Our Lady and St Patrick's College, Knock

Literacy Policy

Policy Details

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
Statutory	8th March 2022	January 2022	January 2020	January 2025	Mrs McCausland

Related Documents and Location
1. Special Educational Needs Policy
2. Numeracy Policy
3. The Role and Function of the Learning Support Team (LST)
4. Community Relations, Equality and Diversity (CRED) in Education Policy
5. Assessment, Recording and Reporting Policy

All policies are available on the College Website and Private Folders.

Contents

1. Introduction

In Our Lady and St Patrick's College, Knock we recognise the right of every individual to develop his/her full potential in the area of Literacy. We seek to uphold that right and to provide equal access of opportunity and of educational provision to all students. The Literacy Policy outlines the strategy for the promotion and development of Literacy in Our Lady and St Patrick's College, Knock. This policy has been developed in consultation with all stakeholders of the College community including students, parents, staff and Governors. The roles and responsibilities of all stakeholders are made explicit. The policy is intended to ensure a productive, consistent approach is adopted in the promotion and development of Literacy, by detailing the existing and proposed practices and strategies implemented throughout the College which enable students to access the Literacy requirements of **all** subjects. It is the intention of Our Lady and St Patrick's College, Knock that its Literacy Policy will be compatible with the relevant guidelines as outlined in Appendix 1.

2. Aims

The aims of Our Lady and St Patrick's College, Knock's Literacy Policy are to:

- Ensure the College's Literacy provision reflects current DE/ETI guidance;
- Promote the development of Literacy across all relevant areas of the curriculum, ensuring a consistent approach to Literacy across the school;
- Support departments in recognising and exploiting meaningful opportunities to develop Literacy skills within all subjects;
- Raise the profile of Literacy within the school community
- Ensure that the Literacy needs of students are identified and supported as early as possible;
- Encourage and support staff to seek the child's view (mindful of age, maturity and capability) and involve him/her in all decisions about his/her education;
- Work effectively with primary schools;
- Use resources effectively and efficiently;
- Promote inclusion within our College community in line with the Community Relations, Equality and Diversity (CRED) in Education Policy.

3. Definition

Definition of Literacy: Every School a Good School (DE, June 2009) states that, 'Literacy is the ability to read and use written information, and to write appropriately and legibly for a range of purposes, within a range of contexts and for a variety of audiences. It also involves the integration of talking and listening and critical thinking with reading and writing and includes the knowledge that enables the speaker, writer and reader to recognise and use language appropriate to different social situations. Literacy permeates and develops learning in all areas of the curriculum, formal and informal, and all areas of social interaction and development'.

Count, Read: Succeed (DE 2011) adds that, 'Literacy involves the development of:

- An integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum;
- Knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;
- Formal and informal language across all areas of social interaction; and
- The ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material.'

4.   Duties, Roles and Responsibilities

The duty of the **Board of Governors** is to ensure that the School Improvement Plan contains robust and challenging annual targets for Literacy and that a whole-school policy on Literacy is in place.

The **Principal** has the responsibility to ensure that Literacy Provision is implemented in the College.

The **Vice Principal (Curriculum)** leads the structure, working closely with the Literacy Coordinator.

The **Vice Principal (Pastoral Care)** ensures that there is an integration of Special Educational Needs and Additional Learning Needs provision, with a focus on Literacy.

The **Head of Faculty**:
- is responsible for monitoring the Literacy targets and Action Plans in the School Improvement Plan in liaison with the Literacy Coordinator;
- liaises with the Literacy Coordinator to ensure that an annual Literacy target and Action Plan is set, implemented, monitored, evaluated and reviewed;
- liaises with the Learning Support Team (LST) to ensure effective Literacy provision for all students.

The Literacy Coordinator:
- is responsible for the development, implementation, monitoring and evaluating of a whole-school Literacy Policy;
- works with the Principal; Vice Principal (Curriculum); Head of Faculty; Heads of Department; Learning Support Coordinators and the Numeracy Coordinator to lead, manage and develop Literacy standards across the College;
- provides guidance and direction for the delivery of Literacy across the curriculum;
- provides INSET to staff;
- devises the annual whole-school Literacy target and Action Plans and ensures the actions are fully implemented in consultation with Heads of Department;
- supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas;
- works within the Learning Support Team (LST) to ensure effective Literacy provision for SEN students, students with Additional Learning Needs (ALN) and Newcomer students;
- provides advice to staff in relation to actions to address issues identified through Teacher Notes of Concern;
- in liaison with the Head of Junior English and Head of English, analyses and uses accurate data effectively to identify and track underperforming/underachieving students to intervene to address underperformance/underachievement and to monitor and review progress;
- ensures Literacy support is provided for identified students;
- manages the Literacy Peer Mentor Programme;
- liaises with contributory primary schools on Literacy matters and P7 transition;
- raises the profile of Literacy outside of the classroom.

Heads of School and Heads of Year ensure cohesion between Curricular and Pastoral Teams to ensure effective Literacy provision.

Heads of Faculty, under the direction of the of the **Vice Principal (Curriculum),** are responsible for ensuring that their subject departments adhere to the College's Literacy Policy.

Heads of Department implement the policy within their subject areas and help subject teachers develop strategies with Literacy needs.

The English Department:

- provides students with the necessary skills to apply their Literacy knowledge in many different contexts across the curriculum;
- liaises with other departments to attempt to ensure that students have appropriate Literacy skills for use within other subjects;
- seeks opportunities to use material from other subjects in English lessons;
- shares good practice with subject teachers in other departments;
- effectively uses Count, Read: Succeed to promote consistency in Literacy across the curriculum;
- consistently uses the Common Marking Grid when marking pupil work;
- recommends the use of a dictionary in all subjects throughout the College;
- uses the LST 'Note of Concern' to aid Literacy progression for students who present with difficulties;

The Head of Junior English liaises with the Literacy Coordinator to identify students who need additional support at KS3 to improve their Literacy skills.

The Learning Support Coordinator (LSC):

- liaises with the Literacy Coordinator to develop Literacy strategies to help FSM students, SEN students, students with ALN and Newcomer students to attain their full potential;
- shares good practice with the Literacy Coordinator;
- assists staff with the development and implementation of Individual Education Plans and Individual Learner Profiles; and
- identifies students eligible for exam access arrangements and liaises with the Vice Principal (Pastoral Care) to ensure that appropriate provision is given.

The **Assistant Learning Support Coordinator:**

- works cooperatively with the Learning Support Coordinator in fulfilling her responsibilities;
- undertakes the duties of the Learning Support Coordinator as required.

Subject Teachers are responsible for the day-to-day teaching and learning of all children in their classroom. They also identify students who may have Literacy needs and employ strategies within their subject areas for an initial period of 4-6 weeks. If no improvement is made during this time, a referral can be made to the LST using the Note of Concern.

The Learning Support Team (LST) is a whole-school planning and support mechanism for students. It is formed with the purpose of identifying and addressing the learning support needs of individuals and groups of students through the coordination, development, implementation, monitoring and evaluation of educational support programmes. A prime function of the Learning Support Team is to ensure that the needs of all students in the College are being met. This will be achieved through the Team facilitating collaborative planning and strategic implementation of provision between teachers, support staff, outside agencies, parents and students.

Parents are encouraged to become involved in the education of their children by:

- contacting the English teacher directly to discuss any parental concerns with regard to Literacy;
- contacting the Learning Support Coordinator (LSC) directly to discuss any parental concerns with regards to Literacy related SEN concerns;
- encouraging their children to use the range of strategies they have learnt across the curriculum to improve their levels of Literacy.

Students are responsible for:

- participating constructively in subject lessons across the curriculum in order to develop high levels of Literacy;
- taking increasing responsibility for recognising Literacy needs and making improvement;
- using the College Writing Checklist, Presentation Strategy and Spelling Strategy in the Student Planner to ensure high levels of Literacy;
- using the dictionary available in all classrooms when necessary; and
- reviewing the Literacy Policy through consultation with the College Student Council.

5.   The Learning Support Team (LST)

Learning Support Coordinator	Miss Antoinette Fox
Assistant Learning Support Coordinator	Mrs Emma McGlone
Literacy Coordinator (Acting)	Mrs Elena McCausland
Numeracy Coordinator	Mrs Claire O'Callaghan

6.   Identification and Application of Targeted Intervention

The early identification and application of targeted intervention are essential to ensure our young people meet their potential. The approach to identifying and addressing student low achievement or underachievement will be closely aligned to the approaches outlined in Count, Read: Succeed - A Strategy to Improve Outcomes in Literacy and Numeracy (DE, 2011). They will also mirror the procedures set out in the College Special Educational Needs Policy in section 6, page 6, point 2.

Underachievement is used to describe a situation where performance is below what is expected based on ability.

Low achievement is where a student is achieving to the full extent of his/her ability, but is well below average compared to his/her peers.

Subject teachers have a key role in identifying low achievement or underachievement in Literacy, and addressing it with the support of the LST.

Use of Baseline Curriculum-Based Measurement Data to Identify Need

P7 GL Scores and Progress Tests in English 11 are baseline tests to benchmark student progress in Literacy and to identify need. Key Stage 3 Common Assessments and summer exams, along with Progress Test in English 14 and Year 11 Unit 1 English Language results are used to measure student progress.

Targeted Intervention

Within the English Department

- The Head of Junior English and the Literacy Coordinator will meet regularly to analyse data and determine which KS3 students require intervention;
- The English Department will implement one of the following strategies for each of these students:
  - Further targeted support within class such as peer-to-peer work, group work and differentiated work;
  - An additional programme of study, mapped to the Scheme of Work, for students to work through at home;
  - Weekly participation in Peer Mentoring Programme with Year 13 students; or
  - Support sessions with the Literacy Coordinator or members of the English Department.

Across the Curriculum

- Classroom teachers will identify students of concern at departmental meetings;
- Classroom teachers will implement strategies for improvement and monitor progress;
- After 4-6 weeks of teacher support, review progress; if none, fill in the LST 'Note of Concern' in the LST folder in PF3 and forward to the Learning Support Coordinator (LSC) and Head of Department to aid Literacy progression for all students who present continued Literacy difficulties;
- The LST will assess the pupil needs and implement one of the following strategies:
  - Further targeted support within class;
  - Use classroom assistants to work closely with the Learning Support Coordinator, the Literacy Coordinator and subject teacher to assist the pupil with differentiated work;
  - Weekly participation in the Literacy Peer Mentoring Programme with Year 13 students; or
  - Support sessions with the Literacy Coordinator or member of the English department.

7. Equality and Diversity

The College recognises the right of every individual to develop his/her full potential in the area of Numeracy and is committed to providing an inclusive education for all students. In accordance with Section 75 of the Northern Ireland Act 1998, we seek to have due regard to the need to promote equality of opportunity and good relations with students in respect of equality characteristics.

Special Educational Needs

Definition of Special Educational Needs: A student will be regarded as having Special Educational Needs if he/she meets the criteria of The Education (Northern Ireland) Order 1996 which defines Special Educational Needs as follows:

> "A child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her."

> "A child has a learning difficulty if he or she:
>
> (a) has a significantly greater difficulty in learning than the majority of children of the same age;
>
> (b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in ordinary schools."

Definition of Special Educational Needs Provision: Special Educational Needs provision means, "provision which is additional to or different from the provision made generally for children of the same age in ordinary schools". (Education (NI) Order 1996, Part 2, Article 3)

Definition of Disability: A pupil is regarded as having a disability if he/she has a physical or mental impairment which has a substantial long-term adverse effect on his/her ability to carry out normal day-to-day activities. (1995, Disability Discrimination Act)

The Learning Support Team (including the Literacy Coordinator) will seek to:

- Follow the guidelines set out on page 5 of the College's Special Educational Needs Policy:

  A prime function of the Learning Support Team is to ensure that the needs of all students in the College are being met. This will be achieved through the Team facilitating collaborative planning and strategic implementation of provision between teachers, support staff, outside agencies, parents and students.

Newcomer Students

<u>Definition</u>: Newcomer students are children who do not have "satisfactory language skills to participate fully in the school curriculum and who do not have a language in common with the teacher" (Every School a Good School - Supporting Newcomer Pupils, April 2009).

- The Literacy of each student will be benchmarked by the Learning Support Coordinator (LSC) using an appropriate test;
- The Literacy Coordinator will work with the Learning Support Coordinator (LSC) to identify appropriate strategies to assist Literacy progression and, if appropriate, liaise with the Intercultural Education Service (IES).

8. Monitoring and Evaluation

The Literacy Coordinator is responsible for monitoring, evaluating and reviewing Literacy across the curriculum. The whole-school Literacy Policy is reviewed and revised every three years. The Literacy Coordinator reports annually to the Principal on the development and progress of Literacy. The Literacy Coordinator evaluates the success of the annual Literacy target and action plan and completes a report focusing on the strengths and areas to improve upon to inform future planning. The strategies, procedures and practices of the Literacy Policy will be reviewed regularly in light of the need of the College and its students.

9. Staff Development

The College is committed to an ongoing INSET programme updating staff on relevant Literacy developments and in building expertise in the area of Literacy within and across departments.

10. Raising the Profile of Literacy outside the Classroom

In order to promote a positive attitude to learning, we will develop the following:

- Literacy noticeboard;
- Literacy articles in Communiqué;
- Students participating in International Literacy Day competitions;
- Book Week NI;
- World Book Day events; and
- Literacy events, challenges and competitions run throughout the year.

11. How to Raise a Concern or Make a Complaint about the Administration of this Policy

If you have a concern or complaint about the administration of this policy, please contact Mr McCormick, Vice Principal, in the first instance. If necessary, you may then access and follow the College's Complaints Procedure which is available on the College website at www.knock.co.uk. Should you remain dissatisfied with the College's response after completing the internal complaints procedure, you can bring your complaint to the Northern Ireland Public Services Ombudsman within six months. Contact details for the Northern Ireland Public Services Ombudsman are provided on Page 11 of the Complaints Procedure.

Signed:	*Mr Leo O'Reilly* **(Chairperson of Board of Governors)**	**Date:**	*8th March 2022*
Signed:	*Miss Deborah McLaughlin* **(Principal)**	**Date:**	*8th March 2022*

Relevant Guidelines Pertaining to Literacy

- DE School Development Planning and Target Setting (Post-Primary) (May 2019)

- ETI: Chief Inspector's Report 2016-2018

- ETI: Post-Primary Inspection Guidance (September 2018)

- ETI: Learning Insight Profile (September 2017)

- ETI: Report of a Monitoring Inspection, Our Lady and St Patrick's College, Knock, Belfast (June 2017)

- ETI: Inspection Self-Evaluation Framework (January 2017)

- ETI: Promoting Improvement in English and Mathematics (July 2016)

- ETI: A Joint Report by the Department of Education and Skills Inspectorate on Promoting and Improving Literacy in Post-Primary Schools (April, 2015)

- ETI: Survey of Best Practice in English and Mathematics in Post-Primary Schools (September 2013)

- DE: Reading, Writing, and Spelling for Children with SEN

- ETI: Better English (2011)

- DE Circular 2011/10 (13/05/11) – Count, Read: Succeed - A Strategy to Improve Outcomes in Literacy and Numeracy (May 2011)

- DE: Every School a Good School: A Strategy for Raising Achievement in Literacy and Numeracy Count, Read: Succeed - A Strategy to Improve Outcomes in Literacy and Numeracy (March 2011)

- DE: Reading, Writing and Spelling for Children with Special Educational Needs

- DE: Every School a Good School: Supporting Newcomer Students (March 2009)

- DE: Every School a Good School: A Policy for School Improvement (April 2009)

- DE: The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007

- UNCRC Articles 12, 28 and 29 (1992)

Glossary

ALN	Additional Learning Need
ALS	Additional Learning Support
CA	Classroom Assistant
CRED	Community Relations, Equality and Diversity
DE	Department of Education
EA	Education Authority
IEP	Individual Education Plan
IMP	Individual Medical Plan
ILP	Individual Learner Profile
INSET	In-Service Education and Training
LSC	Learning Support Coordinator
LST	Learning Support Team
PRSD	Performance Review Staff Development
SEN	Special Educational Needs

Learning Support Team - Teacher Note of Concern

(Available in the LST folder in Private Folder 3)

Name of Student		Class	
Subject		Teacher	
Date		Key Stage	

Concerns	
Please give a brief description of the student's difficulties. *e.g. Organisation, lack of concentration, ability to engage with tasks set, gaps in knowledge* (Ref: pg 7-8 LST doc.)	
What strategies have you tried? Student should receive one cycle of time bound (4-6 weeks) additional support in class. (Ref: pg 5 LST doc.)	
What strategies have been beneficial?	
What is the student's view of his/her difficulties?	
Please detail any liaison you have had with the student's parents regarding this matter.	
Please detail any liaison you have had with the Pastoral Team regarding this matter.	

Signed: _____   **Date: _____**

Please complete this form in as much detail as possible and email to the Learning Support Team (LST). Consideration will then be given by the LST as to how best to proceed and whether or not the child's name will be added to the SEN register. Please ensure that you have relevant data/evidence to support this Note of Concern.