

Swanmore College of Technology

‘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 teachers are teachers of literacy. As such, the staff of Swanmore College are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive 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 pupils’ self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.

All schemes of work and most, although not all lessons, should include specific literacy objectives. These objectives should 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.

Implementation at whole-school level

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

Roles and Responsibilities

- **Senior Managers:** lead and give a high profile to literacy;
- **English Department:** provide pupils with the knowledge, skills and understanding they need to read, write and speak and listen effectively;
- **Teachers across the curriculum:** contribute to pupils' 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.
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Pupils:** take increasing responsibility for recognising their own literacy needs and making improvements;
- **Governors:** an identified governor could meet with staff and pupils and report progress and issues to the governing body and to parents in the governors' annual report.

Across the College we shall:

1. Identify the strengths and weaknesses in pupils' work from across the College.
2. Adopt agreed College 'Key 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 and strengthen teaching plans accordingly.
5. Plan to include the teaching of objectives to support learning in own subject area.
6. Review this literacy policy annually.

Speaking and Listening

We will teach pupils 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 pupils 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 identified and appropriate CPD opportunities provided according to need.

Reading

We aim to give pupils 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 pupils 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.

Staff training needs will be identified and appropriate CPD opportunities provided according to need.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- 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 extended writing.

Writing non-fiction

Each department will:

- *teach pupils how to write in ways that are special to that department's subject needs;*
- *liaise with the English department to help decide when the generic **text types** are best introduced in Year 7.*

The text types are:

- *information;*
 - *recount;*
 - *explanation;*
 - *instruction;*
 - *persuasion;*
 - *discursive writing;*
 - *analysis;*
 - *evaluation;*
 - *formal essay.*
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- *align, wherever possible, the teaching of subject-specific text types to follow the broad introduction by the English department, so that pupils see how types of writing are applied and adapted in different subjects.*

Spelling:

Each department will:

- *identify and display key vocabulary;*
- *revise key vocabulary;*
- *teach agreed learning strategies which will help pupils to learn subject spelling lists;*
- *concentrate on the marking of high-frequency and key subject words taking into account the differing abilities of pupils.*
- *test or revise high frequency words regularly;*
- *set personal spelling targets.*

**These would be updated annually*

Monitoring and Evaluation

We will make use of available data to assess the standards of pupils' literacy. Senior managers, the Head of English [literacy co-ordinator], will decide how to monitor progress in the school.

Possible approaches are:

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

Including All Pupils

1. Differentiation

Pupils 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;
- creating an atmosphere where pupils value the evaluation of their own and others' work.

2. 'One to One'

Targeted intervention will be used to help pupils to catch up with their peers as quickly and effectively as possible in order to maximise access to the secondary curriculum. Teachers across the curriculum will be kept informed about which students are participating in 'One to One'

3. The more able

We will seek to:

- identify able pupils;
- promote ways of structuring learning for able pupils;
- develop a teaching repertoire which supports and challenges able pupils.

4. English as an Additional Language

Our pupils 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.

5. SEN

We will teach our pupils with special educational needs appropriately, supporting their learning and providing them 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, SEN testing and APP testing 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 cohort.

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

The English Department

In addition to all the whole-school aspects of this policy, the English teachers at Swanmore have a leading role in providing pupils 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:

- Contributing to whole school training needs;
- Identifying literacy priorities, targets and objectives and particular contributions they can make;
- Making a contribution to the College action plan;
- Using data to identify curricular targets;
- Writing the department action plan to achieve these.

Swanmore College of Technology is committed to raising standards of literacy in all its pupils, through a co-ordinated approach.

Every teacher has a role to play in this process.