SupaJam Literacy Policy

August 2020

(To be reviewed August 2021)

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1. Principles

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 and the world around them.

Within SupaJam, we will ensure students develop 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.

2. Aims and Objectives

Literacy includes Speaking and Listening, reading and writing. All staff across all subject areas share a responsibility for the development of students' increased attainment of literacy. This Literacy Policy seeks to ensure that language skills are developed by all students and used across the whole curriculum, and should be reflected in the schemes of work for each subject.

The Functional Skills & GCSE Manager should work with staff to develop schemes of work that consider the above definitions and goals, and will aim:-

• To raise standards of literacy by enhancing the quality of learning and teaching
• To ensure that a range of strategies is employed to suit the abilities of students; differentiating needs and appropriately challenging all students
• To agree and implement intervention strategies for those students encountering problems within their programme of study
• To incorporate the use of new and emergent technologies to support literacy developments
• To work with all SupaJam staff ensuring a joined-up approach to literacy, incorporating it across all curriculums and programmes
• To provide appropriate staff development to ensure a shared understanding of (and consistent approach to) literacy throughout SupaJam.

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 activities;
- reviews, 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

Supporting with literacy issues should be reflected in the SupaJam Assessment Policy and Teaching Administration Policy, ensuring that all teaching staff are highlighting students' strengths and areas for improvement within their writing. The policies combine to encourage a consistent approach to good practice of supporting literacy development within SupaJam. 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:

- developing 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
- promoting ways of structuring independent learning for more able students
- creating an atmosphere where students have the confidence to both peer and self assess.
- acknowledging any SEN needs and specific strategies as outlined in EHCPs or Provision Plans, or as identified by the teacher (who will share any new information they find with the relevant staff).

7. 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 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.

8. Monitoring and Evaluation

Monitoring and evaluation will take place through the following mechanisms:

• analysis of data focusing on progress made by individual students
• monthly cross department meetings between the FS & GCSE Team and other programmes
• in class evaluation of teaching (through lesson observations, learning walks and work scrutiny)
• whole department reviews that feed into the SAR and QIP for the academic year. A specific QIP for maths and English can be found on the Drive.

9. 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