



Foremarke Hall

Repton Preparatory School

Policy Statement

Literacy Across the Curriculum

This policy is a whole-school policy including EYFS. It is relevant to all academic staff and should be read in conjunction with the following:

- Curriculum
- Teaching and Learning
- Assessment, Recording & Reporting
- Marking and Feedback
- Presentation of Work
- Learning Enhancement – SEND
- Learning Enhancement - EAL

Introduction

All teachers are teachers of literacy. As such, the staff of Foremarke Hall 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.

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.
- Literacy Co-ordinator: supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas.
- English Department: provides pupils with knowledge, skills and the understanding they need to read, write, speak and listen effectively.
- Teachers across the curriculum: contribute to pupils' development of language, since speaking, listening, reading and writing are, to varying degrees, integral to all lessons.
- Learning Enhancement Department: works with those children who require additional help.
- 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.

Across the whole school we shall:

- identify the strengths and weaknesses in children's work;
- adopt the identified literacy cross-curricular priorities for each year;
- seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly.

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.

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.

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 pupils how to write;
- being clear about audience and purpose;
- providing opportunities for a range of writing including sustained writing.

The text types are:

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

We should 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 and specific difficulties;
- test or revise high frequency words regularly.

Monitoring and Evaluation

We will make use of available data to assess the standard of pupils' literacy. Senior managers, the Head of English and the Literacy Co-ordinator and the Head of Learning Enhancement, will monitor progress in the school.

Possible approaches are:

- sampling work – both pupils' work and departmental schemes;
- observation of pupils 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 at Foremarke Hall 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 and the resources used;
- the use of support staff and resources;
- use of group structures;
- making objectives clear;
- creating an atmosphere where pupils evaluate their own work and that of their peers.

2. The more able

We will seek to:

- identify able pupils;
- develop a teaching repertoire which supports and challenges able pupils.

3. 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.

4. SEND

We will teach our pupils with SEND, 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. Children may also have additional lessons with our specialist teachers.

Assessment

Available data from standardised and year group assessments should be used to inform planning and to assist us in responding to pieces of work.

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

For detailed guidance on marking and assessment, see the ‘Assessment, Marking, Recording and Reporting’ policy.

The English Department

In addition to all the whole-school aspects of this policy, the English teachers at Foremarke Hall 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:

- playing a key role in identifying literacy priorities, targets and objectives;
- making a contribution to the action plan;
- using data to identify curricular targets;
- writing the department development plan to achieve these.

Monitoring and Evaluation

The Assistant Head (Academic), Literacy Co-ordinator and HODs sample work across the age ranges on a regular basis as part of Performance Management and Departmental Self-Review (DSR).

Review

The ‘Literacy Across the Curriculum’ policy is the responsibility of the Academic Team and will be reviewed according to the school’s policy review cycle.

Last Revised: Lent 2017

Next Review: Lent 2018