

Children, Young People, Education and Skills Policy

Title:	Literacy Policy
Date:	May 2014
Authors:	English Adviser

1. Overview

This policy is intended to provide a framework and guidance for Literacy and the expectations required from all.

Definition

Literacy has a pre-eminent place in education and in society. A high quality education in Literacy will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All skills of language are essential to participating fully as a member of society; pupils, therefore, who do not speak, read and write fluently and confidently are effectively disenfranchised.

2. Scope

This policy applies to all education settings: schools, colleges, youth work and libraries.

3. Responsibilities and distribution

Managers are responsible for ensuring that all staff read and understand the policy and that all members of the education community are aware of their responsibilities under it.

4. Policy/Standards

Educational establishments will use this policy to guide their own Literacy Strategy and strive to meet the minimum expectations as stated.

5. Further information and related documents

Supporting papers are included in the attached appendices and also in the Literacy area of the VLE.

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Aspirations for Literacy in Jersey

1. Enjoyment & Engagement:

A love of reading is fostered at home and at school. Our children, young people and adults have real books and e-books everywhere and love to read and write. Access to books is enriched by the public libraries and their literacy initiatives. Learning is personalised and cross-curricular, and fosters an appreciation of the purposes of reading and writing. There are opportunities for all learners to support each other.

2. Technical Skills:

All teaching staff have the knowledge and skills to teach Literacy. Parents/carers and those who work with children know how to support and are involved in its development. The development of spoken language is at the heart of the teaching and learning of reading and writing. Structured teaching is in place from the start in school. All our children and young people know how to learn and are taught to communicate, read and write. No-one is left behind. There is a clearly defined framework for expectations, attainments and assessment with the pupil's progress clearly monitored.

3. Curricular Access:

Teaching materials and tasks are differentiated to appropriate year group expectation and pupils are taught and supported at a level that is appropriate to their needs. Schools regularly revise the Literacy Curriculum to reflect changes and teaching is adapted to ensure all pupils can achieve their potential.

4. Organisation:

Literacy is developed through coordinated planning which is owned by all those responsible for its development and delivery.

5. Facilities:

Schools and colleges, libraries and communities have good quality resources which are available and appropriately accessible. Business and voluntary organisations are actively involved in promoting literacy development. E-learning is fully exploited.

6. Fairness & Equity:

All individuals have a right to develop literacy skills in one or more language(s). Resources are targeted to early intervention, prevention and remediation in order to reduce and overcome barriers to literacy development (including English being a second language), and thereafter to ensure lifelong development.

7. Lifelong Learning:

There are clear coordinated arrangements for literacy learning at all ages and stages, with clear transition arrangements. There are opportunities to re-engage at any stage.

Literacy Policy

Aims:

The Jersey Curriculum for Literacy aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge and linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literacy heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

All schools in Jersey are expected:

- to implement the current legal requirements of the Jersey Curriculum and follow the Programmes of Study
- to use departmental guidance on assessment and make judgments about learner performance and progress.

Literacy Teaching

Literacy teaching in Jersey schools will incorporate explicit and systematic instruction in the skills, knowledge and application required to be literate. Literacy will be taught both discretely and in a cross-curricular and integrated way.

In the Foundation Stage the guidelines in Development Matters and the Early Learning Goals will be followed. Literacy teaching will, as a minimum, include the explicit teaching of: spoken language, word reading, comprehension, spelling, handwriting, composition, vocabulary, grammar and punctuation.

Literacy teaching will draw on the strengths of a comprehensive range of evidence such as research-based approaches and interventions to meet the learning needs of all pupils.

Teachers will ensure pupils are equipped with a range of literacy practices and skills. These will support them in decoding and in understanding, using, analysing and evaluating texts for a variety of purposes and audiences. Teachers will develop and continually refine a broad and responsive set of effective literacy teaching practices to meet the diverse learning needs of pupils.

Teachers, across **all** subjects and Key Stages, are responsible for the teaching and learning of literacy skills, knowledge and understanding. All pupils will have access to quality literacy teaching from qualified teachers who plan explicitly to enable pupils to be proficient, competent and confident with all aspects of literacy.

Literacy Assessing and Reporting

The Department for Children, Young People, Education and Skills are responsible for:

- publication and currency of the policy and support material
- notification to staff of any changes to this policy
- provision of advice on the interpretation and implementation of the policy
- monitoring, evaluating, reviewing and reporting on the implementation of this policy.



This policy applies to all teachers in schools that are part of the Government of Jersey.

Virtual Learning Environment Resources

Supplementary resources and guidance are available on the [Literacy](#) section of the VLE, which is updated regularly and the 2014 Curriculum [Literacy](#) section.

These resources are to support the delivery of this Literacy Policy.

Minimum Expectations

What?	When?	How Proven?
All schools have robust systems in place for the delivery and monitoring of Literacy. This may include an English Lead or Head of English as well as a Literacy Coordinator who is responsible for the development of Literacy across all subjects.	Ongoing	Systems to deliver and monitor Literacy are open to scrutiny by the Professional Partner. Schools may adapt or adopt Jersey exemplar role description, Appendix 2.
All schools have an updated Literacy Policy which involves parents and carers.	Spring 2015	A consistent approach to Literacy is evident throughout the school that supports good pupil progress and has been developed from the school's self-evaluation outcomes. The policy will be shared with the Professional Partner during the Spring Organisation visit.
Curriculum access for all learners. All teachers have an obligation to plan lessons for pupils who have low levels of prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious.	Ongoing	Interventions demonstrate measurable improvement in Literacy. Individual student attainment/progress data and targets are available for scrutiny by Professional Partners and demonstrate good progress and ambitious targets.
Teacher assessment informs planning, which supports quality teaching and learning.	Ongoing	There is evidence that all pupils are making at least expected progress
Moderation is carried out regularly to ensure standardisation	Termly	Internal moderation meetings support the external moderation process, with teachers in all years confident about learner attainment and progress. This is evidenced through the external moderation report.
The School Development and Evaluation Team promotes, quality teaching and learning in Literacy.	Ongoing	Regular meetings/visits with the Teaching and Learning Advisor for Literacy to promote Literacy and the essential life skills it entails.
All schools have a resourced school library and Literacy learning spaces that are actively used by all learners	Ongoing	The Professional Partner is aware of impact of the school library and Literacy learning spaces' on learners' achievement.
All students are given the opportunity to achieve a qualification equivalent to level 2	Ongoing	Learners who have failed to achieve an English GCSE or Level 2 Functional Skills are given the opportunity to continue their studies at Key Stage 5.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	23/03/2010	Sarah Johnson	For consideration by SMT
0.2	17/05/2010	Sarah Johnson	After debate at Secondary Heads
0.3	17/06/2010	Sarah Johnson	Change PRA to Teacher Appraisal
0.4	8/05/2014	Caroline Whitehead	New National Curriculum

APPROVAL REVISED POLICY

Presented To	Approved by:	Date
Secondary Head		
Primary Head		
Police / Honorary		
Senior Management		
ESC Minister		
School Development & Evaluation Team		9.7.14

ADDITIONAL INFORMATION

Planned review date:	Distribution:	
Associated policies	Name	Reference