



SOUTH MOLTON
COMMUNITY COLLEGE
— supporting success —

Literacy Policy

Adopted by the Governing Body: June 2015

'Literacy for Life'.

Good literacy is key for success in all subjects. It is therefore **the responsibility of all staff** to support literacy across the curriculum by nurturing good literacy skills within their subject area. Only with everyone making a contribution will we make an impact on standards of literacy.

At South Molton Community College, we believe: **every teacher is a teacher of literacy**; the development of literacy skills is a whole school issue and the development of literacy is vital for students to access the curriculum and achieve their potential.

We strive to ensure that every time a student writes, reads, speaks or listens in any subject and in any classroom at South Molton Community College they will be developing good literacy skills and habits. In every subject area, students need to be taught how to communicate effectively. In written work, students need to be taught to use correct spellings, punctuation and grammar. They should also be taught to organise their writing effectively and produce writing that is suitable for the audience and purpose. In reading, students should be taught ways of following and understanding information, decoding where necessary, and using this information appropriately. In speaking, students should be taught how to adapt their language appropriately for the audience and purpose, speaking confidently and cogently. In listening, students should be taught how to listen to others attentively, constructively responding to what they hear.

Our aims

- To foster an understanding amongst all staff of the importance of literacy in students' learning.
- To raise standards of literacy in all subject areas by making this a focus in all teaching, learning and assessment.
- To promote an understanding in students of the importance of literacy and its impact on attainment.
- To give students confidence in their ability to communicate effectively in a range of different contexts and audiences.

Key Responsibilities

The responsibilities of the literacy pupil champion

- To co-ordinate the literacy focus for each half term, including resources, assemblies and information for staff;
- To co-ordinate the word for the week;
- To support staff in the creation of literacy resources appropriate for their subject including the 'Literacy Box'

- To support staff in the implementation of literacy in the classroom providing appropriate training for staff to enhance their knowledge and practice in employing appropriate literacy strategies;
- To co-ordinate the certified literacy leader programme
- To co-ordinate whole school literacy enrichment events and activities, including debating societies and the whole school press club.
- To produce, monitor and review literacy programmes for Key Stage 3 and 4 to be completed in tutor time;
- To ensure parents are well informed of how they might support their children in developing literacy skills;
- To monitor the provision, implementation and outcomes of literacy initiatives, and monitor provision for literacy across all subjects.

The responsibilities of the tutor

- To promote literacy in form time by completing the literacy programme activities;
- To foster good literacy skills by encouraging modelling reading and research where appropriate (including carrying out research for an assembly).
- To dedicate 15 minutes every week during tutor time to reading in silence and to monitor students' reading habits using the Accelerated Reader programme.

The responsibilities of teachers

- To ensure that whole school literacy initiatives are implemented;
- To ensure relevant posters and resources are displayed in classrooms;
- To ensure that literacy is planned for where applicable, and the key literacy focus for the term is promoted to all students;
- To ensure that marking includes correction of the key literacy focus using the agreed assessment procedures in line with the Assessment and Feedback policy.

The responsibilities of faculties

- To identify specific speaking, reading and writing skills required in the subject area and teach these skills accordingly;
- To identify and teach subject specific vocabulary;
- To plan opportunities for students to develop, practice and revise literacy skills;
- To use classroom displays to promote, reinforce and support literacy skills.

The responsibilities of heads of faculty

- To ensure that the school policy is in operation through lesson observations, work monitoring and student interviews.
- To encourage and make time for the necessary training and the sharing of good practice in faculty time.

Monitoring and assessment of impact

To monitor the implementation of the literacy initiatives we will:

- Monitor books for marking in accordance with the literacy policy;
- Monitor the implementation of literacy initiatives in lessons, tutor time and through displays around the school;
- Conduct staff and student interviews regarding their experience of literacy across the curriculum.

To monitor the impact of the literacy initiatives we will:

- Analyse data regarding students' attainment and progress towards making three levels of progress;
- Use the a range of reading tests results, including Accelerated Reader, Lucid tests to measure progress and impact;
- Sample students' work from across faculties;
- Conduct staff and student interviews.