THOMAS ESTLEY COMMUNITY COLLEGE

Literacy Across the Curriculum Policy

2018

Reviewed by	Summary of changes	Date
Beth Clements	(9) final bullet point, addition 'high GCSE targets in English' (10.2.2) addition 'year 7' (10.5) wording changed to Lexia strategies	February 2018

"Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding."

QCA Use of Language across the Curriculum

"Thomas Estley Community College is committed to raising standards of literacy in all its students, through a co-ordinated approach.

Every teacher has a role to play in this process."

All teachers at Thomas Estley Community College are teachers of literacy. As such we are committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum, because:

- students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows them to learn independently.

All departmental schemes of work identify literacy objectives where appropriate.

1. 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 to raise achievement across the College. A staff development programme supports this policy.

2. Roles and Responsibilities

- Senior Managers lead and give a high profile to literacy.
- English Department: provides students with knowledge, skills and understanding they need to read, write and speak and listen effectively.
- All staff contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all areas of the College's work.
- Literacy co-ordinator: supports departments in the implementation of strategies and encourages departments to learn from each others' practice by sharing ideas.
- 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.

Across The College We:

- Identify the strengths and weaknesses in students' work from across the College.
- Adopt appropriate National Curriculum guidelines.
- Adapt the identified literacy cross-curricular priorities for each year.
- Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly.
- Review this literacy policy annually.

The College is aware that there must be coordination across subjects to recognise and reinforce students' language skills.

3. Speaking and Listening

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

3.2. We 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; discussion and evaluation.

3.3. Staff training needs are met through modules in the **Literacy across the Curriculum** folder, which contains useful strategies such as the management of group talking and listening.

4. Reading

4.1. 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 from the screen), as texts become more demanding.

4.2. We will build on and share existing good practice. We teach students strategies to help them to:

- read with greater understanding;
- locate and use information;
- follow a process or argument;
- summarise;
- synthesise and adapt what they learn from their reading.

4.3. Modules five and six in the folder **Literacy across the Curriculum** provide examples of strategies that can be used to help students cope with the increasing demands of subjects.

4.4. Students are actively encouraged to read for pleasure by visiting the library with their English teacher on a regular basis. Rewards are given to students who read regularly by the English Department and the school librarians. Students who are assessed as having a low reading age may be invited to a breakfast club where reading for pleasure is promoted.

5. Writing

5.1. We are developing agreed approaches by all teachers to common writing tasks, helping students to organise their writing in logical and coherent forms. It is important that we provide for co-ordination across subjects to recognise and reinforce students' language skills though:

- making connections between students' reading and writing, so that students have clear models for their writing;
- using the modelling process to make explicit to **students** how to write;
- being clear about audience and purpose.

6. Spelling and Vocabulary

The following principles have been agreed:

- There should be an emphasis on the **proactive** teaching of spellings rather than reactive marking.
- A range of strategies should be used across the College to help students with their spelling.
- Subject specific spellings and vocabulary are actively taught across the curriculum when appropriate in lessons, as well as with word games and the building of vocabulary banks.
- Staff highlight key words on worksheets during discussion, or using, for example, bold print. Key words must be current, relevant and regularly changed. These are best written in lower case, to emphasise the word shape.
- All subjects display words specific to their own curriculum area.

7. Marking Spellings

7.1. Departments correct spellings with particular attention to their own subject specific terminology. Other spellings are marked, as it is felt appropriate, according to the ability of the student or the objectives of the set task.

7.2. Departments correct spellings using one of the following methods, depending on the ability of the students and the time available in the curriculum area for students to use dictionaries to correct their own spellings. In ICT lessons the use of the spellchecker is accepted.

- The incorrect word is underlined and sp. written in the margin. The student then finds the correct spelling, using a dictionary or the word walls and writes it in the margin.

  OR

- The teacher writes the correct spelling in the margin for the student.

7.3. The English Department corrects spellings usually by writing Sp. in the margin and asking the students to find the correct spelling. Appropriate spelling strategies are taught in English language lessons, and this teaching, along with that across the curriculum generally, should help students to identify patterns in their spelling errors. The emphasis is on students trying to identify their own spelling errors, and providing them with the knowledge and strategies to do so.

8. Punctuation & Grammar

8.1. The English department has their own policy in relation to this aspect of students' work.

8.2. In other subject areas, all teachers are aware of the need to focus on improving the students' writing style, with particular reference to sentence construction. Students' work is marked for:

- basic grammatical conventions;
- basic punctuation errors by correcting wrongly placed or missing punctuation, for example, capital letters and full stops. Obviously, this will not happen in all marking and feedback, but persistent and basic errors should be corrected or commented on.

8.3. There is an agreed set of symbols available for staff to use when marking students' work. See the Whole College Marking Policy.

9. Monitoring and Evaluation

We make use of available data to assess the standards of students' literacy. Senior Leaders and the Curriculum Leader of English decide how to monitor progress in the College. Governors are involved in this process.

Possible approaches are:

- sampling work - both students' work and departmental schemes;
- work sampling across curriculum areas;
- observation - student pursuit and literacy teaching;
- meetings;
- student interviews;
- scrutiny of improvement plans;
- encouraging departments to share good practice;
- high GCSE targets in English will be set annually in the English Department Plan.

10. Including All Students

10.1. Differentiation
Thomas Estley students are entitled to our highest expectations and support. Some need additional support and others need to be challenged and extended. Strategies that we use include:

- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures;
- resources;
- making objectives clear;
- creating an atmosphere where students evaluate their own and other's work.

10.2. Interventions

10.2.1. Targeted intervention in Year 7 is used to help students to catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum. A summer school, focusing on Literacy runs in the last week of the summer holiday. This is delivered by Thomas Estley staff.

10.2.2. The computer program Dynamic Learning is used in intervention sessions with year 7. This diagnostic software highlights students' specific weaknesses in writing and improves them with targeted exercises.

10.2.3. Work continues with personalised reading sessions for targeted students.

10.2.4. Enhanced staffing in Year 9 ensures further progression through small group focus teaching.

10.3. The More Able

We seek to

- identify able students;
- promote ways of structuring learning for able students;
- develop a teaching repertoire which supports and challenges able students.

10.4. SEN

We teach our students with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities.

10.5. <u>Specific Learning Difficulties</u>

Students who appear to show signs of dyslexia are referred to the Inclusion Manager by their English teacher or another subject teacher. They are then screened and if assessed as showing signs of dyslexia, support is put into place using the Lexia strategies which is tailored by students' individual needs.

11. Assessment

11.1. Available data from KS2, together with baseline assessment data, is used to inform planning and to assist us in responding to early pieces of work. We can also use this data to set numerical and curricular targets for each cohort.

11.2. The best assessment informs lesson-planning and target-setting and helps us to maintain the pace of learning for our students.

11.3. For detailed guidance on marking, see our Whole College Marking Policy.

12. The English Department

12.1. In addition to all the whole-school aspects of this policy, the English teachers at Thomas Estley Community College have a leading role in providing students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

12.2. The English department is well placed to offer good advice and expertise.

12.3. The role of the English department includes:

- a key role in identifying literacy priorities, targets and objectives and particular contribution they can make;
- making a contribution to the action plan;
- using data to identify curricular targets.

12.4. In summary, the whole College is committed to raising the literacy of all students through a coordinated approach. Every area of the curriculum has its part to play in this process and recognises its role within its specialist curriculum.

Equality Monitoring

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.

Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	
Date of impact assessment:	
Is this a proposed or existing policy, procedure or practice?	
Is this model LA policy, procedure or practice for local adoption?	Yes / In Part / No / Don't Know
What are the overall aim/s or purpose of the policy, procedure or practice?	To ensure a fair
Who is intended to benefit from the policy, procedure or practice?	All students

Equality Strand	Does the policy/ procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/ provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		

Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of ~~high/medium~~/low impact against the above equality strands. (Delete as appropriate). Initial Assessment undertaken by: ………………..………………………(Signed) Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.