



Highcliffe School

Literacy Across the Curriculum

Literacy Policy (Working document)

'Students 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

All staff of any subject have a role to play in developing literacy skills amongst students. The staff at Highcliffe School recognise that it is important to value not only the content of what we express, but also the quality with which it is expressed. As such, Highcliffe School is committed to developing literacy skills in all of our students, in the belief that they will support their learning and raise standards across the curriculum, because:

- students need vocabulary, expression and organisational control to cope with the demands of subjects
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to 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. It is empowering.

The English faculty's schemes of work at KS3 will include specific literacy objectives. Many lessons, too, will contain specific literacy objectives. At KS3, these will be taken from the 'Framework of Objectives', with a particular focus on the 'bold' objectives.

These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson. However, not all lessons need to follow this format.

Implementation at Whole-school Level

Language is the prime medium through which students learn and express themselves across the curriculum, and all staff have a stake in effective literacy

Roles and Responsibilities

- **Senior Management Team:** lead and give a high profile to literacy (MY);
- **English Faculty:** provide students with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- **Staff across the curriculum:** contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **Literacy co-ordinator:** supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas. (DB)
- **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 could meet with staff and students and report progress and issues to the governing body and to parents in the governors' annual report. (HS in role as KS3 Strategy Governor)

Across the school staff will aim to:

1. Identify the strengths and weaknesses in students' work from across the school.
2. Where possible, adopt the 'Framework' objectives as a way of planning for and assessing literacy skills.
3. Adapt the identified literacy cross-curricular priorities for each year
4. Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department.
5. Plan to include the teaching of objectives to support learning in own subject area.
6. Review this literacy policy annually.

Speaking and Listening

Staff will aim to teach students to employ language precisely and coherently. Students should be able to listen to others, and to respond and build on their ideas and views constructively. Staff will use speaking and listening as way of supporting students' thinking.

Staff will try to 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. Staff will also try to draw upon drama activities as a way of supporting students' thinking, as well as giving opportunities for all students to participate.

Reading

It is vital 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 moving image/ media texts), as texts become more demanding.

At Highcliffe School staff will continue to build on and share existing good practice. Staff will aim to 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.

Writing

It is important that staff at Highcliffe School provide for co-ordination across subjects to recognise and reinforce students' language skills, through:

- Using the modelling process to make explicit to students *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing. This may be more apparent in certain subjects.
- Staff will aim to ensure that students are alerted to possible literacy issues within a piece of writing e.g. spellings, punctuation requirements

Writing non-fiction

Each curriculum area will:

- teach students how to write in ways that are special to that faculty's subject needs; e.g. report writing, research essay, instruction writing etc. Where appropriate they will also provide writing frames.

The text types are:

- information
- recount
- explanation
- instruction
- persuasion
- discursive writing
- analysis
- evaluation
- formal essay.

Spelling:

With assistance from DBN, each department will, where possible:

- identify and display key vocabulary;
- revise key vocabulary;
- teach agreed learning strategies which will help students to learn subject spelling lists;
- concentrate on the marking of high-frequency non-subject specific spellings and key subject words taking into account the differing abilities of students.
- test or revise high frequency words regularly;
- alert students to possible spelling problems in a piece of writing before students start writing

Monitoring and Evaluation

Staff will make use of available data to assess the standards of students' literacy. By using CATS, KS2 Test results and other available data, senior management, and the Literacy Co-ordinator will decide how to monitor progress in the school.

Suggested approaches include:

- sampling work – both students' work and departmental schemes;
- observation – student pursuit;
- meetings;
- student interviews;
- scrutiny of development plans;
- encouraging departments to share good practice by exhibiting or exemplifying students' work.

Including All Students

1. Differentiation

Students at Highcliffe School 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 objectives clear;
- lessons where students evaluate their own others' work.

2. Literacy Groups

Targeted intervention in Y7 and Y8 will be 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.

From Y9 to Y11, intervention will be more short-term and targeted at specific students with specific literacy needs at specific times.

3. The more able

Highcliffe School will seek to:

- identify able students;
- promote ways of structuring learning for able students by using Framework objectives;
- develop teaching ideas/ resources which supports and challenges able students.
- Promote opportunities for the more able to extend themselves beyond the classroom e.g. through speech contests or debates

4. English as an Additional Language

Our students learning EAL need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. For example, a group of students can learn about paragraph organisation in their mother tongue.

5. Particular Needs

Dean Prodomo (SEN Co-ordinator) will oversee our students with special educational needs appropriately, supporting staff with students' learning and guiding staff to provide students with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities.

Assessment

Available data from KS2 should be 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 year group.

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

Marking Policy

See marking policy (to be revised)

Presentation

Students are to adopt a standard method of presentation for their work to be used across all subject areas (in discussion)

The English Curriculum Area

In addition to all the whole-school aspects of this policy, the English staff at Highcliffe School have a leading role in providing students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.

The English Department is well-placed to offer good advice and expertise.

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 school action plan;
- Using data to identify curricular targets;
- Writing the department action plan to achieve these.

The Learning Resource Centre

The learning resource centre has a vital role to play in promoting literacy within the school. The role of the learning resource centre includes:

- Providing access to a range of books and other reading materials, both non-fiction and fiction. These books should appeal to a range of students and provide support to all curriculum areas.
- Helping promote reading by raising awareness of new books and other literacy related issues
- Serving as a venue for literacy related events e.g. poetry readings, speeches, spelling competitions

This policy should be read in conjunction with the school's Safeguarding Policy and Procedures (including Child Protection). All our practice and activities must be consistent and in line with the Safeguarding Policy and Procedures noted above. Any deviations from these policies and procedures should be brought to the attention of the Headteacher so that the matter can be addressed.

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Literacy policy –highcliffe school(1)/smr

Compiled by: <i>D. Bryden</i>	Revision number:
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