Literacy Across the Curriculum Policy

Rationale

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum will develop pupils' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- Access information and read with understanding and comprehension
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking

It will also have an impact on their self- esteem, motivation and ability to work independently. We believe that we should equip our pupils with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core values.

> *"In the secondary schools where teachers in all subject departments had included an objective for literacy in all the lessons, senior managers noticed an improvement in outcomes across all subjects as well as in English." Ofsted: Removing Barriers to Literacy 2011*

Priorities and intended outcomes

To raise literacy skills across the whole school because:

> *"Students' attainment on entry to the college is below average and they leave having made inadequate progress both overall and in key academic subjects" and "For many students, weak literacy and numeracy skills limit their progress in other subjects. " (Melior Community College Ofsted Report February 2012.*

- Literacy can be a barrier to achievement in the Ebacc subjects
- Literacy is a barrier to achieving the KS4 floor standards
- Changes to GCSE – increased focus on the quality of written communication

Specific Strategies to include in planning, teaching and learning

- Highlight the importance of subject specific literacy with pupils
- Highlight the links between reading, writing and speaking and listening
- Ensure progression in development in reading, writing, speaking and listening

See appendix for additional specific support for reading, writing, speaking and listening.

Assessment
- Departments will comment on the literacy skills demonstrated by pupils as part of on-going formative and summative assessment. Relevant success criteria will be made explicit to pupils
- Departments will take pupils' literacy skills into account when giving feedback to parents
- Departments will demonstrate high expectations over the standard and presentation of all written work
- Assessment of pupils' literacy skills will feed into future planning

Responsibilities

SLT will:
- Lead on Literacy across the Curriculum and ensure it has a high profile
- Liaise with Literacy Coordinator and relevant members of the governing body when monitoring impact
- Track progression in literacy skills

Literacy co-ordinator will:
- Work with SLT to audit current provision, determine priorities and plan strategy
- Ensure effective development of whole school policy and practice
- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through leading the Literacy Group
- Establish communication and liaison between the school and stakeholders, e.g. parents/guardians, governors and outside agencies
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT
- Facilitate and lead CPD

Teachers across all subject areas will:
- Adopt a consistent approach to teaching literacy skills in lessons
- Be familiar with and implement a range of strategies aimed at equipping students with the necessary literacy skills to succeed
- Deploy a Literacy Representative from each department who will be responsible for disseminating strategies within their own department and also providing feedback at cross-curricular meetings
- Indicate in schemes of work where skills will be explicitly taught
- Mark for literacy where appropriate, commenting on the skills demonstrated by pupils and identifying next steps/how to improve. See Appendix for common literacy marking guidelines

Teachers of English will:
- Provide support to other departments as appropriate
- Make pupils aware that literacy skills are transferable to other subjects
- Provide informal opportunities to highlight literacy through a range of events

Leaders of Literacy Group will:

- Champion literacy within their own department
- Meet half termly to share good practice, disseminate information, provide feedback, etc
- Support the Litco in monitoring and evaluation processes

Parents will:
- Encourage their children to use the range of strategies they have learned
- Support reading at home

Pupils will:
- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement

Governors will:
- Work with the SLT to regularly monitor the impact of literacy developments, to ensure regular review of progress and the identification of next steps

Monitoring and Evaluation

Senior Leaders and the Literacy Co-ordinator will monitor progress regularly and will report back to staff, parents, pupils and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Pupil interviews
- Scrutiny of development plans and departmental planning
- Data analysis
- Feedback from Leaders of Literacy Group

Date   **Review Date**

Appendix 1

Specific Strategies: Reading

Pupils will have opportunities to:

- Develop research skills using print, media and multi modal texts
- Develop ability to skim and scan texts, highlighting important information
- Develop comprehension skills
- Develop confidence in handling a variety of texts
- Read an increasingly wide variety of texts

Teachers will aim to:

- Specifically highlight reading strategies to support pupils, e.g. skimming, scanning, re reading to check meaning, predicting, empathising. E.g. through consistent use of the Read Well Wheel
- Highlight structure, layout, format and other "signposts" in texts typical of their subject
- Support pupils in developing effective highlighting and note making skills
- Support pupils in developing their ability to interrogate texts to access literal and implicit meanings. E.g. through the use of DARTs activities
- Support pupils in recognising and challenging bias
- Support pupils to read independently and explore a wide range of texts
- Plan for the use of appropriate BDA strategies to ensure engagement and develop understanding of texts
- Develop the use of vocabulary

Specific Strategies: Writing

Pupils will have opportunities to:

- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss their writing
- Review different texts, developing their understanding of key features of a range of text types

Teachers will aim to:

- Offer student a range of appropriate models for writing and highlight the key features and criteria for success for each one
- Provide support for effective planning
- Model writing (e.g. the first paragraph) so pupils are able to see "how it's done"
- Use shared and guided writing where appropriate
- Offer opportunities to complete extended pieces of writing
- Use talk to develop ideas for writing
- Support pupils with spelling strategies
- Develop effective proof reading strategies

Specific Strategies: Speaking and Listening

Pupils will have opportunities to:

- Use talk for a range of purposes and audiences and in formal and informal contexts
- Use talk to develop, extend and present ideas
- Use talk to hypothesise and test theories
- Use talk to solve problems and work collaboratively
- Listen for specific purposes

Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts
- Use questioning techniques (e.g. no hands up, paired talk, use of Blooms Taxonomy to formulate questions, thinking time, open questions) to extend thinking and generate new questions
- Use a variety of grouping strategies (e.g. pairs, triads, jigsaw grouping, envoys)
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising)
- Give pupils the opportunity to take on various roles within a group (e.g. scribe, chair)
- Model effective listening
- Provide a clear focus for listening

Marking Code:

To ensure a consistent approach to marking across the whole school, all staff should use the following codes when marking literacy errors:

Sp = spelling

P = punctuation

G = grammar (e.g. tense change & subject/verb agreement – e.g. 'we were' not 'we was')

NP = new paragraph

CL = capital letter

? = something doesn't make sense

^ = omission