



SEAHAVEN ACADEMY

Literacy Across the Curriculum Policy

Updated: February 2021

Next Review: February 2022

(Policy agreed by Rhi Kavanagh)

Seahaven Academy - Literacy across the Curriculum Policy

Intent

The development of literacy skills across all curriculum areas is vital. Effective Literacy across the Curriculum will develop students' ability to:

- Write for a variety of purposes and audiences, collect information, organise ideas and write accurately to show "what they know" across subject areas
- Access information and read with understanding and comprehension
- Speak and listen effectively across a range of contexts, developing their ability to negotiate, hypothesise, present information and extend and clarify their ideas and thinking

Literacy at Seahaven Academy will also have an impact on students' self-esteem, motivation and ability to work independently. We believe that we should equip our students with the necessary transferable skills to be fully literate in the 21st century and, as such, literacy is at the heart of the school's core values.

As stated in the Teaching Standards (September 2012), all teachers must:

demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject'

Strategies used in planning, teaching and learning

- Explicit links made between reading, writing and speaking and listening.
- Ensure progression in development in reading, writing, speaking and listening across all subjects.
- See appendix for additional specific support for reading, writing, speaking and listening

Assessment

- Departments comment on literacy skills demonstrated by students as part of on-going formative and summative assessment through the school's marking policy and marking for Literacy policy: making reference to the Seahaven Sins.
- Departments will take students' literacy skills into account when giving feedback to parents.
- Assessment of students' literacy skills will inform future planning.

Responsibilities

SLT will:

- Lead on Literacy across the Curriculum and ensure it has a high profile.

Head of Literacy will:

- Work with SLT to audit current/ changing provision, determine priorities and plan strategy.
- Ensure effective development of whole school policy and practice.

- Establish communication and liaison between curriculum areas and opportunities to develop and share good practice through inset, briefing, targeted support sessions and by disseminating latest research findings.
- Monitor and evaluate the effectiveness of Literacy work across the school with SLT.
- Facilitate CPD.
- Provide information for parents on ways to support their child's Literacy development.

Teachers across all subject areas will:

- Plan all learning resources from a bedrock of disciplinary literacy developed within departments
- Be familiar with and implement school strategies including Full Sentence Feedback, Seahaven Sins and etymology to assist their teaching of literacy.
- Indicate in schemes of work where disciplinary literacy will be explicitly taught in particular Tier 2 vocabulary.

SEN department will:

- Assist in the identification of students working significantly below expected standard.
- Deliver interventions designed to support proficiency in reading and writing.
- Provide in class support for students whose SEND creates a barrier to accessing the curriculum

Parents will:

- Encourage their children to use the range of strategies they have learned.

Students will:

- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement.
- Check their work carefully for common errors (Seahaven Sins).
- Use Full Sentence Feedback in spoken responses, practising their spoken cogency and fluency.

Monitoring and Evaluation

Senior Leaders and the Head of Literacy will monitor progress regularly and will report back to staff, parents, students and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Student interviews
- Scrutiny of development plans and departmental planning
- Data analysis

Appendix 1

Specific Strategies: Reading

Students will have opportunities to:

- Develop research skills using print, media and multi modal texts.
- Develop ability to skim and scan texts, highlighting important information.
- Develop comprehension skills.
- Develop confidence in handling a variety of texts.

Teachers will aim to:

- Explicitly model and teach reading strategies including skimming, scanning, re reading to check meaning, predicting, empathising.
- Highlight structure, layout, format and other “signposts” in texts typical of their subject.
- Support students in developing effective highlighting and annotation skills.
- Support students in developing their ability to interrogate texts to access literal and implicit meanings.
- Support students in recognising and challenging bias.

Specific Strategies: Writing

- Students will have opportunities to:
- Write in a variety of forms for different purposes and audiences.
- Plan, draft and discuss their writing.
- Review different texts, developing their understanding of key features of a range of text types.

Teachers will aim to:

- Offer students a range of appropriate models for writing and highlight the key features and criteria for success for each one.
- Incorporate Teach Like A Champion (TLAC), Rosenshine and The Writing Revolution (TWR) techniques into lesson planning
- Model writing through I-WE-YOU.
- Regularly complete extended pieces of writing.
- Use talk to develop ideas for writing.
- Support students with spelling strategies.
- Support students to develop effective editing strategies.

Specific Strategies: Speaking and Listening**Students will have opportunities to:**

- Encourage Full Sentence Feedback in all spoken classroom responses.
- Use talk for a range of purposes and audiences and in formal and informal contexts.
- Use talk to develop, extend and present ideas.
- Use talk to hypothesise and test theories.
- Use talk to solve problems and work collaboratively.

Teachers will aim to:

- Provide opportunities to present ideas in a range of formal and informal contexts

- Use questioning techniques (e.g. no hands up, TLAC, Rosenshine, TWR) to extend thinking and generate new questions.
- Support helpful talk behaviours (e.g. building, challenging, questioning, summarising).
- Model effective listening.
- Provide a clear focus for listening.