varied in style, well-paced and strong focus;
- well-pitched to pupils' needs;
- inclusive and ambitious.

The whole-school literacy policy promotes learning in Pontarddulais Comprehensive, that is:

- active and highly-motivated;
- purposeful;
- creative and imaginative;
- reflective;
- secured in use and meaningful in context;
- increasingly independent;
- incorporates individual or group targets.

Planning and Assessment

Planning within the school should:

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- be cross-curricular;
- ensure coverage and progression across KS3/KS4 and improve teaching and learning;
- involve the use of elements from the LNF for teaching literacy;
- ensure inclusion and differentiation;
- ensure the transference of literacy skills across the curriculum.
- Assessment across the school should:
- include ongoing formative assessment on pupil development of literacy skills;
- inform planning and have an impact on teaching and learning;
- make reference to elements of the LNF for teaching literacy;
- inform target-setting;
- support and inform pupil progress of the individual skills from the LNF;
- contribute towards a summative report.

Evaluation

The whole-school literacy policy will be monitored and reviewed through:

- the school, area and departmental development plans;
- lesson observations;
- portfolio of pupils' work;
- discussion with pupils, staff, parents and governors;
- reviewing planning and SOWs;
- analysing assessment data.

Through this evaluation process of monitoring and reviewing the implementation of the whole-school literacy policy will inform decision making about improvements and further developments.



PONTARDDULAIS COMPREHENSIVE SCHOOL YSGOL GYFUN PONTARDDULAIS

References:

The following documents have been used to support the writing of Pontarddulais Comprehensive School's literacy policy:

The National Literacy Programme—WELSH GOVERNMENT—May 2012

Supplementary Guidance - Literacy and numeracy in secondary schools—ESTYN-September 2013

Curriculum Planning Guidance—WELSH GOVERNMENT—January 2013

National Literacy and Numeracy Framework—WELSH GOVERNMENT— March 2013

Assessment for Learning and the National Literacy and Numeracy Framework-
WELSH GOVERNMENT—November 2013