

Policy Title: Literacy
Policy



Eastbourne Technology College recognises the importance of raising the standard of all students' literacy levels. Developing and extending the language competency of students will enable them to become more confident and able listeners and speakers, readers and writers. Every student needs to be given the opportunity to extend their language skills in all areas of the curriculum.

Initiated: September 2003

Groups consulted: Governors
Staff

Reviewed: October 2006

Audience: Staff
Governors

Policy format: Full

Policy housed: Shared drive
Handbook

Policy relates to : Assessment Policy
Marking Policy

Policy

All members of staff should be committed to:

- being aware of the reading and spelling ages of all students in the teaching groups
- using this information to inform their lesson planning to take into consideration the readability of worksheets etc., i.e. modifying resources and teaching methods where necessary
- displaying the faculty “key words” prominently in the classroom and referring to them often in the teaching situation
- promoting and encouraging reading
- demanding the highest standard of written work at all times for both class and homework, in accordance with the Presentation Policy, Marking and Whole School Literacy Policies
- having high expectations when setting and marking homework - making this clear by writing it on the board, and setting speaking and listening, reading and writing pieces.

Implementation

- a) Reading and spelling ages of all students are provided for markbooks (via SIMS Assessment Manager). This is updated by importing the relevant aspects.
- b) Students who have taken part in Catch Up or Transition Session will be identified and their progress tracked through KS3.
- c) Subject specific key words should be on laminated sheets, clearly displayed in all subject areas. These should be replaced annually to ensure “freshness”. New words may need to be added and it may be a good idea to have vocabulary lists for each year.
- d) POS should allow students the opportunity to discuss lesson content, for example an experiment, a visit etc. and these activities should be “marked” both for the speaker’s ability to convey ideas and information and for the class as listeners. Thought and language are so closely linked and students need to see that talking about what they are doing and explaining to others is an important part of the learning process.
- e) The English team will continue to run their annual public speaking competition for all students in Years 7 to 10.
- f) Subject areas should try to promote their subject by having displays of books and materials which are related to the topics under discussion at any one time. Some of these should be materials which can be borrowed - perhaps after the lesson and through the RC- and students should be openly rewarded for their added interest. The books and materials should be in good condition and look appealing.

- g) Texts should be used which are in good condition, mended if necessary and without graffiti. The importance of caring for books should be stressed.
- h) The annual Book Week will continue to promote reading but should be extended through the school.
- i) Students should continue to read once a week in Pastoral Sessions, using the Book Boxes from the Resource Centre Manager and the RC and the ideas inside each box.
- j) All Year 7s will take part in an activity to mark World Book Day an event co-ordinated by the Head of English.
- k) All written work should be done in accordance with the POS of individual subjects but these need to take into account the importance of giving students the opportunity to write extended pieces at least half termly.
- l) Class work and homework should be marked in accordance with the Eastbourne Technology College Marking Policy AND the Whole School Literacy Policy (see Marking Policy)- technical errors must be corrected and students need to do their corrections. Only through a cohesive, across the school approach will students make the progress necessary.
- m) All examples given to children must be accurate and clearly written so that they can read them.
- n) The introduction of lesson “frames” will help. ie a white board already set up with lesson aim, objective, homework etc. could help to focus pupils’ minds.