



Kirkcudbright Academy

Literacy Across Learning



Literacy Across Learning Policy

“Literacy is defined as the set of skills, which allow an individual to engage fully in society and in learning, through the different forms of language and the range of texts which society values and finds useful.”

Introduction

The purpose of this policy is to highlight Kirkcudbright Academy’s Literacy Across Learning Policy. It is designed, in the first instance, for use by staff and offers advice and guidance on the key roles and responsibilities of staff in the development of Literacy across Learning. This policy will be updated and amended as is appropriate.

Rationale

- The purpose of the Literacy Across Learning Policy is to promote the vision, value and capacities of Curriculum for Excellence and to encourage the development of literacy skills and competencies through our policy and practice. Kirkcudbright Academy recognises the following key messages.
- Language is the main medium we use for teaching, learning and developing thinking; therefore it is at the heart of learning and teaching.
- Literacy and learning are clearly linked because good literacy skills support learning, whereas poor literacy skills are barriers to learning.
- Good literacy skills are a key factor in raising standards across all subjects.
- Learners who are empowered to recognise the links in their learning can build upon them throughout their school experience and beyond.
- All teachers in school should be aware of their responsibility in supporting the delivery of literacy skills and assessing these in some capacity.
- All teachers in a school should share the responsibility for developing Literacy across Learning through collaborative planning.
- High expectation of standards of accuracy and presentation should be consistent in all classrooms.
- Literacy opens up personal pathways to success and is central to personal expression and active participation in the society, economy and culture.

This policy aims to:

- Support staff in the implementation of Literacy across Learning.
- Raise levels of achievement and attainment in literacy for all levels.
- Ensure that all learners are provided with opportunities to develop and use literacy skills across the curriculum, while providing support for children and young people experiencing difficulties or inequalities.

- Promote progression and continuity across learning.
- Support staff with the identification of resources and innovative practice.

Roles & Responsibilities

Senior Managers

- Provide clear direction and work to identified priorities.
- Encourage class teacher to address literacy and literacy learning experiences within their courses, programmes of work and lesson plans.
- Allocate time to continuous professional development.
- Encourage the consistent use of strategies.
- Encourage staff to be consistent in high expectations of standards of literacy including, accuracy and presentation.

Literacy Coordinator

- Support senior managers in planning for implementation.
- Work with the SMT and the Learning and Teaching Working Group to plan CPD for whole staff, groups of staff, cluster practitioners.
- Liaise with subject leaders.
- Lead on Literacy across Learning policy development, self-evaluation and planning for improvement.

Curriculum Leaders

- Give learners regular opportunities to consolidate their literacy skills by using them purposefully in order to learn. Ensure that pupils have opportunities to listen, talk and learn collaboratively, co-operatively and actively.
- Encourage staff to teach literacy skills in a systematic and consistent way.
- Recognise where their subject area is best placed to develop certain literacy skills.
- Take responsibility for planning, developing, monitoring and evaluating literacy outcomes and experiences within their courses and programmes of work.
- Ensure that there is evidence of the revised school correction code being applied to writing.
- Share good practice with Literacy Across Learning Group.

Practitioners

- Share the responsibility for developing Literacy across Learning through collaborative planning.
- Ensure whole school strategies for writing, reading and listening and talking are used consistently.
- Undertake additional CPD as required in order to teach the literacy outcomes with confidence.
- Support SMT, Literacy Coordinator and subject leaders in the planning, monitoring and evaluation of Literacy across Learning.
- Ensure that there is evidence of school correction code being applied to writing.
- Ensure that pupils have opportunities to listen, talk and learn collaboratively, co-operatively and actively.
- Make best use of Literacy Assessment Grids and Literacy Placemats to support progression and learning.
- Show evidence of a Literacy Wall, including subject specific vocabulary.
- Encourage 'Reading for Enjoyment and Pleasure'.

Supporting Literacy in Kirkcudbright Academy

In order to support Literacy across Learning several initiatives have been put in place (see below). This is on-going and all new initiatives will be discussed within the Literacy Across Learning Group and presented to PTs and staff as appropriate.

- Literacy Across Learning Policy.
- The Literacy Across Learning Group will discuss new and current initiatives and will be available to assist/advise any member of staff with any problems.
- Literacy Coordinator in post.
- Correction Code and Literacy Wall displayed in all classrooms.
- Literacy across Learning Folder containing, relevant documents, examples of good practice etc. Located on the shared area.
- CPD is regularly organised for Inset days
- Literacy Placemats to help create a cross curricular approach to writing structure.

Self Evaluation

Evaluation of the implementation of this policy will be done through Quality Assurance procedures such as feedback from classroom observations, sharing good practice at FMs and staff feedback.