



Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613

LANGUAGE FOR LEARNING POLICY

Agreed by the Governing Body Curriculum Committee
To be reviewed
(*reviewed every 2 years*)

May 2020
Summer 2022

To be monitored by the School Language for Learning Co-ordinator (Jacqui Beaumont) and the Headteacher

Introduction

Developing reading, writing and oracy are fundamental to every teacher's approach to pedagogy; teaching pupils to read, write and communicate effectively is the job of every teacher. Pupils will understand each subject primarily through reading and/or listening and will demonstrate their understanding through writing or speaking. Teachers and pupils need to be equipped with strategies to deliver this essential element of teaching and learning

Aims of the policy

- To provide every teacher with high impact, low effort strategies to enable them to teach literacy effectively
- To ensure that literacy is the shared responsibility of all teachers
- To ensure that all students have the opportunity to build on their skills as effective readers, writers and communicators.

Objectives

- All teachers to ask the question: How can I use language for learning to improve achievement in my subject?
- To demonstrate this through planning, teaching and the assessment of pupils' work
- To have a concise whole school policy

The Principles of Good Practice:

- Clear aims in both the policy and in lessons
- To establish what literacy skills students need in different subjects; to decide what approach to teaching these skills will help teachers to be effective in their subject; close links to be made in subjects to key words in marks schemes and questions
- To make use of specialists from English, MFL and other subjects to support the development of effective literacy strategies
- To provide time and resources for close collaboration with other teachers in the development of proactive strategies and schemes of works
- To identify good practice and disseminate it through staff meeting and staff briefings so that resources, ideas and strategies can be shared across subjects.
- To make full use of the library and librarian in developing reading, compiling and developing tailored reading lists for all departments including for university courses such as medicine and law.
- To systematically and effectively monitor and evaluate literacy methods through book reviews, student interviews and schemes of work. This can be delegated through HODs and designated literacy representatives in departments and can be related to performance management objectives.
- To involve all teachers and support staff to ensure cross curriculum responsibility for delivery.

Implementation:

The Language for Learning Policy will be reduced to 4 key strategies to be used across the school by all teachers:

- **All teachers to promote reading by having recommendations visible in their classroom and to create a culture of promoting reading through discussion in form time, lessons and assemblies.**

- **Whole school symbols for marking Spelling, Punctuation, and Grammar (SPAG) to ensure consistency across all subjects**
- **Key words and definitions related to marks schemes to be displayed in all classrooms. Tier two vocabulary to be taught through word of the week, thesaurus work etc.**
- **Teaching skimming, scanning and close reading for key concepts in all subjects and building this into Year 10 Learning to Learn sessions**

In order to ensure the whole school curriculum provides for the literacy needs of all students in these ways, **each subject** area will be expected to:

- ensure that all schemes of work have statements addressing literary provision, development and training activities; and
- SoW Schemes of work provide a range of practical strategies to encourage the development of literacy e.g. wall displays, subject specific spelling lists, clear labelling, and provision of dictionaries, good quality worksheets and board work.

In addition, the wider school curriculum will also be expected to promote literacy through:

- the promotion of relevant school/national competitions e.g. Annual Poetry Reading Competition and Debating Society, and Directed Activity Related to Text activities
- use of form-time for reading and encouraging students to participate in ‘Book Club’ termly; and
- provision and funding of a range of Library events, including visiting speakers and writers at Key Stages 3, 4 and 5.

Monitoring, Evaluation and Review

All staff have a responsibility to reflect on their own practice in promoting and teaching literacy and to build on this through their marking of literacy. Those in management positions have a further responsibility to ensure the policy is properly implemented in their specific areas.

The effectiveness and implementation of this policy will be reviewed by the Literacy Co-ordinator in termly meetings with subject leaders, in conjunction with the SLT at Curriculum Committee meetings and throughout the academic year.