



HESSLE FEDERATION OF SCHOOLS



HESSLE HIGH SCHOOL

LITERACY POLICY

Effective Date: May 2010

Date of minuted approval by the governing body: 13 May 2010

Review Committee: Curriculum and Standards

Review Date: May 2012

Rationale

A whole school approach to the development of literacy should include

- developing a shared understanding between all staff of the role of literacy in students' learning;
- continuing to discuss and incorporate in to schemes of work how all subjects can contribute to and benefit from the development of students' ability to communicate effectively;
- developing and improving students' standards of achievement in reading and writing;
- taking account of the needs of all students;
- organising and developing resources to support this teaching;
- monitoring and evaluating the success of the common aims;
- sharing expectations of students' progression in reading and writing.

Diagnostic Steps

On entry all Year 7 students are tested using the NFER 9-12 Group Reading Tests and the Vernon Spelling Tests. The Learning Support Department administers these tests. In addition, all students take the CAT tests. This data, together with KS2 results in English, Maths and Science, the consequent averages and positions in year group, the CAT scores, CAT predictors, averages and rank position within year group are disseminated to staff by the Assistant Head - Assessment.

The SENCO deals with literacy information on confidential statements and Annual Review Forms.

Students who are recognised as having depressed performances in reading and writing will be targeted through:

- The programme of specific support offered by the Learning Support department;
- IEPs to support individual students;
- The effective use of support staff.