



Loving God - Caring for Each Other - Achieving Excellence

Assessment and Reporting Policy

Approved Date: February 2025

Next review due by: February 2026

Crompton House Church of England School



At Crompton House we believe that all teachers are teachers of literacy (reading, writing and oracy) and as such our whole school approach focuses on disciplinary literacy. We are committed to developing the literacy skills of all our pupils in the belief that they will support their learning, raise standards across the curriculum and prepare them for their adult lives.

Aim

To improve levels of reading, writing and oracy across the school.

Reading

Our aim is for all students to actively engage with what they are reading and use their existing subject knowledge to decode texts. Teachers will deploy reading strategies, such as activating prior knowledge, prediction and questioning to improve students' comprehension.

This will be achieved through:

- Whole staff training on reading strategies.
- The use of whole school templates for reading and decoding.
- Reading age tests twice a year for Year 7 and once a year for Years 8-10
- Tailored reading support (including reading buddies, Lexia and phonics) for identified students.

Students should be given opportunities across the curriculum to develop the following skills:

- Read to understand.
- Read to infer and deduce.
- Read to identify viewpoint and bias.
- Read for pleasure.

Years 7-9 use the Accelerated Reader online platform.

See appendix 1 for an overview of Literacy support for identified students.

Writing

Our aim is to ensure that writing is challenging and students in every subject will benefit from explicit instruction in how to improve. Teachers will break writing down into planning, monitoring and evaluation, and will support students by modelling each step. Teachers will use a variety of approaches, including collaborative and paired writing, to motivate students to write. Targeted support will be provided to students who struggle to write fluently.

This will be achieved through:

- Whole staff training on disciplinary literacy.
- Spelling, punctuation and grammar feedback using common codes.

Spelling, punctuation and grammar

Students should be given opportunities across the curriculum to develop the following skills within extended pieces of writing:

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- Correctly spell a range of ambitious vocabulary (including subject specific tier 3 terminology.)
- Use a range of punctuation accurately.
- Write with grammatical accuracy.

Handwriting and presentation

The school will expect subject teachers to:

- Encourage high standards of presentation.
- Ensure students date and title all their work.
- Ensure all students have a spelling, punctuation and grammar marking sticker on their books.

Handwriting and presentation intervention is in place for identified students.

Oracy

Our aim is that classrooms are rich in talk and high-quality talk is typically well-structured and guided by teachers. Teachers will support students by modelling high quality talk, for example, including key vocabulary and metacognitive reflection. All students can communicate effectively, and talk is used to develop thinking and learning.

This will be achieved through:

- Whole staff training on oracy.
- Oracy activities in form time.
- Activities embedded in the curriculum such as Year 7 Charity Speech night, Year 8 poetry evening and Year 11 Spoken Language presentations.
- Extra-curricular activities such as the debating club.

Pupils should be given opportunities across the curriculum to develop the following skills:

- Use standard English in their speech.
- Present a viewpoint.
- Discuss complex issues.
- Listen with sensitivity.
- Use oracy to aid cognitive skills.

For pupils whose first language is not English, the activities should provide them with opportunities to interact with competent English speakers.

Vocabulary

Our aim is that teachers in every subject will provide explicit vocabulary instruction to help students access and use academic language. Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. Teachers will prioritise teaching tier 2 and 3 vocabulary and subject leaders will map vocabulary choices into curriculum planning.

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This will be achieved through:

- Whole staff training on vocabulary (including the vocabulary gap for disadvantaged students.)
- Form time vocabulary lessons.
- Subject specific vocabulary lists and displays.

Reading for pleasure

Our aim is that students use the Library regularly and the book council helps drive forward the development of the library. Older students work with targeted younger students to help them read. Reading has a high profile through book week and author visits.

This will be achieved through:

- Library lessons for Key Stage 3 students.
- The Library Council.
- Promotion of the library (including the online library, Sora.)
- Key Stage 4 and 5 literacy leaders mentoring Key Stage 3 students.
- World Book Day events and author visits.
- Key Stage 2/3 transition reading project.

Roles and Responsibilities

Senior leadership team. An identified senior leader will oversee and give a high profile to literacy and be responsible for monitoring progress across the school and assessing standards.

Literacy Lead Practitioner. Will lead the whole school literacy strategy.

Curriculum team leaders and Heads of subject. Will act on the whole staff training given and prioritise literacy in subject meetings, curriculum development, units of work and lesson delivery. Will use quality assurance to ensure high quality literacy provision.

English as an additional language co-ordinator. Will provide support to staff who teach pupils with EAL when literacy issues impact on their learning. They will offer support to students requiring it.

Inclusion Department. Will provide support to staff who teach pupils with SEND where literacy issues impact on their learning. Will create literacy support plan for identified students.

Teachers across the curriculum. Will act on the whole staff training given, as well as subject specific literacy training and planning. They will prioritise literacy in their planning and teaching.

Reporting and Assessment Co-ordinator in co-ordination with the Literacy co-ordinator. Will provide staff with data on students' levels of literacy and support staff to use available data from each key stage to inform planning and to set targets for each individual.

Students. Will take increasing responsibility for recognising their own literacy needs, seeking support and making improvements.

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Appendix 1 – Literacy intervention strategy

A tiered approach to our literacy intervention strategy has been implemented as per the following:

