WOLGARSTON HIGH SCHOOL

Staffordshire

Teaching and Learning

A Statement of Policy

Agreed at Full Governing Body Meeting March 2015

Author: Mr B Worth and the Learning Forum
Readability Score: 19-20 years
Frequency of Review: Annually

Amendments
2015 - BW
SECTION ONE - LITERACY POLICY

Purpose
Our students need to demonstrate effective communication skills with both the written and spoken word. We want them to be able to listen and read with understanding, and speak and write effectively to positively interact with working environments that are diverse and rapidly changing.

Principles
Literacy includes reading, writing, speaking and listening. **ALL** staff share responsibility for students’ literacy and attainment. This literacy policy should be reflected in the curriculum and schemes of work for each subject. We will ensure that language skills are developed by all students and used across the whole curriculum. We will develop their ability to:

- read and write with confidence, fluency and understanding
- develop effective and confident speaking and listening skills
- show an interest in books and read with enjoyment
- read and spell accurately
- have fluent and legible handwriting
- have an interest in words and their meanings and have a growing vocabulary
- become independent in the processes of planning, drafting, editing and improving their own writing
- write appropriately according to audience and purpose

Teaching and Learning
We will use a variety of teaching strategies and styles to raise standards of literacy for all of our students. These will include:

- individual tasks
- paired work, small groups and whole class
- reviewing, reflection and evaluation with the teacher
- involvement with other adults, parents and non-teaching staff
- use of ICT

We will develop and support our staff in the effective use of questioning. This will ensure that students listen to teachers and one another well. We will raise an awareness of literacy issues into marking and assessment, highlighting students’ strengths and areas for improvement. We will encourage our students to improve their literacy skills through the following approaches to learning:
Strategies

Reading
1. Across the whole curriculum teachers will provide activities for pupils to:
   - read and follow written instructions
   - read to explore and to develop understanding
   - learn how to skim, scan, select and take notes from the text
   - learn how to select from written material, reformulate, question and challenge what they read in textbooks, encyclopedias, and newspapers or from ICT sources

2. Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender and appropriate for age and ability of the pupils.

3. Opportunities should be created for teachers to refer to pupils’ use of reading in assessments and reports for all curriculum areas.

Writing
1. Across the curriculum teachers will provide activities for pupils to:
   - use writing to plan and organise
   - plan, draft, discuss and reflect on their writing, using ICT, where appropriate
   - write for a range of purposes and audiences
   - make notes in a variety of formats, e.g. brainstorming

2. Teachers will set writing tasks that have clear and immediate purposes, that are objective driven and which are appropriate for the age and ability of the pupils concerned.

3. Teachers will teach pupils how to structure their writing using a variety of sentence structures, paragraphs and a wide range of punctuation, including higher order punctuation e.g. semi-colons, colons and brackets.

4. Where pupils are asked to write in a particular genre, e.g. a newspaper report, teachers will ensure that pupils are familiar with the appropriate style and conventions.

5. Teachers will correct errors in grammar, punctuation and spelling in line with the school’s marking policy.

6. We will aim to:
   - provide good models of particular kinds of writing
   - provide frameworks where appropriate
   - provide dictionaries and teach pupils how to use them
   - display key words in the classroom
   - teach subject specific vocabulary and spelling
   - encourage high standards of presentation
Speaking and Listening

Across the whole curriculum teachers will provide activities for pupils to:
- listen and carry out instructions
- explore and develop ideas with others, through their talk
- ask questions as well as answer them
- work collaboratively with others

Roles and Responsibilities

All staff should:
- should ensure that they are familiar with the specific literacy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- should use the agreed strategies in order to teach Writing, Speaking, Listening and Reading skills as outlined in The National Curriculum
- should be able to identify a pupil’s literacy strengths and weaknesses and know how to build upon these in order to promote pupil progress
- should report on a student’s standard of literacy at the Parents’ Evening, as appropriate
- should be familiar with the KS3 English Framework objectives for year 9

Faculty Leaders (FLs) should:
- ensure that ‘subject specific literacy’ is clearly identified in schemes of work, and that there is obvious progression through the key stages
- seek to find opportunities to liaise with the English Department and the Literacy Co-ordinator to provide continuity
- monitor the work of the department with regard to the inclusion of subject specific literacy strategies in lesson planning
- encourage models of good practice e.g. modeling and close collaboration between colleagues in order to promote literacy developments
- use available assessment data to identify appropriate literacy strategies

The Literacy Co-ordinator should:
- support departments in the implementation of the school's Literacy Policy
- ensure that literacy planning is based on students’ prior educational experiences
- co-ordinate whole school literacy initiatives
- identify approaches to literacy work which are common to several or all subjects
- ensure that students and teachers have high expectations of the students’ abilities
incorporate an awareness of literacy issues into marking and assessment, highlighting students’ strengths and areas for improvement
ensure that homework reinforces the good literacy practice encountered in the classroom
liaise with the SENCO about pupils attaining below level 3 and about the Literacy Progress units
organise the one-to-one tuition
continually assess the success of the literacy policy in achieving its goals

SLT should:
accept overall responsibility for the delivery of the school's Literacy Policy
provide opportunities for staff training about literacy issues to take place on INSET days or during other times
support the Literacy Co-ordinator's literacy initiatives
monitor departments’ implementation of the Literacy Policy
be role models in employing literacy strategies in their own teaching, monitor exam and assessment outcomes to ensure that no group is disadvantaged with respect to race or ethnicity, gender.

Special Educational Needs Co-ordinator (SENCO) should:
liase with the Literacy Co-ordinator about pupils attaining below Level 3 and about the Literacy progress units
communicate with all subject staff about those pupils who have literacy difficulties and give advice on what staff can do to help these pupils in their subject
monitor pupils with literacy difficulties through IEPs and review meetings
be familiar with the KS3 English Framework objectives for year 9

School Librarian should:
provide appropriate resources to support the curriculum
provide appropriate resources to support homework and other curriculum tasks
support staff in teaching pupils how to research independently from a range of sources
support the homework and reading clubs

**Differentiation**
Some of our students will need additional support, others will need to be extended, however all students regardless of starting point will need to be challenged. Strategies that we can use include:
questioning techniques
adjusting the demands of the task, and how this is communicated
• the use of additional support, including in-class and small group work resources
• making learning objectives and outcomes clear
• creating an atmosphere where students have the confidence to both peer and self-assess.

The more able
We will aim to:
• identify able students
• promote ways of structuring learning for able students
• develop a range of teaching strategies which supports and challenges able students

SEN
We will teach our students with special educational needs through supporting their learning and providing them with challenges matched to their needs. We will use a range of teaching strategies such as guided group work, writing frames and oral activities.

Assessing Literacy across the Curriculum
When assessing students’ work across the curriculum we will value their oral contributions and listening skills alongside their reading and writing.

We will take into account students’ performance in speaking and listening, reading and writing when assessing and reporting on students’ progress in subject areas

When responding to students’ work we will:
• make comments which are positive and supportive (see Marking policy)
• target specific areas for improvement
• give guidance on how to achieve the specific literacy targets e.g. Spelling and punctuation
• create opportunities for students to reflect on the quality of their own work and for peer assessment.

Monitoring and Evaluation
We will monitor and evaluate through the following mechanisms:
• analysis of data focusing on progress made by individual students
• line management discussions with the literacy coordinator and Faculty Leaders
• whole school self-review procedures
• progress reports to Governor
SECTION TWO - MARKING POLICY

Marking is a key part of ensuring that students are making good progress. A student’s own awareness of their progress and an understanding of what they need to do to improve is central in the learning process. Students need to have frequent and developmental feedback to ensure that they continue to develop. All colleagues are responsible for implementing this policy and ensuring that students receive good, regular feedback.

Objectives:
- Students will receive written and oral feedback to aid their progress.
- Students will be motivated by their feedback and marking.
- Students will have the opportunity to respond in writing to the feedback their teacher has given to them.
- Students will be given time during lessons and for homework to improve their work and address their targets.

Marking is most effective when:
- The student knows the purpose of the task;
- how far they have achieved this;
- how to move closer towards the goal of their learning;
- the feedback is provided in a timely fashion.

Written Marking Expectations
Faculties will adopt one of the following marking techniques.

<table>
<thead>
<tr>
<th>S</th>
<th>Strengths</th>
<th>Strengths demonstrated in the students work closely linked with the learning objectives and curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Improvements</td>
<td>Improvements within specific pieces of work i.e., if they were to do a piece of work again.</td>
</tr>
<tr>
<td>T</td>
<td>Targets</td>
<td>Principles related to learning skills and learning objectives that the student should address in future work e.g. make sure you give 2-3 counter arguments in your written answers.</td>
</tr>
<tr>
<td>S</td>
<td>Strengths</td>
<td>Strengths demonstrated in the students work closely linked with the learning objectives and curriculum.</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>W</td>
<td>Weaknesses</td>
<td>Improvements within specific pieces of work i.e. if they were to do a piece of work again.</td>
</tr>
<tr>
<td>A</td>
<td>Attainment</td>
<td>This could be a National Curriculum level or grade</td>
</tr>
<tr>
<td>NS</td>
<td>Next Steps</td>
<td>Principles related to learning skills and learning objectives that the student should address in future work e.g. make sure you give 2-3 counter arguments in your written answers.</td>
</tr>
</tbody>
</table>

S-I-T / SWAN marking ensures that students receive high quality formative, learning focused feedback. By employing this across the school students will be able to easily identify and action what they need to do to improve their work and will become more independent in improving their studies.

**Teachers are expected to ensure that:**

- they are using the S-I-T / SWAN principal to mark formatively. Formative comments will be given that show what has been done well and what still needs improvement and shows the student how to improve their performance and move them on in their learning. [Coursework marking will follow exam board requirements; however where feedback can be clearly identified as either S, I, or T or S,W,A or NS these symbols should be added to the comment.]
- written feedback is predominantly encouraging and constructive;
- written feedback will be personal and address the student by their chosen name;
- the learning objectives and learning outcomes are the reference point for all written feedback;
- students are told exactly what is expected from their written work and how they can achieve success;
- exemplar work is provided as often as possible so that students are able to understand the standards that are expected;
- peer and self-assessment are regularly used to enable students to become immersed in the assessment criteria;
- feedback is interactive and used by students and teaching staff in future lessons to evaluate the effectiveness of the teaching, including methods and resources;
- comments are phrased as questions/prompts to stimulate each individual student to take the next steps in the learning process;
- the structured opportunity for students’ to respond to feedback should take the form of a learning conversation where appropriate
Therefore teachers must:

- set time aside to allow each student to respond to the teacher’s comments and improve their understanding [once they have reread the learning objective for that lesson];
- have evidence of marking noted in their records;
- plan to use a variety of methods to help students improve their work (including peer and self-assessment, light touch marking and oral feedback);
- reward in line with the school behaviour/reward policy when students have improved their work and made progress in their learning. [It is good practice to also use certificates and praise postcards].

**Frequency of marking**

**Key stage 3:**

<table>
<thead>
<tr>
<th>Subject Type</th>
<th>Lessons per Week</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE subjects</td>
<td>3/4</td>
<td>at least twice a half term</td>
</tr>
<tr>
<td>NON CORE subjects</td>
<td>2</td>
<td>at least once a half term</td>
</tr>
</tbody>
</table>

**Key stage 4:**

<table>
<thead>
<tr>
<th>Subject Type</th>
<th>Lessons per Week</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE subjects</td>
<td>4</td>
<td>at least three times a half term</td>
</tr>
<tr>
<td>OPTION subjects</td>
<td>3</td>
<td>at least twice a half term</td>
</tr>
</tbody>
</table>

In addition to the SIT marking teachers should look at each class of student books at least once a fortnight for an additional mark with some comments on the work.

**Faculty Leaders are expected to ensure that:**

- all subject areas have a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail;
- a balanced marking procedure is developed for a unit of work after decisions have been made as to the purpose and role of written feedback;
- the faculty marking is monitored by conducting regular work scrutiny activities;
- planned opportunities are created each term to moderate key assessment activities to ensure consistency;
- students and teachers have easy access to level and grade descriptors that are understood by all students [it is good practice for these to be prominently displayed in classrooms and in the front of exercise books];
- a well-planned system of rewards to ensure that students of all abilities are motivated to learn;
- the marking within the faculty motivates students and has a positive impact on self-esteem;
- they seek feedback on the quality of the marking and feedback within their Faculty as part of a students’ survey and/or focus group.
The Leadership Team are expected to ensure that:

- they devise and implement a programme to monitor the implementation of the school’s marking policy;
- whole school work scrutiny is completed at least three times a year to assess the quality and extent of formative feedback;
- they evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed.

Standardised Corrections
In order for students to quickly understand the corrections that teachers are writing in their books, it is helpful to have standardised corrections for marking as outlined below. Please use these when marking student books and work.

<table>
<thead>
<tr>
<th>Type of correction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp</td>
<td>means spelling mistake</td>
</tr>
<tr>
<td>//</td>
<td>means new paragraph needed</td>
</tr>
<tr>
<td>^</td>
<td>means to insert a missing word</td>
</tr>
<tr>
<td>V</td>
<td>to be used to indicate that students should vary vocabulary</td>
</tr>
<tr>
<td>O</td>
<td>Circle letters that should be capitals</td>
</tr>
<tr>
<td>_</td>
<td>Underline phrases that are grammatically incorrect and write re-phrase</td>
</tr>
</tbody>
</table>

Standardised Corrections for computer based work
Increasingly students will use ICT to help with homework and classwork. As a school we need to encourage good literacy using computers. Please ensure that you do the following when marking work produced on a computer.

- Treat spelling, punctuation and grammar as you would in a non-word processed piece of work; do not accept work with text language or shortcuts.
- Layout should be professional – titles should be in an appropriate font and the font size should be between 10 and 14. Students should use bold and underlining appropriately.
- Uppercase should be used appropriately within any piece of written work.
- Headers and Footers should be used to name the work, include the date and include a page number.
- Work that is quoted should be referenced appropriately, this means citing where it is from and if appropriate using quotation marks. Cut and pasted work from an internet source is not appropriate.
Appendix 1: SIT Marking Template

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level/Grade:</td>
<td>End of year target:</td>
</tr>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Improvements:</td>
<td></td>
</tr>
<tr>
<td>Targets:</td>
<td></td>
</tr>
<tr>
<td>Student Response: (Explain how you will improve and meet your targets)</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 2: Work Scrutiny – Roles and Deadlines

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Faculty Leaders</th>
<th>Leadership Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will mark work on a regular basis in line with the school marking and assessment policy. Marking should be based on the learning objectives and outcomes. Marking should be constructive and positive in nature and should be formative in order to enable students to progress. Learning time should be allocated to enable students to respond to the marking and targets and to address the targets in future pieces of work.</td>
<td>Will provide opportunities for sharing of marking best practice across the faculty and for the moderation of assessment levels. Faculty Leaders will undertake a work scrutiny of KS3 and KS4 books within each of their faculty subject areas at least once per half term. The head of faculty will develop a timeline for this and circulate to their leadership line manager and to their faculty.</td>
<td>Once per half term leadership will undertake a work scrutiny with 3 students in their year group chosen at random. They will gather their books and complete a template that will be provided. Leadership should also undertake the work scrutiny in conjunction with the Faculty Leaders that they manage.</td>
</tr>
</tbody>
</table>
SECTION THREE - HOMEWORK

**Purposes of Independent Learning**

To raise standards of achievement by:

- Encouraging students to develop the practice of independent study
- Developing perseverance and self-discipline in work habits
- Allowing time to practise skills learned in the classroom
- Providing opportunities for extension work
- Encouraging parents/carers (and other adults) to be involved in students’ work
- Encouraging students to prepare for future lessons
- Encouraging students to extend their own areas of interest.

**Guidelines**

- Students must have a suitable method of storing and carrying work.
- Departmental documentation must include details of how independent learning will be set and assessed and when feedback will be given.
- The Independent Learning tasks must be appropriate to the age and ability of the students
- Clear instructions must be given to students on each Independent Learning task and time must be allocated in the lesson for recording this information.
- Students are expected to complete homework and hand it in as requested to allow for prompt feedback, according to departmental guidelines.
- The amount of time spent on independent learning will inevitably vary from student to student. The Government recommends that the time spent on Independent Learning should fall within the following ranges:

  **Year 9**: 1 – 2 hours per day
  **Years 10 and 11**: 1.5 – 2.5 hours per day

There may be occasions when revision for exams is taking place that the amount of Independent Learning set will increase.

For Years 12 and 13 it is impossible to issue exact figures, but in general, all non-timetabled periods at school should be devoted to study together with one hour of independent work at home for each hour of lesson time.
Procedures

- Independent Learning is to be recorded by students by their preferred method and printed for some pupils as required.
- A consistent approach will be adopted by subject staff/house tutors to monitor and support the completion of independent learning.
- Subject Curriculum Leaders will monitor the quality of independent learning set by colleagues in their departments and the quality of written feedback.
- Parents/Carers are encouraged to play an important role in ensuring that students have good conditions in which to do independent learning. Failure to meet independent learning requirements will result in sanctions being taken in accordance with the behaviour policy.

Pieces of Independent Learning that are deemed to provide evidence of work over and above that specified will be rewarded according to each Department’s own internal policy.

Commitment

As a school, we are committed to making continuous improvement in all aspects of school life. This Statement of Policy is dynamic in that it is subject to monitoring, evaluation and modification. It will be reviewed on an annual basis.

Responsibilities

Ultimate responsibility for this Policy’s introduction and implementation lies with the Head Teacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents have an active part to play in the evolution, development and maintenance of this policy.