



English/Literacy policy

The Kassia Academy

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1. Aims

At The Kassia Academy we firmly believe that literacy is an essential skill to enable students to read and write confidently in every subject across the curriculum. These skills are vital in helping our learners make sense of the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At The Kassia Academy we recognise that improving literacy will have a positive impact on students' self-esteem, motivation, behaviour and attainment.

As such, we believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Reading has been shown to improve health and wellbeing, as well as improving compassion and empathy for others. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age. Baseline data will inform us of individual intervention need.

At The Kassia Academy we:

- Celebrate reading for enjoyment
- Explicitly teach vocabulary appropriate to each subject area
- Use effective strategies to support comprehension and vocabulary acquisition
- Promote classroom talk to enable quality written work

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)
- The [National Curriculum programmes of study for English](#)

3. Our vision for English and literacy

At The Kassia Academy our vision is reflected in our English curriculum consisting of expression and empathy, expectations and enlightenment, encouragement and enjoyment. The vision is to equip students with a desire to express their views; develop working relationships between students and teachers which share high expectations; to feel valued and to be excited about life and actively encouraged to pursue their ambitions beyond the school environment. We recognise the role of literacy as being instrumental in students achieving their very best at The Kassia Academy and the English focus takes an active role in enabling all students to access the full benefits of our tailored curriculum.

We believe in delivering an accessible English curriculum that engages students by breaking down learning and providing clear direction in structured steps. Flexibility and freedom for staff and students within this framework ensures that learning is personalised, enjoyable, sequenced throughout KS3 and KS4 and progressive.

4. Our guiding principles for teaching English and literacy

We teach English and literacy best when:

- There's a joyful culture around reading in the school, with learners confident to express their opinion
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress (summative and formative)
- We introduce pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom texts within reading corners
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps (through on entry testing) and make sure interventions target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions across the curriculum to support a rich thread of vocabulary
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs, for example with intervention activities
- Pupils have plenty of opportunities to develop their speaking and listening skills via activities such as small-group work, emotional literacy interventions, guided reads and 1:1 reading with learning mentors and the school therapy dog.

5. Roles and responsibilities

5.1 The Headteacher

The Headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write fluently and effectively
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books, reading areas, magazine subscriptions and other reading and literacy resources

5.2 Head of department

Our head of the English/literacy department is Heather Burke. Heather is responsible for providing leadership and management for English and literacy to ensure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and literacy
- A whole school approach to literacy and reading
- Effective use of resources

5.3 Teachers

Teachers are responsible for:

- Planning and delivering effective and engaging English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking, assessment and feedback
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

The aim of the curriculum policy at The Kassia Academy is to provide **bespoke, high quality and engaging education** using trauma informed approaches, which inspires pupils to re-engage with education, has a positive impact on all young people and results in fostering **empathy, resilience** and strategies to cope with their **emotional responses**. We believe this prepares our students for the future.

Some learners will require access to a range of vocational qualifications alongside their core qualifications of English, Maths and Science. Our broad and balanced curriculum offer is one of our key strengths and gives our learners opportunities to access a wide range of qualifications giving them the skills they need to succeed in post 16 life.

	Pathway 1	Pathway 2	Pathway 3	Pathway 4
Centre	Key stage 3 Willows	Key stage 3 Oaks	Key stage 4 Willows	Key stage 4 Redwood
Core Subjects	English Maths Science	English Maths Science	English Language English Literature Maths Statistics Science (offered at GCSE, functional skills and entry level) Religious Studies	English Language Maths Science (offered at GCSE, functional skills and entry level)
Foundation subjects delivered through Project Based Learning	Art, Computing, Religious Education, History, Geography, PE, Technology, Music, Languages	Art, Computing, Religious Education, History, Geography, PE, Technology, Music, Languages	N/A	N/A
Option Qualifications			Travel and Tourism, Sports Science, Sport and Coaching, Exercise studies (Independent study can be facilitated for additional option subjects).	Travel and Tourism, Sports Science, Sport and Coaching, Exercise studies, Catering
Vocational Qualifications			Construction, Hair and Beauty, Motor Vehicle Studies	Construction, Hair and Beauty, Motor Vehicle Studies
Personal Development	PSHE (including CEIAG), SMSC, Forrest Schools, Commando Joes, <u>Qarsome</u> Project (rowing), Accent Music, Enrichment	PSHE (including CEIAG), SMSC, Forrest Schools, Commando Joes, <u>Qarsome</u> Project, Accent Music, Enrichment	CEIAG, SMSC, PSHE, Duke of Edinburgh, Sport, Enrichment	CEIAG, SMSC, PSHE, Duke of Edinburgh, Sport, Enrichment

Our vision and purpose for our Teaching and Learning and curriculum stems from Biesta (2009) who states these key components for success for learners:

- Qualification – this can be work, citizenship or further study
- Socialisation – learners become a part of society, learning norms, knowledge and values
- Subjectification – making sense of themselves, others and their place in the world

Learners are ALL expected to leave with a English/Literacy qualification starting with entry level/functional skills leading on to a full GCSE through AQA and/or Edexcel. The curriculum policy can be accessed on our school website under Curriculum and in Key policies.

6.1 Timetabling

- In KS3 learners will access English/Literacy 5 lessons a week with one lesson being a Literacy intervention and one lesson being a comprehension lesson

- In KS4 learners will access a minimum of 4 English/Literacy lessons a week dependent on pathway
- All learners will access a 1:1 session with a learning mentor once weekly focusing on emotional literacy
- In KS3 learners will access speaking and listening sessions as part of the reflection at the end of the day with an adult reading an appropriate or topical text
- Across both sites (Longbarn and Orford), learners will have weekly access to a library.

6.2 Cross-curricular links

We facilitate cross-curricular learning of English and literacy skills, making sure the links with other curriculums are natural and not forced. This is achieved through careful planning and sequencing of topics and activities in other subjects, such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic-based research
- Project Based Learning aligns very closely to our English/Literacy curriculum

6.3 Differentiation

We provide suitable differentiation and adaptations to ensure all learners make maximum progress in English and literacy by:

- Recognising where some learners need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as writing frames to scaffold pupils' learning
- Identifying learners who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support to aid their progress and attainment. We will monitor these closely to move learners in and out of these groups as needed
- Making sure learners who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson
- Ensuring that tasks are created to meet ability and not ARE

7. Reading

Our aim for reading is to improve fluency, accuracy and contextual understanding, building on their comprehension skills, including empathy and emotional literacy which is a huge barrier to our learners. Learners are given as much opportunity as possible to access texts relevant to learning and improving their oracy. To ensure we have a comprehensive coverage of reading opportunities we have the following strategies and learning interventions:

- Learners having a 1:1 weekly reading session with a learning mentor with directed questioning based around decoding, literal comprehension, reorganisation,
- Access to a school library
- A guided read session once weekly in class
- An adult reading to the class at the end of the day during reflection
- A comprehension lesson within the weekly English learning schedule
- A computer based English SALT based reading intervention once weekly (Bedrock Intervention)
- Opportunities to access and read topic related texts in English and PBL

8. Marking and feedback

At Kassia Academy we have effective marking as it is essential in enabling teachers to monitor the progress of students. This is Formative Assessment completed after and during tasks. Teachers should aim to mark books/folders on a daily basis (where applicable) basis for all classes. Live marking is encouraged to promote quick addressing of misconceptions and concepts.

In English the teachers follow the marking code as set out in the teaching and learning policy (available on our website). At the end of term all learners access formative assessment from their written work. At Key Stage 4 formative assessment is utilized when completing exam practice questions, every time they are set and marked. This enables teachers to assess progress, identify gaps, strengths and weaknesses and for learners to reflect on what they need to do to improve.

9. Monitoring, assessment and moderation

9.1 Monitoring

The senior leadership team monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points (on entry testing).

School leaders/the English/Literacy lead will monitor and evaluate the impact of teaching on pupils' learning through:

- Termly learning walks
- Reviewing marking and feedback regularly
- Termly pupil progress meetings
- Book scrutiny's
- Lesson observations
- Performance management

9.2 Assessment

At The Kassia Academy we track pupils' progress through the curriculum using a combination of formative (to monitor student learning to provide ongoing feedback that can be used by instructors

to improve their teaching and by students to improve their learning) and summative (to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark) assessment.

Learners are assessed on entry via a range of base line assessments and are tested again at the end of every full term to assess progress and ensure they are on the right pathway with predicted outcomes. In KS4 learners will use, in-school summative assessment such as termly tests/ mock exams, and formal summative assessment in the form of GCSEs past papers.

We provide regular targets for pupils which are set during termly pupil progress meetings alongside parents and dual schools. The Kassia Academy provide termly written reports at these meetings which are discussed with the child, parents and dual schools. School reports comment on Attendance, behavior, skills for learning and academic achievement (broken down incrementally to show small steps of progress) and predictions for the end of KS4.

9.3 Moderation

At Kassia Academy we standardise moderation by marking in pairs of subject specialists. Where this is not possible we encourage and support staff to mark for their exam boards. Writing samples are regularly standardised to demonstrate how pupils' work meets National Curriculum attainment targets for KS3 and KS4, to help with assessment.

Key Stage 3

Three lessons are delivered each week covering key criteria listed in the National Curriculum. Texts studied are broad and ambitious offering alternative formats for those of lower ability. The curriculum is sequenced to support learning offering a range of fiction and non-fiction texts that offer opportunity and education in regard to the British Values. Please see curriculum map (available on our website) for sequencing and range of texts.

Every third lesson ensures recall tasks are used to monitor learners' progress. Smart targets are used to monitor daily progress and give learners / teachers clear assessment criteria. Marking is used in accordance with the marking policy, using highlighting to identify key areas of strength and improvement. Assessment criteria for each smart target is created in accordance with national curriculum covering reading and understanding, spelling and grammar and creativity and engagement.

At the end of each unit learners are asked to complete an independent assessment that monitor progress. Support with this task is monitored using the 'WS / I' section of the smart target. This takes place within the classroom under controlled conditions.

Key Stage 4

Students follow the GCSE curriculum. Learners cover a variety of text types and apply prior knowledge. Texts are made relevant by considering context along with the current social and moral issues.

Assessment involves continuous learning checks within the classroom. Furthermore, students complete GCSE style questions in order to monitor progress. These are marked in accordance to the mark scheme given. Support is given in accordance with access arrangements and noted via the smart target.

10. Learning environment

Pupils will learn English and literacy in spaces that:

- Lower number of learners
- Higher level of adult support
- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet and calm
- Adhere to trauma informed practice ie; are clean and tidy, have reduced distractions, for example not containing a distracting amount of decoration, painted neutral and calming colours, have accessible resources.

11. Resources

11.1 Books

As well as the core texts set out in the GCSE programmes of study, we will select and use books in our school library that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary
- Have illustrations that are engaging and reflect pupils from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction
- Books written or about the LGBTQIA+
- Topic based books for Project Based Learning linked closely to the English/Literacy topic.
- In class reading area with a varied selection of books

11.2 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by:

- Ensuring all classes have access to a set of dictionaries and thesauruses in each classroom

- Allowing pupils to use ICT (where in use in lessons) during lessons to look up words meanings and synonyms

12. Review

This policy will be reviewed every year by the Headteacher and English/Literacy Lead. At every review, the policy will be shared with the full governing board.

13. Links with other policies/ documents

This policy links with the following policies and documents all of which can be found on our website:

- Curriculum policy
- SEN/SEND policy and information report
- Teaching and Learning Policy
- Curriculum Maps