

SupaJam Literacy Policy

September 2019

(To be reviewed September 2020)

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1. Purpose

Our students need to be able to communicate effectively in speech and writing and to listen and read with understanding. They need these skills in order to be able to interact positively, not only with each other, but also within the diversity of rapidly changing working environments.

2. Principles

Literacy includes Speaking and Listening, reading and writing. ALL staff, in all subject areas, share responsibility for the development of students' increased attainment of literacy. The literacy policy should be reflected in the curriculum and schemes of work for each subject.

The Policy seeks to ensure that language skills are developed by all students and used across the whole curriculum; developing their ability to: -

- read and write with confidence, fluency and understanding
- develop effective and confident speaking and listening skills
- show an interest in books and read for/with enjoyment
- read and spell accurately
- have fluent and legible handwriting
- have an interest in words and their meanings and have a growing vocabulary
- become independent in the processes of planning, drafting, editing and improving their own writing.

3. Teaching and Learning

Staff should strive to use a variety of teaching strategies and styles to raise standards of literacy for all of students. These may include:

- individual tasks
- paired work, small groups and whole class;
- reviewing, reflection and evaluation with the teacher;
- the use of ICT
- examples of different punctuation on display in prominent areas of their classrooms

Through CPD and sharing of good practice staff will be trained, supported and encouraged in the effective use of questioning. This will ensure that students listen to teachers and one another with patience and focus.

4. Writing

Literacy issues should be reflected in the Marking and Assessment Policy highlighting students' strengths and areas for improvement within their writing. The Policies combine to encourage our The aim of SupaJam is to work with students, parents and the wider community to provide a safe, supportive and stimulating learning environment where high expectations and consistent challenge enable our students: to achieve academically, build social and emotional intelligence and make a contribution to society.

5. Reading

Reading is tested at the beginning and end of each year using GL assessments and the data is used to pinpoint specific areas where students may require support with their reading and inference. Students have dedicated reading and comprehension lessons fortnightly and are encouraged to use the library and borrow books in their own time.

6. Differentiation

Some students will need additional support and others will need targeted extension and challenges. Strategies that facilitate this include:

- develop a range of teaching strategies which challenges and supports more/less able students. (These students are all identified in staff assessment folders).
- making learning objectives and outcomes clear
- rigorous questioning during lessons
- adjusting the demands of the task as necessary
- the use of additional support where necessary
- targeted resources
- promote ways of structuring independent learning for able students
- creating an atmosphere where students have the confidence to both peer and self assessment.

7. SEN

Students with special educational needs will be differentiated for by supporting their learning and providing them with challenges matched to their needs. Staff will use a range of teaching strategies such as guided group work, writing frames and oral activities. LSPs should also be informed of what is being taught so they can help and support the student with more confidence.

8. Assessing Literacy across the Curriculum

Staff should take into account students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas,

When responding to students' work staff will: -

- make comments which are positive and supportive targeting specific areas for improvement
- give guidance on how to achieve the specific literacy targets e.g. Spelling and punctuation
- create opportunities for students to reflect on the quality of their own work and for peer assessment.

9. Monitoring and Evaluation

Monitoring and evaluation will happen through the following mechanisms:

- analysis of data focusing on progress made by individual students
- line management discussions with the Functional Skills & GCSE Manager, RSL Tutors ensuring that SPaG and green pen checking are happening in student books whole school self review procedure.

10. Role of Functional Skills & GCSE Manager

In addition, the role of the Functional Skills & GCSE Manager will ensure the success of this policy. They will endeavour to: -

- identify approaches to literacy work which are common to several or all subjects
- continually assess the success of the literacy policy in achieving its goals
- ensure that tasks have clearly identified literacy learning opportunities where this is relevant and possible
- take account of different learning styles
- ensure that students and teachers have high expectations of the students' abilities
- incorporate an awareness of literacy issues into marking and assessment, highlighting students' strengths and areas for improvement
- ensure that these issues are regularly referred to when working on other documents such as: action plans and schemes of work