

SEF: Literacy		Focus: Development and monitoring			Academic Year:2015-2016	
Issue		Success Criteria			Longer Term Developments	
<ol style="list-style-type: none"> 1. Improve the cross-curricular teaching of literacy skills 2. Improve literacy support 3. Improve monitoring of literacy progress (Inc. incremental progress of lower ability) 4. Improve the teaching and support of phonics 		<ol style="list-style-type: none"> 1. Literacy is clearly embedded across all subject areas 2. Literacy support is structured and effective 3. Literacy progress is monitored according to KS1/2 criteria and phonics phases as well as secondary level criteria. 4. Phonics is taught in a clearly structured scheme of work across KS3 and is supported across the school. 			Continue to develop the English Department to enable a parallel curriculum which presents KS1/2 English teaching that is suitable for secondary age students. Case study of the development and impact of phonics teaching.	
Targets		Every Child Matters Aspect				
All students make accelerated progress which reflects their individual starting point and enables them to better access the curriculum. An increased number of students are able to access GCSE subjects as their literacy has improved. A-C grades are achieved by the most able students		Achievement and Enjoyment Students have an increased enjoyment in reading and writing			Staying Safe	
		Contribution to the Community Older students are supporting younger students in developing their literacy skills.			Being Healthy Increase in self-esteem as a learner through improved literacy skills	
		Economic Well being Students are developing literacy skills which enable them to access college placements and employment beyond school			Community Cohesion	
Activity	Tasks to be done	Responsibility /Timescale	Resources	Training	Outcomes/Success Criteria	Monitoring/ Evaluation
Continue monitoring the teaching of phonics to support reading/spelling	Ensure that all staff are aware of synthetic phonics and its importance within the school	English Dept On going	N/A	Phonics Age Related Spelling	All staff having secure understanding of literacy skills and terms, including phonics awareness.	Monitor the use of synthetic phonics across the curriculum
	Develop phonics teaching within the English dept.	English Dept On going	44 Phonemes posters & desktop charts New teaching resources to be developed	Phonics	Phonics is taught regularly and with clear structure.	Regular assessment and tracking of student phonics phase.
	Assessment of lower ability students to establish phonics phase.	English Dept On going	Phonics International testing resources and Letters & Sounds guidance	Phonics	All staff are aware of student phonics phases and use this to amend resources where appropriate.	Regular assessment and tracking of student phonics phase.
Ensure that literacy is taught & supported regularly across the curriculum	Literacy training specific to each dept.	All staff On going	Subject-specific literacy booklets	CPD where available for each dept.	Teachers are better able to embed literacy within their subjects through a variety of approaches and techniques.	Literacy audit & observations and data gathered.
	Support for all teachers in developing literacy within their subject area	All staff On going	Subject-specific literacy booklets	Whole staff feedback after audits. One-to-one feedback.	Staff have increased confidence in teaching literacy within their own subject areas, to support increased student	Minutes of meetings, feedback forms.

					confidence in literacy.	
Improve the teaching of reading. Reading takes places regularly across the school.	Staff training in approaches to teaching reading	English Dept On going	TBC	Staff training in approaches to teaching reading & DARTs	Students develop an enjoyment of reading and are able to read both for pleasure and for learning regularly.	Reading age progress
	Embed the teaching of reading in all subject areas as part of the curriculum	English Dept On going	Reading resources to be developed in all subject areas	As above	Students have improved ability to read texts across a range of text types/genres	Reading age progress & literacy audit
Improve the use of literacy targets across the school	Literacy Lookout targets to be set and used across the school, with regular reference during teaching and marking	All depts. from Sept 2015	Literacy Lookout posters and stamps	SC to train all staff	All students are aware of the whole-school literacy focus and this is reflected in their work and teacher marking	Lesson observations and work scrutiny
Improve the use of the school marking policy to reinforce literacy across the curriculum	All staff to improve knowledge and use of the marking policy.	English Dept On going	Marking policy – needs to be updated to include phonics marking	Sharing good practice	All student written work is marked regularly and students are familiar with the school symbols used to indicate errors. Marking supports the development of literacy skills and targets are reinforced across the curriculum.	Literacy audit & work scrutiny
Improve literacy support	Re-establish reading assistants and monitor regularly. Train year 11 student(s) to work alongside literacy TA during small group literacy sessions..	English Dept On going	N/A	Sharing good practice	Key Stage 4 students have an increased confidence in their own reading and literacy by working with selected students and key stage 3 students have more opportunities to read aloud	Eng dept
Improve the impact of Basic Skills sessions	Change to news and group reading activities	Established by English dept in Sept 2015. To be used by all staff from Sept onwards	New group reading book sets DVDs where appropriate	Staff training from SC re new format	Basic Skills lessons are taught every day and are given as much importance as other teaching periods. Students are engaged in reading for pleasure and are making better progress in literacy	Observations, work scrutiny and feedback from staff and students
Improve whole-school focus on literacy activities	Writing/spelling competitions re-established during basic skills as part of house activities.	English Dept On going	As needed for competitions	English Dept	Basic Skills activities support the house system and vice versa. Students value written tasks in a similar way to sporting activities which form a regular part of the house system.	Eng Dept

Improve monitoring of literacy progress	Monitor literacy support, literacy intervention and mentoring.	English Dept On going	Use primary tracking systems	Sharing good practice	Tracking of literacy interventions and their effectiveness is clearly and students can be identified who need support quickly and effectively. Interventions can also be modified where limited progress is made.	Use of tracking to influence interventions
Aim to achieve the Quality Mark for Basic Literacy skills.	Audit using Quality mark tools and development of appropriate monitoring paperwork to support Quality Mark requirements.	English Dept On going	As required by Quality Mark audit	Sharing good practice	The school can apply for the Quality Mark and complete the assessment process.	Through Quality Mark audit documents
Establish longer writing opportunities for students in all subject areas	SWAT tasks to start on a half-termly basis across all subject areas for years 7 to 10	All departments from Sept.	2015 onwards	SC to train all staff in SWAT tasks and work one-to-one with teachers to develop activities	Students are completing longer writing in all subject areas, through tasks which are specific to each subject and are therefore better prepared for writing for a range of purposes	Monitoring completed SWAT tasks and feedback from teachers