

TREVIGLAS COMMUNITY COLLEGE**LITERACY ACROSS THE CURRICULUM POLICY****Ethos and Rationale**

Effective delivery of literacy will broaden students' knowledge and experience, increase students' abilities to learn for themselves, build self-esteem and promote the development of good relationships. At Treviglas Community College we accept the fundamental principle that literacy is the key to improving learning and raising standards across the curriculum. Poor levels of literacy impact negatively on student self-esteem and progress. All members of staff have responsibility for the delivery of literacy across the curriculum.

Treviglas Community College defines literacy as 'an individual's ability to read, write, speak and listen'. However, the college also acknowledges the use of the term in phrases such as *emotional literacy* or *scientific literacy* which the college understands as the degree of fluency that an individual practises in that specific area. We believe:

- Raising levels of literacy is a major factor in enhancing student achievement engagement and enjoyment
- Raising levels of literacy will help to raise standards of attainment across the college
- Raising levels of literacy across the whole college will be most effective when the whole college is involved

Senior leaders at Treviglas Community College will:

- Adopt a whole college approach to literacy across the curriculum
- Enable students to reach and exceed their potential in reading, writing, speaking and listening. Additional provision will be made for students who do not reach the minimum national expectations at KS2, including EAL students
- Develop an awareness that literacy is the key for all teaching and learning, with a clear link to success in public examinations
- Embed literacy across the whole college curriculum using a range of resources: for example, the library, ICT, intervention programmes, phonics – Read-Write
- Continue to raise levels of literacy to improve learning and raise standards across the whole college
- Provide opportunities for CPD on literacy issues to support the whole college literacy strategy
- Monitor subject area implementation of the Literacy Policy
- Use student voice mechanisms to gain insight into student experience and views with regards to literacy across the college
- Identify, through data analysis, those students who require literacy support and implement strategies which positively impact on progress and attainment
- Actively promote literacy through partnership, transition and cross-phase activity

Heads of Department will:

- Address aspects of literacy in schemes of learning. The implication of this is that all schemes should include opportunities for specific literacy issues to be taught; these could be in any area of reading, writing, speaking or listening. For example, part of a P.E. session could be focused on developing listening skills, or part of a geography session could be focussed on improving reading skills, such as selecting and retrieving information
- Develop and display key spellings and terminology in subject areas

- Develop and use writing frameworks pertinent to their subject
- Provide a dictionary/thesaurus/literacy resource station in their area
- Develop and use strategies to develop and support students in reading, writing, speaking and listening
- Ensure subject teachers can actively teach the literacy skills necessary for their subjects. The opportunities for teaching these skills should be clear in schemes of learning and session plans, and it is the responsibility of all Heads of Department to monitor this. This, in turn, will be monitored by the Senior Leadership Team
- Ensure subject teachers communicate differentiated success criteria and learning objectives to students explicitly, using speaking and listening, reading and writing skills as reference points
- Continue to develop and use a variety of activities that promote interactive learning using literacy
- Monitor student progress through the college's Assessment for Progress focus. This should inform strategies that can support students in their learning and provide them with support and feedback to make progress in line with and above national expectations

The SEND team will:

- Liaise with the English team about student attainment in literacy
- Communicate with all staff about students who have specific difficulties in literacy and provide IEP strategies for supporting students with this
- Monitor students who have difficulty with literacy through IEPs, the Effective Learning Team and review meetings
- Ensure that the Inclusive Dyslexia- friendly status of the college is maintained to the highest standard

Monitoring

The Head of Department for English will report termly to the Global Hub Director and in turn to SLT on progress, triangulated through monitoring as part of the curriculum review process. Success criteria will include improvement of reading ages, analysis of session observations with regards to the positive promotion of literacy, and other factors related to literacy as identified as areas for improvement or focus.