

Ysgol Aberconwy



Language Communication & Literacy Policy

POLICY DOCUMENT NO: 28

ISSUE NO: 5

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

Date: 12/03/24

Review due date: 01/03/26

LT Link : RGB

Whole school Language, Communication and Literacy Policy

Rationale

All teachers are teachers of literacy. We are committed to developing the literacy skills of all our students. This will support their learning, raise standards across the curriculum and prepare them for adult life.

Literacy underpins the whole school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes.

Aims

The aims of this policy are to:

- Support students' learning in all subjects by helping staff to be clear about the ways in which their work with students contributes to the development of students' communication skills.
- Develop a shared understanding between all staff of the role of language in students' learning and how all teachers are responsible for promoting literacy.

Roles and Responsibilities

The Literacy Co-ordinator will

- Monitor and evaluate literacy across the curriculum.
- Keep up-to-date with initiatives and recommend good practice.
- Co-ordinate and review literacy initiatives.
- Co-ordinate and review Literacy interventions.
- Develop and monitor whole school recommended approaches to reading, writing and oracy.

The Literacy Mentor will

- Deliver the Accelerated Reader programme.
- Track the progress of students whose reading is below national expectations.
- Deliver small group reading interventions.

Heads of Department will

- Ensure that 'subject specific literacy' is clearly identified in learning journey/ plans and that there is clear progression.
- Integrate literacy marking into the department's marking policy.
- Ensure that all texts used are sufficiently challenging.

- Ensure that the department's approach to reading, writing, oracy is in line with whole school recommended approaches.

Teachers will:

- Be familiar with the specific literacy demands of their subject.
- Include, when appropriate, literacy objectives in lessons.
- Use the school recommended approaches to teach writing, oracy and reading skills.
- Use ALN and reading age information to ensure that resources and teaching and learning activities are differentiated accordingly.

Teaching Assistants will

- Support the teaching staff in the delivery of literacy objectives in lessons.
- Undertake/support literacy activities when working in the classroom or with individual pupils where appropriate.
- Use information about ALN students or others whose literacy has been identified as below national expectations, in order to support those pupils.

Inclusive Approaches

We strive to support all students' achievement in Literacy; for all students to achieve their full potential the school will ensure that:

- More able and talented students will be supported by being provided with challenging literacy objectives
- Students with additional learning needs will be taught in an appropriate manner in accordance with individual targets set in student individual educational plans.
- The school will introduce a variety of targeted intervention initiatives aimed at students below national expectations.

Monitoring and Evaluation

This policy will be reviewed and updated at least once in every three years.