Oastlers School
Policy Document

LITERACY ACROSS THE CURRICULUM
Whole School Literacy Policy

OVERVIEW
Literacy is important because it enables learners to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Competent literacy skills enable learners to read, understand and access examination materials, so that learners are able to achieve their educational potential across the curriculum. There are also new forms of literacy (on-screen literacy and moving image media) to consider alongside the more traditional print literacy.

All staff have a crucial role to play in supporting learners' literacy development. The staff at Oastlers School are committed to developing literacy skills in all of our learners, in the belief that it will support their learning and raise standards across the curriculum.

AIMS
Oastlers School is committed to raising the standards of Literacy for all of its learners, so that they develop the ability to use Literacy skills effectively in all areas of the curriculum and in life long learning.

Literacy underpins the school curriculum by developing learners' abilities to speak, listen and communicate, to think, explore and organise. This includes helping learners to express themselves orally and in writing. Literacy will also be a springboard to critical thinking across the school. In Year 7 the 'Opening Minds' philosophy and competences will also complement the curriculum. (See Appendix A for Opening Minds Competences)

Policy Aims
- To adopt a whole-school approach to literacy across the curriculum.
- To enable all learners to reach their potential in the key literacy skills of reading, writing, speaking and listening.
- To support the development of literacy skills throughout the curriculum.
- To raise staff awareness of key literacy strategies through staff training and the dissemination of good classroom practice.
- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.
- To support the development of literacy through the deployment of a range of resources in the school e.g. Library, ICT suites, school newsletter, media and BCB school radio
- The Literacy Co-ordinator will establish procedures for monitoring literacy across the curriculum.

WHOLE SCHOOL FOCUS
In addition to all the whole-school aspects of this policy, the English team, at Oastlers School have a leading role in providing learners with the knowledge, skills and understanding they need to read, write, speak and listen effectively. The English team is well placed to offer good advice and expertise.

The role of the English team includes:
- Identifying literacy priorities, targets and objectives and other particular contributions they can make;
- Making a specific, literacy-related contribution to the Oastlers development plan;
- Using data to identify curricular targets;
- Adapting the team development plan to achieve these.

Literacy development across the curriculum will require:
- All teachers to understand that they are teachers of literacy
- A shared understanding among teachers of the relationship between language and learning, and how the work undertaken in different subject areas can contribute to the development of literacy skills
- Teachers to be aware of the language demands made upon learners in their subject areas
- The development of consistent approaches and appropriate resources within subjects to improve their learners' use of language

- Transition between KS2 and KS3, KS3 and KS4, KS4 and KS5
- Whole school CPD appropriate to the development of literacy skills within the subject
- Intervention strategies in consultation with the SMT/ SENCO/ English Team
- Evaluation via the school monitoring process

A more detailed explanation of Literacy and Learning at Oastlers can be found in Appendix B.

ASSESSMENT AND LEARNING

Oastlers School has a Whole School Marking Policy which identifies the key aspects of literacy that each department addresses in its marking of learners' work. There is an Assessment Cycle (Appendix C) in place for all year group.

LEARNING ENVIRONMENT

Oastlers School is committed to providing:
- Displays of reading material relevant to the topic or national curriculum subject; each classroom promotes subject-specific vocabulary which learners are encouraged to use regularly
- High quality reading material, which is up-to -date, relevant and balanced in its presentation of ethnicity, culture and gender; access for learners to the school library; access for learners to a good quality range of texts during lessons
- Dictionaries, glossaries and lists of appropriate subject vocabulary that are available during lessons, and which learners are encouraged to use
- Access to appropriate audio visual equipment
- A classroom environment which is conducive to good literacy practice.

Lesson plans - Lessons within the school include reference to the skills or strategies to be used, taught or reinforced, including as appropriate: making clear the intended purposes of reading within our curriculum e.g. describe, repeat, interpret or analyse texts read teaching and giving opportunities to practise skimming for overall meaning, scanning for key points, words or phrases, or close reading teaching and giving opportunities to practise sifting and selecting information and taking notes from texts teaching, and enabling learners to infer and deduce meanings, recognising the writer's intentions teaching and giving opportunities to research and investigate using printed words, moving images and ICT texts teaching how to use quotations selectively to support points and link them to learners' own comments.

MONITORING AND EVALUATION

We will make use of available data to assess the standards of learners' literacy.

Possible approaches to monitoring are:
- sampling work – both learners' work and departmental schemes;
- observation – learner tracking and literacy teaching;
- meetings;
- learner interviews;
- encouraging departments to share good practice by exhibiting or exemplifying learners' work and peer observation.

INCLUSION

Oastlers School learners are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:
- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures;
- resources;
- making focuses clear;
- creating an atmosphere where learners evaluate their own and others' work.

Revised and adopted by the Governing Body ……………..

APPENDIX A - RSA OPENING MINDS COMPETENCES

Competences for Citizenship

a - Morals and ethics – students develop an understanding of ethics and values, how personal behaviour should be informed by these and how to contribute to society.

b - Making a difference – students understand how society, government and business work, and the importance of active citizenship.

c - Diversity – students understand and value social, cultural and community diversity, in both national and global contexts.

d - Technological impact – students understand the social implications of technology.

e - Self-reliance – students develop an understanding of how to manage aspects of their own lives and the techniques they might use to do so, including managing their financial affairs.

Competences for Learning

a - Learning styles – students understand different ways of learning and how to develop and assess their effectiveness as learners.

b - Reasoning – students learn to think originally and systematically and how to apply this knowledge.

c - Creativity – students explore and understand their own abilities and creative talents, and how best to make use of them.

d - Positive motivation – students learn to enjoy and love learning for its own sake and as part of understanding themselves.

e - Key skills – students achieve high standards in literacy, numeracy, and spatial understanding.

f - ICT skills – students achieve high standards of competence in handling information and communications technology and understand the underlying processes.

Competences for Managing Information

a - Research – students develop a range of techniques for accessing, evaluating and differentiating information and have learned how to analyse, synthesise and apply it.

b - Reflection – students understand the importance of reflecting and applying critical judgement and learn how to do so.

Competences for Relating to People

a - Leadership – students understand how to relate to other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done.

b - Teamwork – students understand how to operate in teams and their own capacities for filling different team roles.

c - Coaching – students understand how to develop other people, whether as peer or teacher.

d - Communication – students develop a range of techniques for communicating by different means, and understand how and when to use them.

e - Emotional intelligence – students develop competence in managing personal and emotional relationships.

f - Stress management – students understand and are able to use varying means of managing stress and conflict.

Competences for Managing Situations

a - Time management – students understand the importance of managing their own time, and develop preferred techniques for doing so.

b - Coping with change – students understand what is meant by managing change, and develop a range of techniques for use in varying situations.

c - Feelings and reactions – students understand the importance both of celebrating success and managing disappointment, and ways of handling these.

d - Creative thinking – students understand what is meant by being entrepreneurial and initiative-taking, and how to develop their capacities in these areas.

e - Risk taking – students understand how to manage risk and uncertainty, including the wide range of contexts in which these will be encountered and techniques for managing them.

APPENDIX B - LITERACY AND LEARNING AT OASTLERS SCHOOL

The framework for literacy and learning identifies three main areas for development. These are: learning through talk /speaking and listening; reading and learning from text and learning through writing.

Outstanding teaching of literacy includes:
- Teacher modelling of good literacy through speech, reading and writing at all times, in and out of lessons.
- Planning for opportunities during tutor periods for formal speaking and discussion, focused listening, and structured reading.
- Understanding learners' literacy levels and being able to prompt next steps (as a teacher and a tutor).
- A literacy objective stated in the learning objectives.
- Rewarding KS3-5 learners for improved literacy skills, being aware of their working at level.
- Having high expectations of learners' literacy skills.
- Having up to date literacy knowledge, including grammar and spelling, and correcting or prompting learners to correct/learn, in a sensitive/proportional way (as part of their response to feedback).
- Use word boards to introduce, develop and consolidate key curriculum vocabulary. Word boards should be appropriate to specific lessons and changed regularly. Staff should, on average, use the board for three words per lesson, but should not feel limited by this. Good practice in literacy includes adding to the key words during the lesson as they come upon or as learner need is identified. Words should be discussed, including tricky spelling, and used in context.
- Discussing and modelling the use of new vocabulary/seeking to extend vocabulary choices.
- Teaching reading strategies explicitly.
- Planning group and whole class shared reading actives.
- Giving frequent opportunities for planned speaking and listening activities, including formal speaking and taking on different roles.
- Building in time for teaching and completing extended writing for a range of purposes, including formal writing (minimum once in a two week cycle).
- Make learners aware of the purpose and audience, form and style for any writing or speaking tasks and ensuring they understand the relevant styles, layout and language requirements.

Learning through talk /speaking and listening comprises:
- Using talk to clarify and present ideas
- Active listening to understand
- Talking and thinking together

Talk is our main means of communication in everyday life and is fundamental to the development of understanding.

We will teach learners 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. We will develop strategies to teach learners 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.

Staff training needs will be met through the sharing of best practice and useful strategies such as the management of group talk and listening.

Reading and learning from text comprises:
- Developing research and study skills
- Reading for meaning
- Understanding how texts work

At Oastlers School we want our learners to enjoy reading, to be able to use their reading to help them to learn and to become more confident and competent in reading. We aim to give learners 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. We will build on and share existing good practice. We will teach learners 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.

Learning through writing comprises:
- Using writing as a tool for thought
- Structuring and organising writing
- Developing clear and appropriate expression

Many lessons include and depend on written communication. We want our learners to develop increasing confidence and competence in writing so that they can write in a widening variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore. It is important that we provide for co-ordination across subjects to recognise and reinforce learners' language skills, through:

- Making connections between learners' reading and writing, so that learners have clear models for their writing;
- Using the modelling process to make explicit to learners *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

APPENDIX B - ASSESSMENT CYCLE

WHEN	TYPE OF ASSESSMENT
LESSON	**All lessons will be assessed in the agreed way.** **Peer/Self assessment will be used when appropriate.** **Teachers keep assessment records.**
WEEKLY	**Spelling tests in KS3. In KS4 spelling tests to be done when appropriate.**
HALF TERMLY	**APP to be updated using the correct colour.** **A piece of moderated writing to do done during the agreed week and the moderated.** **Targets reviewed and new target set.**
TERMLY	**Reading test.** **Spelling test.**