

DANETRE & SOUTHBROOK LEARNING VILLAGE - WHOLE ACADEMY LITERACY POLICY

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INTRODUCTION

At DSLV, we recognise that the development of Literacy skills is an entitlement for all students at our Academy, whilst we also recognise that this is the responsibility of the whole Academy community. The Literacy policy should be embedded in teaching and learning practices.

All elements of this Literacy policy should be reflected in subjects across the curriculum, building on the strengths of existing practices and procedures, whilst reflecting the needs of every student.

AIMS OF THE POLICY

- To recognise that all teachers are facilitators of Literacy through their subject
- To ensure that all students have opportunities across the Academy to become effective readers, writers and communicators
- To share good practices to ensure a common approach to Literacy at DSLV
- To see attainment raised, both in terms of headline GCSE figures and progress, in Literacy-based subjects

OBJECTIVES

- To recognise the potential of all students
- To break down barriers between groups of people
- To involve all staff in the assessment and facilitation of Literacy
- To devise whole Academy strategies and systems for Literacy development

MANAGEMENT

The Director for English & Literacy, in conjunction with SLT and Middle Leaders, will lead and support Literacy by:

- Regular Literacy activities and tasks that all students have access to
- Collation and dissemination of information and data pertaining to Literacy
- Planning, organising and leading staff training and initiatives

IMPLEMENTATION

Each subject area will seek to promote students' appreciation of links between communication, listening, reading and writing, and the value of each in their own subject areas. All departments will plan for Literacy, with marking in evidence that is in line with the Literacy Codes.

SUBJECT AREA SKILLS - COMMUNICATION

- Use talk for a range of purposes and audiences
- Use talk to explore and evaluate
- Use talk to set and answer questions
- Solve problems collaboratively
- Use the Kagan Structures for talk where possible and appropriate

SUBJECT AREA SKILLS - WRITING

- Develop written responses so they are more detailed and explorative - Use the Literacy Mats to assist
- Write in a variety of forms for different purposes and audiences
- Plan, draft and discuss writing
- Use writing to organise thoughts and aid learning
- Structure writing, using correct punctuation and features

SUBJECT AREA SKILLS - READING

- Have access to a range of texts relating to subject areas
- Work out inferential meanings from textual matter
- Use reading to research subject matters
- Make effective use of the Academy Library
- Use the Internet and other ICT texts effectively
- Read for pleasure if and where possible

IN ALL SUBJECTS, TEACHERS & STAFF WILL AIM TO IMPROVE LITERACY SKILLS BY:

COMMUNICATION

- Appreciate talk as a valuable area of learning
- Appreciate and model Standard English
- Develop ideas through pair and group work, using Kagan Structures where appropriate
- Provide feedback on progress

WRITING

- Offer students models for writing
- Provide appropriate activities for all levels and abilities, using the Active Folder to aid differentiation
- Display useful phrases / key words
- Use the DSLV Literacy Mat as a tool for developing accuracy and more detailed responses
- Provide constructive feedback on written work, in line with the Literacy Codes for Marking and Feedback

READING

- Identifying the most common types of reading behaviours and strategies required for their subject, such as skimming and/or scanning
- Present reading tasks at a suitable level, using the Active Folder to aid differentiation
- Focus on structure, layout, form and any other key signposts
- Show students how to take notes from key texts
- Promote reading and reading for pleasure in lessons
- Use reading skills as the base for a homework task
- Provide feedback on progress

SUMMARY

All staff have a responsibility to reflect on their own practice in promoting, teaching and facilitating Literacy in their own subject areas. All staff also have a responsibility to mark for Literacy, using the Codes. This should be seen and evidence through Work Scrutinies. Those in management have a responsibility to ensure the policy is properly implemented.

The effectiveness and implementation of this policy will be reviewed regularly, with the Director of English & Literacy, SLT and Middle Leaders discussing Literacy regularly throughout the course of the academic year.