



Policy Statement for **Writing** at Bishop Milner Catholic College

'If your gift is serving others, serve them well. If you are a teacher, teach well'
(Romans 12:7)

Created on: June 2020

Approved by Local Governing Body:

To be reviewed by: June 2021



Policy Statement for Writing at Bishop Milner Catholic College

INTENT: Successful communication is integral to the future successes of our students; therefore, a mastery of the written language is essential. As an intrinsic life skill, we must empower students with the ability to write cogently, competently and creatively. Across the curriculum, teachers must take responsibility for demonstrating high standards of literacy, articulacy and the correct use of Standard English within their discipline area. Lessons must explicitly identify appropriate writing styles, accurate application and offer challenge and support to develop these skills. Ultimately, our approaches to writing must enable students to communicate effectively within varied scenarios outside of a school environment.

IMPLEMENTATION: For students to be both supported and challenged in their writing, we must commit daily to our 4 main approaches to writing:

1. Common Strategies for the Teaching of Writing:

When planning and preparing written work, teachers should ensure that writing tasks and activities are ambitious and challenging - reflecting the knowledge and skills required for that topic at that phase of learning. As teaching and support staff of BMCC, we will apply the **Whole-college Writing Strategies (Grammar Check, Writing Style and Vocabulary)**. These strategies should be used in conjunction with the careful planning of the writing needs of the task and abilities of students. Approaches to the teaching of writing should be explicitly seen regularly in lessons.

2. Explicit Understanding of the Need to Develop Writing Skills:

Teachers will plan, prepare and deliver lessons that take in to account the writing needs within their discipline area and of their students. To help us strive for best practice, we should consider: **Cultural Literacy:** how does this style of writing operate in culture/wider society? **Critical Literacy:** identifying and understanding discipline-specific language. **Creative Literacy:** understanding how to organise ideas- expressing opinions and knowledge effectively. **Competence:** demonstrating varied writing skills and control of written expression needed to be successful. Students should be guided to develop their writing skills and understand the importance of clear, effective communication. Longer responses should be deconstructed and students taught how to re-create them.

3. Promoting Writing Skills Across the Curriculum:

Expand the opportunities for **developing written skills within your subject area**. Written tasks should have clear criteria and outcomes. The use of **quality examples and models** of subject-specific material will enhance students' written capabilities. The use of **Key Stage-specific vocabulary lists** will help broaden vocabulary and improve accuracy of application. Setting reading Preparatory Study to include articles and texts around discipline areas will encourage curiosity of knowledge and broaden the scope of exposure students have to subject specific texts. Teachers should acknowledge and celebrate how quality reading goes hand in hand with quality writing.

4. Assessing Writing Skills:

Students' **written competency** will feature in both the verbal and written feedback offered by teachers. Misconceptions and errors will be identified with opportunities for students to correct and practice specific writing skills, this should include: spelling, written expression, grammar and punctuation. Students should be encouraged to **peer and self-assess** their work to identify errors and **correct their mistakes** in writing – but not without clear and purposeful success criteria that has been provided by the teacher. The process of **drafting and redrafting** should be acknowledged as a way to carefully craft extended pieces of work, ensuring the needs of audience, purpose and form are met. Again, students must be supported in building up the stamina required to write well: deconstructing, checking, returning to make improvements. Teachers must find ways to praise, celebrate and reward the writing successes of students and students must be made to feel proud of every small successful step towards the completion of an extended piece of writing.

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Policy Statement for **Reading** at Bishop Milner Catholic College

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Policy Statement for Reading at Bishop Milner Catholic College

INTENT: Reading is the most crucial literacy skill for cross-curricular success. Our learners need to be able to read sufficiently in order to understand and take greater meaning from the variety of texts they are exposed to. All teachers at Bishop Milner are expected to enable equitable access to their curriculum through appropriate support and challenge in reading. Lessons that provide opportunities to facilitate the assessment of reading; activities that focus on enhancing reading skills; understanding of subject specific vocabulary, and, provision of further reading opportunities through Preparatory Study. Ultimately, our approaches to reading within college should challenge and enhance students' skills - enabling them to become confident and independent readers.

IMPLEMENTATION: For students to be both supported and challenged in their reading, we must commit daily to our 4 main approaches:

1. **Common Strategies for the Teaching of Reading:**

Teachers planning lessons should be aware of the **reading age of students as well as the reading material** used in lesson. Texts that are chosen should be ambitious and challenging, reflecting the knowledge and skills required for that topic at that phase of learning. As teaching and support staff, we will apply the **whole college reading strategies (DARTS, Word Level Reading and Questioning)** to both support and challenge students in their reading and ability to access the material required for learning. This should be applied to a varied range of text-types and play a key role in enabling students to gain new knowledge. **Medium-Term Sequences** of lessons should also take into account the glossary of subject terms that will be required to unlock the learning power of students during that particular stage of their journey.

2. **An Active Diet of Reading Each Day:**

Teachers will plan, prepare and deliver lessons that take into account the reading needs of students they teach: ensuring that opportunities for **individual, paired, group and adult modelling of reading** are made explicit. Seeing and experiencing **reading in action** is important to develop skills and to aid basic comprehension. Active reading should be applied to a varied range of text-types and there should be an example of active reading in EVERY lesson. **Short-Term Sequences** of lessons should also take into account how key subject terms should be learnt or re-visited, in order for students to access new knowledge and/or re-visit and consolidate prior learning.

3. **Promoting Wider-Reading Across the Curriculum:**

Departments should expand the opportunities for **reading within each academic discipline** - empowering students to **develop knowledge of their subject through reading**. This can be provided through guided reading as part of 'Preparatory Study' and pre-reading lesson materials or targeted research. Independent reading should also be encouraged within lessons and during tutor times. The use of Subject Specific Reading Lists, reading notice boards, reading prompts as part of classroom displays, competitions, research and pre-reading activities should also support the broadening of reading around subjects. Year 7 and year 8 students are also given a Reading Journal and expected to record the extra reading they do outside of college hours.

4. **Closing the Gaps:**

Students who enter college are assessed in reading, providing a **Reading Age and Standardised Score** (reading assessments are completed twice yearly). Those who are identified as needing further support will be enrolled on to a **reading recovery programme** (Year 7 & 8) to include further reading tuition and intervention and reading support at home. Identification of their difficulties will be shared with staff, along with suggested strategies, to support reading across the curriculum. Regular CPD on Reading and SEND will be facilitated to give teachers and support staff confidence when nurturing the reading skills of the students they work with. Where possible, support staff will also play a key role in reading interventions outside of the classroom.

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