



*Inspiring Learners for their future*

# **LITERACY AND LANGUAGE POLICY**

**UPDATED JUNE 2016**

## Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	
Teaching and Non-Teaching Staff	November 2016
Teaching & Learning Committee	Term 2, 2016
Full Governing Body	December 2016
Next Review of Policy	September 2019

## The Ridgeway School & Sixth Form College Literacy and Language Policy

### Rationale

All teachers are teachers of literacy. As such, staff at The Ridgeway School and Sixth Form College are committed to developing literacy skills in all of our students, in the belief that it will support their learning and raise standards across the curriculum.

### Aims

- to engage students in specific activities which develop their speaking and listening skills as well as activities which integrate speaking and listening with reading and writing;
- to develop writing skills through work that makes cross-curricular links with other subjects;
- to develop vocabulary, expression and organisational control that will enable students to cope with the cognitive demands of subjects;
- to develop reading strategies that will enable students to access sources beyond their immediate experience;
- to encourage reflective readers and writers;
- to identify and facilitate staff training needs to ensure they are confident teachers of literacy;
- to establish effective working partnerships with students and school leadership;
- to engage with parents and carers in supporting literacy in the home;

## Implementation at whole-school level

### Roles and Responsibilities

#### Governors:

- meet with staff and students and reports progress and issues to the governing body;

#### Senior Managers:

- lead and give a high profile to literacy;
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#### English Faculty:

- prepare students adequately to meet the required standard of communications (reading, writing and speaking) in line with external assessments.
- provide intervention as required based on cycle and base data;

#### Teachers across the curriculum:

- with the support of faculty **Literacy Leads**, implement content-specific literacy strategies,
- motivate students and contribute to their development of language, since speaking, listening, writing and reading are integral to all lessons;

#### Literacy co-ordinator:

Fiona Williams  
Literacy Coordinator  
June 2016

- develops initiatives to support students' literacy;
- supports all faculties in the implementation of literacy strategies;
- encourages faculties to enhance learning by sharing Best Practice;
- monitors and evaluates progress;
- liaises as required with EALCo (English as an Additional Language), LRC (Learning Resource Centre) and SENCo (Special Educational Needs Coordinator);

**LRC:**

- enables students to access resources that can support and enhance their learning;

**Parents and carers:**

- encourage their children to use the range of strategies they have learnt to improve their levels of literacy;

**Students:**

- take increasing responsibility for recognising their own literacy needs and making improvements;