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LITERACY STATEMENT

DUIHS

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Introduction

The development of literacy and competency in language is fundamental to most, if not all, aspects of their education in both Islamic and nationally prescribed areas of study. It is primary to the intended ambitions of the school and the natural rights of the pupils with the ultimate goal revolving around the development of their leadership, integration as British Muslims, the accurate and just preach of the religion and academic and professional development.

Statement of Findings and Rationale

Additionally, demographic analysis and context suggests weakness in literacy and numeracy related abilities in the generally attracted pupils of the DUIHS. This stems off a number of facts including depravity of formal educational settings or a strong substitute, limited education in family history – thus a lesser support system at home, subordinated focus on ‘secular’ studies through admission to focussed centres rather than mainstream primary schools.

The school endeavours to solidify literacy (and numeracy) as a holistic approach in appreciation of its extents in all fields of academic, personal and professional realms of society. It is fundamental to pupils’ personal and professional development, and reinforces the curriculum’s approach to enforcing growth in speaking and listening, and reading and writing to a variety of purposes and audiences. We recognise the unfaltering necessity of literacy and thus the need to equip and empower staff with the vital skills required to impart this importance.

Our Aims

Darul Uloom Islamic High School acknowledges the great importance of literacy as a mechanism nurtured for life skills pertaining to the requirements of critical thought, speaking and listening, presentational attributes and observations. The school therefore sustains a proactive system that cultivates the development of literacy and numeracy in addition to English and Math lessons, including extra-curricular activities, cross curricular links, obligatory reading and comprehensive marking.

Literacy and Numeracy Intervention

There are a number of methods utilised in order to promote and influence development of literacy and numeracy:

- i. **Cross Curricular Integration:** By regarding Literacy and Numeracy the most crucial elements in terms of writing and critical thinking, all schemes of work have been adjusted and equipped to involve the implementation of these skills within the curriculum. Through, for example, the use of developing and learning new vocabulary and keywords relevant to individual subjects, pupils gain a better range of lexical choices as well as their definitions and spellings
- ii. **Classroom Library:** The school lays great satisfaction in the implementation of classroom libraries accessible by all pupils. Reading books, text books, dictionaries, and other resources supplementary to their education are available within each year groups’ own classes at their appropriate levels. Furthermore, a pupil has the option to independently, and with recommendation, utilise libraries of higher age group classes. For example, where a pupil in year 8 is arguably a higher achiever than most of his year group, he has the option to utilise year 9 books available to him;
- iii. **Reading Guides:** Pupils are required to read comprehensively and the loggings of their readings are entered into their reading guides. The reading guides are exceptionally beneficial and are enforced by form tutors who encourage pupils to write down any unfamiliar, or new, words that they come across into the back of their guides. Upon entering unfamiliar words pupils are required to utilise a dictionary to find and write down the meaning, and will also create a sentence using the word.
- iv. **Extra-Curricular Activities:** Through diagnoses and recommendations by individual subject teachers, pupils identified as needing the support are subject to after-school [booster] classes, which are dedicated to the development of literacy and numeracy.
- v. **Marking:** Teachers are required to take a proactive role in review pupils’ exercise books. Teachers will provide feedback according to the literacy abbreviation guide (see Feedback / Marking policy) in order to support pupils in developing their spelling, use of punctuation, grammar, use of standard English and comprehension. For example, teachers are required to write ‘SP’ upon noticing a spelling mistake.

Baseline, Entrance, Admissions

Prior to registration, all applications must be supplemented with a report that demonstrates Ks2 SAT scores, most recent working levels (year 8-11) and an admissions test administered by DUIHS. It will be further supplemented by an early-intervention, baseline assessment. All aforementioned data will be used in moderated consolidation to determine academic aptitudes of applicants and thus an understanding of those who require early intervention for literacy (and numeracy).

EAL

See EAL policy for full elaboration. The school is dedicated to the equal opportunities for all its pupils and thus a literacy drive is extended to EAL pupils should the available resources and limitations of the school be adequate – or referrals and recommendations to more catered systems.

Curriculum

See DUIHS documents corresponding to curriculum for full elaboration. Through a reinforced approach to developing speaking, listening, reading and writing throughout all of its syllabuses, the school maximises its class-led contribution to the development of literacy.

Promise of the English Department

In relation to its literacy, the English department will empower the associated skills through a compulsory focus on SPaG, reading through direct study and an introduction to texts of various formats, confidence and development of the conventions and practices revolving around speaking and listening, and a progressive course to upskilling written abilities.

Activities and Events

In addition to the curriculum approach, and in relation to the aspirational ethos to cultivate leaders, DUIHS primes its learners to become confident speakers through the practice of preaching and additionally increases written ability through literature events/competitions. At regular intervals throughout the academic year pupils will partake in the following events:

- Weekly Friday Sermon (Khutbah)
- Hadith and Qur'an Competition
- Arabic Speaking Competition
- Poster-drawing pertaining to calendared events
- Anti-Bullying campaigns
- Student Councillor lead speeches
- Student Councillor lead surveys
- Student Councillor lead weekly meetings
- Fundraisers and collections
- Spelling competition
- Maths competition

Assessment and Level-Data

See DUIHS Assessment Policy for full elaboration. Through a range of approaches to assessment of both the formative and summative types, teachers evaluate pupils in their subject areas to determine academic abilities in order to establish targets and goals. Twice in the year pupils receive specific objective through progress reports that will aid their academic growth. Where there is a need to address issues of literacy (and numeracy) the report will highlight such a need. Pertaining to assessments, during five occasions through the academic year (four internal and one external for year 11), pupils will be assigned a grade based on current positions with knowledge, assessment and effort. This data will be analysed to both evaluate the subject delivery and corresponding assessments, and to identify patterns of weakness in pupils, following which the school's leaders and responsible members will determine interventions as necessary.

Marking ties in significantly with the assessment process and will play a pivotal role in assigning direct opportunities to improve upon deficiencies in literacy (and numeracy).

Staff Roles and Responsibilities

Listed in #2 of the 'corresponding documents' section, the particulars associated with the dissemination and intervention of language literacy are detailed in relevant policies. In direct reference to the aims and purpose of this policy the following departments and individuals are labelled responsible for the direct intervention and assuaging of weaknesses in literacy and numeracy:

- English Department
- Maths Department
- SEN and EAL Support Officer: **Hasnain Ali**
- Senior Leadership Team (Analysis)

Training and CPD

DUIHS endeavours to equip and upskill all staff members to have the required professional tools to be able to adequately deliver an outstanding service in improving literacy across the school. Termly INSETs focus on the various aspects of education that tie in with the supporting elements of literacy. Such training modules include but is not restricted to the following:

- Assessment
- Marking Strategies and Organisation
- Differentiation
- Intent, Implementation and Impact
- Ability-based Education
- Equality and Diversity
- Teaching according to Sunnah

Monitoring

The SLT are responsible for the effective implementation of the literacy policy and are tasked to review according to the following processes:

- Lesson observations
- Yearly curriculum audit

Note: the early or unprecedently repetitive recurrence of any of these listed processes is discretionary to the SLT. Further recurrence will be subject to various factors including complaints by parents, pupils or other staff members, failure to demonstrate progress in subsequent observations, staff change, role change, timetable change, discrepancies in the curriculum and its chronology.

Corresponding Documents:

1. Keeping Children Safe in Education September 2022
2. DU Policies: EAL, Equal Opportunities, Assessment, Curriculum, Admissions, Marking Recruitment, Careers, Classroom Policy, Staff Code of Conduct
3. Teacher Standards
4. DUIHS Schemes/Overviews
5. DUIHS Level Descriptors/Marking Thresholds
6. Curriculum Research: Assessing Intent, Implementation and Impact (2018)