

## LITERACY POLICY

Requisite: Dorcan requirement			Responsible Committee: Outcomes for Students		
Vers.	Approval Date	Committee	Head	Chair	Next Review Date
A	27/01/2016	Outcomes			01/01/2018
B					
C					

### 1. Rationale

At The Dorcan Academy we want to develop a clear and integrated approach to whole school literacy in order to raise levels of achievement, enable students to succeed and take advantage of the opportunities that life may offer them.

Research suggests that people with good literacy skills are more likely to have higher self-esteem, better health, better jobs and higher wages than those with poor literacy skills.

### 2. Aims

- To develop a whole school approach to literacy across the curriculum that is robust and meaningful.
- To ensure that all departments are actively assessing literacy according to national requirements.
- In line with the current curriculum we require teachers of all subjects:
  - a. to develop pupils’ spoken language
  - b. promote reading for enjoyment
  - c. emphasise accurate spelling, punctuation and grammar
  - d. use ICT for written work as appropriate.
- To enable staff to quality assure their own work with regard to Literacy and model accuracy to students; including writing on the board and producing worksheets and resources.
- To enable all staff to deliver literacy skills with confidence and expertise.
- To ensure that all staff and students identify and understand the importance of literacy within each subject area, according to their specialism e.g. PE and other practical areas have a particular part to play in developing oracy.
- To develop whole school effective testing procedures to track and target different levels of need and ability.
- Raise the enjoyment of reading and writing in KS3 and KS4.
- Raise standards of oracy in the classroom.

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### 3. Means

- Ensure all subject departments use literacy objectives, where relevant, in lesson planning and schemes of work.
- Ensure the whole school literacy marking policy is used by all departments.[QA]
- Use observation criteria to assess whole staff and individual CPD needs regarding Literacy.
- Run CPD forums on effective teaching of literacy skills.
- Produce a literacy toolkit for teachers, with exemplar strategies for teaching speaking and listening, reading and writing effectively.
- Continue holding regular meetings with the literacy representatives from each department.
- Implement across the whole school, expecting variation between KS3 and KS4, with some variation within subjects such as Modern Foreign Languages, DT, PE and Maths.
- Raise the profile of literacy through the whole school events and competitions, related to the House system.
- To draw up and evaluate an annual literacy audit and action plan.

### 4. Marking for Literacy

For targeted pieces of writing staff must:

- (a) Explain to students what aspects of literacy that you are marking for either spelling or punctuation.
- (b) Give students editing time before handing the work in (use editing buddies where appropriate).
- (c) When marking:
  - Underline the error only; do not write the correction;
  - Mark the work for SP-spelling or P-punctuation, not both;
  - Have as an action point at the end of work either:
    - Correct the underlined spelling errors in green pen, or
    - Correct the underlined punctuation errors in green pen
  - Give them resources to assist them e.g. dictionaries, punctuation sheet reminders (available on Moodle)
  - Explain any grammatical errors

Rev A	Agreed and approved by Outcomes for Students committee 27/01/2016

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### \*Appendix I

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies

- Complaints
- Safeguarding Children and Young people
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- Special Educational Needs
- School trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Additional Needs
- Internet Access and Use
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the school will to consider safeguarding matters.