

LITERACY STATEMENT & PROPOSALS 2021-2022

At Hodge Hill College we are striving to meet the literacy needs of our student cohort through increasing their access to high-quality reading resources, which will in turn have a positive impact upon comprehension, attainment and build essential life skills. We believe that a high standard of Literacy provision underpins student success and therefore it has become an integral part of our form time provision across the school and has now been adapted and updated to meet the needs of pupils in the era of COVID 19 and beyond and will be developed further with the introduction of cross-curricular links between our Humanities led form-time 'Global Citizens' programme and a core focus on the strengthening of literacy skills at Key Stage 3 with the introduction of the Reading Recovery Programme for years 7 and 8 in 2021/22. For 2021/22 we have also introduced a daily intervention for year 10 and 11 pupils with reading ages significantly below age related expectations with all pupils selected granted access to the Accelerated Reader Programme.

In short, our main focus is to improve upon low reading ages across the school through a variety of measurable approaches and interventions that can be monitored throughout the course of the academic year. At Key Stage 3, student engagement with reading materials is triangulated through a co-operative system between the student, teaching staff and parents/carers and we aim to improve parental links and family engagement with regard to promoting a love of reading in years to come with communication with parents and students now faster than ever with the school's migration of home learning resources onto Class Charts and its messaging and announcements features proving to be a speedy form of communication between the school and the homes of our students.

We are also happy to announce that since February 2021, we have migrated our student library for reading for pleasure into an online format in order to further improve our monitoring of engagement with reading on a whole school level.

Previously, during the Autumn term of the 2020/21 academic year, we had operated a year group rota system in order to for students to select reading materials within which form groups were allocated a library visit slot and groups were allocated a time to select an age-appropriate text and would then be given a set deadline to read, review and return the text after getting their respective reading records signed by parents. Once a 6-week cycle had been completed, the process would begin again with texts returned and replaced by all students. This system of reading and commenting on texts via the provision of a reading record was one familiar to our students as it mirrored those used by the majority of our feeder schools within the local community. Whilst this system worked relatively well in challenging circumstances and it allowed us to be able to ensure that every student between years 7-9 had a reading book at all times throughout the course of the academic year, there was room for improvement with regard to how it was monitored and its impact upon reading ages, and with limited time available during library visits, ensuring that all pupils were reading texts that would challenge them and develop core literacy skills had proven to be difficult. In short, we wanted to expand the horizons of our students beyond their typical comfort zone and to break a cycle of a strong preference towards texts and authors familiar to them and to provide all pupils with a varied reading diet during their time at the school.

INTRODUCTION OF A NEW AND BETTER SYSTEM: ONLINE LIBRARY AT HODGE HILL COLLEGE

In response to this, in February 2021 we launched the MyOn online library to all students. Each student at Hodge Hill College now has easy access to over 6000 Fiction, Non-Fiction and subject-driven texts 24/7 and now has greater access to the reading resources than ever before. Whilst we are pleased to increase student access in this area, most pleasing of all is that our new online system utilises existing reading age data stored on our school database to attune reading materials to the correct level for each individual student, meaning that students are not now just reading more texts, they are reading more of the **right** texts. In addition to this, from a data collection perspective, as a school we are now able to more rigorously monitor the reading habits of our entire cohort; including what is read, how long it is read for, trending texts and subject matters and also enables our students access to methods of reading which break with traditional student perceptions of reading. This includes the availability of an audio book function that can be sped up or slowed down to suit the needs or preferences of individual students, comprehension quizzes and the ability for staff to know exactly where students are at with their reading and what can be done to further improve in this area. The online library, although it is in its early stages has vast potential for improving our literacy provision in the long term and will undoubtedly be an invaluable resource to our students and staff. Each student at Key Stage 3 now must meet a weekly reading target of a minimum of 30 minutes per school week. The meeting of this target on a year group level is rigorously monitored by our pastoral team and in order to incentivise reading for pleasure even further, a variety of rewards available to all students have been introduced and implemented including: Reader of the Month, The 20/20 Visionary Award, The Form Group Reading Challenge, The Millionaires Club and special competitions that celebrate World Book Day including 'The Masked Reader' and '100 for 100'.

GLOBAL CITIZENS FORM TIME PROGRAMME

The Global Citizens form time programme currently provides an over-arching theme to literacy based form time provision at Hodge Hill College, with slots allocated to delivering the programme to all year groups even in the absence of form time in the COVID 19 era with weekly themes tied to the weekly theme for whole school assemblies delivered by the school leadership team and departmental leads.

The aim of Global Citizens is to promote core British Values, expose students to important SMSC themes and concepts and to build cultural capital within the school through the in depth exploration of a given topic. Students are provided with high-quality resources linked to weekly themes delivered to students via year group assemblies and students are required to read and engage with a variety of texts linked to current affairs in the world around us. Students are provided with opportunities to develop reading, writing and speaking and listening skills during each form time session, with opportunities provided each week to demonstrate what they have learnt through answering 3 key questions linked to the weekly theme.

ACCELERATED READER OVERVIEW: TESTING, TARGETING AND FURTHER INTERVENTION

Every student on-roll now takes an annual online reading test through our Accelerated Reader programme which provides all staff with accurate reading ages for all students in order for teaching staff to adjust resources accordingly to suit the needs of their students. The programme also provides the Inclusion Team with relevant diagnostic data which is then utilised in order to highlight students most in need of more significant intervention and reading support. This data is triangulated with in-class progress in order to ensure that the correct students are being targeted. A new round of whole school reading tests will take place when pupils fully return to school in order to ensure that the correct students are being targeted for further intervention and to assess the impact of extended periods of remote learning and to inform the recovery curriculum in place at the school.

ACCELERATED READER INTERVENTION YEARS 8-9

Students from years 8-10 that fall significantly below our age related threshold receive an AR licence for use in specified intervention slots. Reading and associated quizzes and resulting progress are monitored by our school librarian, with information regularly fed back to the Assistant Head Teacher of Inclusion & Literacy in order to follow a consistent 'Plan, Do, Review' cycle in order to determine the level of support needed by a student going forward.

ACCELERATED READER YEAR 10-11 FORM TIME INTERVENTION

For 2020/21, all pupils of concern took part in a morning Accelerated Reader intervention that ran for 25 minutes for 2 sessions per week for each targeted pupil. The aim for each pupil was to reach an RA of 12 in order to place all year 11 pupils comfortably into the expected reading age range for our cohort and to increase their access to a higher standard of reading materials, including external examination papers, which typically have a reading age of between 14-15 years. Whilst it is not possible to guarantee that every year 11 pupil will reach age related expectations with regard to their given reading age, we feel that this intervention better-equipped the targeted students involved with a higher standard of reading skills through using the tried and tested formula provided by the Accelerated Reader format. Pupils were allocated texts within their own ZPD (Zone of Proximal Development) and could see visible progress with their own development of reading skills through demonstrating that they were ready to take on more difficult texts through comprehension quizzes provided for each text via the Accelerated Reader software.

In order to improve this intervention further we have now adapted the form time provision for all year 10 and 11 pupils that fall significantly below age related expectations for our cohort and 2 form group per year group are now allocated to delivering this intervention consistently and to a high standard for larger numbers of pupils than ever before on a daily basis. As data is regularly produced and monitored through student participation in the programme, we are able increase and decrease group sizes as and when required in order to ensure the right students are targeted for further intervention as and when they need it.

WORK HARD, GET REWARDED: LITERACY REWARDS AND EVENTS

With student engagement and progress now easier to monitor and manage across the whole school cohort, targeting groups and individual students for Literacy rewards and reward events will reward pupils that are working hard to improve their reading skills. When pupils make a full return to school an 'Uber Eats' voucher system and reward badges will be introduced and provided to 2 students each month per year group; rewarding a 'reader of the month' and a 'most improved reader' in order to encourage both avid and reluctant readers to increase use of the online platform and reinforce our core aim of reading regularly but also with the aim of encouraging and incentivising reading for pleasure on a much wider scale. There will also be an annual form time reading competition made available to all Key Stage 3 pupils with the aim of accumulating the highest number of minutes read over the course of the academic year and will run between September and July each academic year, with a literacy themed 'Escape room' style event and after-party provided to the winning form group across the key stage. Utilising the rewards system effectively will

be an essential part in encouraging better reading habits at a whole-school level in the next academic year and making reading for pleasure more visible to all staff and students at the school.

READING FOR PLEASURE AND HOW THE ONLINE LIBRARY CAN HELP SUPPORT THIS

In line with accredited academic reading research we want to encourage all students at Hodge Hill College to read for pleasure with a target of an average of 20 minutes of reading for pleasure per day. Early indications from our reports function on our online library provide us with invaluable information regarding student reading habits, including minutes read per day, peak reading times throughout the course of a week and reading preferences which can be utilised to inform our conversations with students and in turn our provision for all pupils.

Achievement Coordinators for each year group will be provided with weekly snapshots of reading data for their cohort in order for them to encourage students on a wider scale. Achievement coordinators will also be provided with names of students not engaging with reading in order to encourage further and better use of our online library in a similar fashion to conversations held regarding students not engaging with online learning during recent national lockdowns during COVID 19. Conversations about reading and its pivotal importance to student success need to become part of the daily conversations between staff and pupils going forward. We want to break the stigma that reading is a chore for all pupils and make use of our new online system to its fullest potential in order to make it an essential and valued part of any given student’s weekly routine. When and how reading takes place no longer needs to be set quite as formally as prior to our introduction of the online library. We can now see and most importantly prove that reading is taking place; in theory, the only thing that now needs to be measured is how much individual pupils are reading and what pupils enjoy reading most so that our provision can be fine-tuned on a broader scale.

The online library provides the student with more flexibility to fine-tune their reading profile to be better suited to their personal reading preferences and we believe reading for pleasure will increase across our cohort as a result of this greater scope of choice and control. As monitoring of our previous reading programme has suggested, our student cohort tended to express a strong preference for reading materials of very mainstream texts or authors largely due to their familiarity, if not their appeal. In providing students with greater scope for broadening their reading diet we believe students will inevitably experiment with reading a wider range of texts than under the previous system which can only be beneficial in the long-term.

IMPACT OF COVID 19 AND READING RECOVERY INTRODUCTION FOR YEAR 7 AND 8 IN 2021/22

When pupils returned to school on a full-time basis, all pupils completed a standardised reading test during school time within the Spring term in order to assess the impact of the stop-start nature of the 2020/21 academic year on reading ages. Following the first national lockdown, targeted pupils enrolled on the Accelerated Reader programme completed a new STAR reader reading test in order to assess whether the extended period of home learning had impacted upon reading ages, however in students assessed, the vast majority tested to the same level or with minimal differences in terms of improvement or regression in comparison to their previous round of testing.

| Year Group | Below 9.0 (pre lockdown) | Below 9.0 (post lockdown) | Below chronological age (pre lockdown) | Below chronological age (post lockdown) | Above chronological age (pre lockdown) | Above chronological age (post lockdown) |
|------------|--------------------------|---------------------------|--|---|--|---|
| 7 | 19% | 18% | 63% | 59% | 37% | 41% |
| 8 | 12% | 16% | 61% | 67% | 39% | 33% |
| 9 | 5% | 7% | 64% | 64% | 36% | 36% |
| 10 | 5% | 7% | 89% | 84% | 11% | 16% |

INTERVENTIONS

- Students who have dropped significantly (2+ years) – letter home to encourage increased use of online library
- Accelerated reader logins issued to students already known to be vulnerable
- Students with extreme decrease in reading age (4-5 years) to re-take test before end of 2020/21 academic year to confirm accuracy of result

- Y10s considered to be vulnerable to be placed into form time accelerated reader programme (when form time returns)

In the academic year 2020/21, students in year 7 and year 8 were allocated 1 additional English lesson or 'Library lesson' within which students have been given an opportunity to take part in group reading of 'The Hodge Hill Chronicles', and to build reading skills of deduce, infer, predict, synthesising evidence and other reading strategies in a more traditional sense. Students very much enjoyed reading the text and its relevance as a text set within our very own school. However, with the potential impact of several national lockdowns in mind, this was altered and replaced with a closed internal system using the online library 'MyOn' as a resource base to monitor, test and assess students reading skills and provide invaluable data on the impact of the pandemic upon reading and to further inform our approach to our recovery curriculum at Key Stage 3 was introduced for the 2021/22 academic year. Library lessons have now been replaced with students in year 7 and 8 accessing the online library via compatible devices in school, during which students will complete extended reading projects that will assess reading and writing skills in greater detail than would have been possible during the previous library lessons through the 'Reading Recovery Programme'. By reading pre-set texts and reading lists and differentiated according to ability, with an aim of building further cultural capital, students will be completing much more independent reading and developing more independent reading skills and strategies as opposed to within the former library lesson system and Reading Recovery lessons are now proving to be very popular with students and are proving to be incredibly useful in regularly assessing student comprehension via online quizzes and regularly producing quantifiable data through the completion of regular assessment cycles.

DEPARTMENTAL APPROACHES TO LITERACY AND HOW THIS APPROACH WILL EVOLVE IN 2021/22

During Autumn term of 2021 a literacy audit will be carried out amongst departments and staff in order to further examine departmental approaches to disciplinary literacy at a subject level. The over-arching aim of this is to discover and promote examples of good practice utilised by departments in order to foster a more uniformed approach to whole school literacy as something that needs to be marked for and challenged by all teaching staff and to promote an ethos that we are all teachers of Literacy. Departments in recent times have placed a much greater emphasis on the teaching of subject specific vocabulary and keywords and how departments approach this and how this can be improved upon will be a particular area of focus for the audit itself.

WHOLE SCHOOL MARKING POLICY: MARKING FOR LITERACY

In September 2020 the whole school approach to marking and marking for literacy was evaluated and now aims to address the aforementioned issues:

AIMS:

- There is an in depth marking of all assessed work, this includes marking for literacy
- Feedback needs to be timely, regular, manageable, actionable and in line with the department marking policy
- Feedback should make the pupils think and develop their understanding
- Marking should help close the gap in the pupils' knowledge and skills
- STAR time should be used consistently by all staff and departments. Assessed work is marked and pupils are given the opportunity to close any notable gaps in their knowledge and understanding and are given time to make manageable improvements to their work in order for them to demonstrate steady progress
- Teacher feedback must be clear and provides an appropriate level of challenge for the pupils

USE OF TEACHER AND MASTER RAP

All departments within the school use a master raising achievement plan and an individual group raising achievement plan (RAP). The aim of this is to encourage reflective teaching, learning and marking following assessment points throughout the academic year. A RAP must be completed by all teaching staff following any given assessment in order to clarify the teacher's own understanding of what went well within a topic and what needs to be improved upon, and most importantly why that might be. In doing so, we encourage staff to use marked work as an evidence base that signifies which parts of the curriculum may need to be revisited and re-taught to specific groups and if the initial approach didn't work, to encourage staff to consider different approaches to tackling barriers to learning.

EXPECTATIONS OF STAFF REGARDING RAP'S ARE AS FOLLOWS

- All teachers complete a RAP after every assessment

- All teachers address and or explore misconceptions and concerns during STAR time
- Teachers meet in departments to review impact of RAPS after each assessment point to reflect on their marking
- Post holders complete a master RAP to set out the next steps for the department

MARKING FOR LITERACY

Following the evaluation of the former approach to whole school marking for Literacy through book-trawls and departmental reviews, it was decided that the marking for Literacy approach should be scaled back initially with a view to expansion in the academic year 2021/22 in order to ensure that staff across the school are given manageable 'quick wins' that can be achieved in terms of improving student Literacy. Outside of the English department, teaching staff are now expected to identify errors in the following areas:

MARKING FOR LITERACY- MARKING CODES AND WIDER STAFF EXPECTATIONS:

SP- spelling

Circle incorrect word (only 5 keywords max highlighted at KS3)

Gr- Grammar- incorrect grammar is identified

Capital letters, commas and full stops- Incorrect use of capital letters, commas and full stops are identified

// New paragraph- Incorrect paragraphing is identified