

OVERTON GRANGE SCHOOL POLICY

Literacy

Govs Comm. CURRICULUM & STUDENT

Reasons for the Policy

Literacy is defined as the ability to read and write. It is also the ability to understand, use and apply what you read and to communicate effectively in writing as well as speaking.

Our aim to ensure that our students are receiving consistent, frequent and effective teaching and learning of literacy that has an impact on their learning. It is the responsibility of all teachers to promote literacy skills throughout lessons. The guidelines outlined in the policy will help all departments achieve these aims.

Literacy, along with numeracy, is the key to improving learning and raising standards in all three Key Stages; it enables students to gain access to the subjects studied in schools, to read for information and pleasure and to communicate effectively through effective writing, speaking and listening skills.

What is the policy going to do?

- Establish a whole school approach to literacy across the curriculum.
- Provide guidance for all Overton Grange School staff to ensure confidence in delivering literacy in their subjects.
- To develop and improve standards in literacy across the school for all our students.
- To establish and maintain consistency of practice including grammar, vocabulary and writing.

How is the policy going to be put into practice?

All Staff:

- Have a full appreciation of what literacy is.
- Be aware of how they can support the delivery of various elements of literacy.
- Ensure that any literacy tasks that students are expected to complete are appropriate to the age and ability of the students.
- Consider literacy in their short, mid and long term planning.
- Support students in developing their literacy skills

[See Appendix 1]

Students:

Will develop their literacy skills:

Reading

- To read and understanding a range of texts
- To be able to use the skills of skimming, scanning and close reading
- To be able to research (online and in books) effectively
- To be able to review and adapt texts to show understanding.

Writing

- To be able to plan and draft ideas and also edit and review effectively
- To be able to take notes
- To write in detail, for different audiences and purposes
- To use accurate spelling, punctuation and grammar
- To develop and extend vocabulary

Speaking and Listening

- To ask relevant questions and provide accurate and substantial responses
- To use formal and informal speech as appropriate
- To communicate in a variety of situations effectively (discussions, presentations, role play etc.)
- To speak fluently and confidently in discussions and debate to develop and think through ideas.

Responsibilities

- Senior Leaders: lead and give a high profile to Literacy.
- Assistant Head Teacher, Teaching and Learning: Ensure all staff are aware of the Literacy Policy, and be responsible (along with the Literacy Coordinator) in monitoring the impact of this policy.
- Literacy Coordinator: provide support to staff for the implementation of the literacy policy, and monitor the effectiveness of the policy. Also support departments in the implementation of the Literacy Policy; Provide resources and assistance in the delivery of practical Literacy in the classroom; Liaise with Heads of Year organised tutor time activities; and organise appropriate Literacy intervention projects

- Teachers across the curriculum: contribute to students' development of literacy consistently.
- Parents: encourage their children to use the range of strategies they have learnt to improve their levels of Literacy. Parents will receive information about their child's progress and attainment through the report system, parents' evenings and academic tutoring. Where appropriate, advice on how to enhance their child's literacy skills will be given.
- Students: take increasing responsibility for recognising their own Literacy needs and making improvements.
- Governors: provide a link governor for whole school Literacy.

Criteria for Success

- Teachers implement new strategies for delivering literacy across the school
- Lessons across the curriculum raise the standard of reading, writing, speaking and listening
- Greater awareness of literacy both in and outside school

Monitoring and Evaluation

- The Assistant Head Teacher, Teaching and Learning, along with the Literacy Co-ordinator will review the policy regularly, consulting staff as appropriate.
- SLT observations and performance management observations will assess if teaching staff are implementing the policy.