

# **New Mills School**

## **Literacy for Learning Policy**

**2015/16**

**Date of issue:**

**Date approved:**

**Date for review:**

**CLT Responsible:**

**Policy Type:**

**Committee of Governing Body:**

**'to express themselves correctly and appropriately and  
ly and with understanding.'**

QCA Use of Language across the Curriculum

If literacy. We are committed to developing the literacy skills of all our students, because these empower them to engage with the world and express themselves within it, support their learning and raise standards across the curriculum.

## **We believe that:**

- ❖ enhancing students' language enhances their subject and life-long learning;
- ❖ all subjects can make a specific contribution to developing students' language through the teaching of subject-specific vocabulary, patterns of language and understanding appropriate registers of expression;
- ❖ all teaching contributes to students' development of language since speaking, listening, reading and writing are, to varying degrees, integral to all lessons.

## **Literacy across the Curriculum is important because:**

- we need vocabulary, expression and organisational control to cope with the cognitive demands of a varied and demanding curriculum;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought, evidence progress and record learning to be revisited at a later date;
- language helps us to explore, reflect on, evaluate and revise our work and the work of others;
- responding to higher order questions develops thinking skills and encourages enquiry;
- improving literacy and learning can have a positive impact on students' self-esteem and self-expression, on motivation and behaviour. It allows students to learn independently. It is empowering.

## **Across the school we will:**

1. identify and disseminate non-negotiable expectations in literacy so colleagues in all subject areas have high expectations in literacy from all students;
2. identify the strengths and weaknesses in students' work through teacher consultation, work scrutiny, student interviews, lesson observations etc.
3. identify opportunities for literacy progression in the main forms of reading, writing, speaking and listening undertaken in each subject/department and maximise the impact of these through innovative teaching, high expectation and AfL.
4. embed the use of a common marking policy, where marking for literacy will be clear and consistent across subject areas.
5. embed Literacy for Learning at the heart of the school curriculum through an ongoing range of initiatives such as: whole-school focus activities; high visibility of literacy in learning environments; using the tutor program to deliver literacy activities.
6. share resources and skills between departments so that all staff are supported in the development of their teaching of literacy skills.
7. ensure the teaching of literacy in all subjects is part of the ongoing staff training programme.
8. monitor and evaluate the impact of literacy initiatives and CPD on teaching through department self-evaluations/audits, learning walks, lesson observations, student questionnaires etc.
9. introduce and review Department Literacy Development Plans annually.
10. review this Literacy for Learning Policy annually.

## **Implementation at whole-school level**

Language is the prime medium through which students learn and express themselves across the curriculum and all teachers have a stake in effective literacy development. Literacy should not be seen as solely an English Department responsibility.

## **Roles and responsibilities:**

- **Senior leaders:** an identified senior leader will lead and give a high profile to literacy development and be responsible for monitoring progress across the school and assessing standards of students' literacy.
- **Director of Literacy for Learning:** supports departments in the development of plans, identifies and facilitates the CPD requirements necessary to deliver these, encourages departments to learn from

each other's practice by sharing approaches and resources and monitors the implementation of activities and outcomes.

- **English department:** not only provides students with the knowledge, skills and understanding they need to read, write, speak and listen effectively but as the school's expert resource, plays a key role in supporting and facilitating cross-curricular literacy priorities, targets and objectives.
- **SEN department:** provides targeted intervention to pupils working below level 2/3 and support for pupils with SEN statements.
- **Learning Resource Manager:** promotes reading across the school and encourages the development of vital research and study skills.
- **Teachers across the curriculum:** contribute to students' development of language by routinely embedding the teaching or revision of relevant literacy skills into their teaching, making explicit reference to speaking, listening, writing and reading skills during lessons and supporting whole-school literacy initiatives.
- **Tutors of all Year Groups:** support literacy initiatives in tutor time, and model good 'literacy' practice
- **Data manager:** provides staff with data on student levels of literacy and supports staff to use available data from each key stage to inform planning and to set numerical and curricular targets for each cohort.
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy.
- **Students:** take increasing responsibility for recognising their own literacy needs and making improvements.
- **Governors:** an identified governor reports literacy progress and issues to the governing body and to parents in the governors' annual report.

## Developing Literacy Skills

### Speaking and Listening

We will teach students to use language precisely, appropriately and coherently. They should be able to listen to and comprehend others, and to constructively respond and build on their ideas and views.

We will develop strategies to teach students how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; exploration; discussion and evaluation.

### Reading

We aim to give students a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including all aspects of media), as texts become more demanding.

We will build on and share existing good practice. We will teach students strategies to help them to: read with greater understanding; distinguish between reliable and unreliable sources; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

### Writing

It is important that across all subjects we recognise and reinforce students' language skills, through:

- making connections between students' reading and writing, so students have clear models for their writing;
- using the modelling process and writing frames to make explicit to students *how* to write, being clear about audience and purpose;
- providing opportunities for a range of writing tasks and activities including sustained writing in all subjects;
- a consistent approach to the teaching and marking of spelling and subject-specific vocabulary. It is important that teachers across the curriculum teach the vocabulary specific to their subject effectively. Students should be given strategies to learn subject-specific vocabulary and understand the meanings and usage of the main words for each subject;

- displays of all relevant key vocabulary to be visible in classrooms throughout the school.

**New Mills School is committed to raising standards of literacy in all its students through a coordinated approach.**

**Every teacher has an active role to play in this process, within their planning, teaching and feedback.**