

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.”

(Curriculum for Excellence: literacy across learning - principles and practice)

<http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/literacy/principlesandpractice/index.asp>

See **Appendix 2** for the definition of **text**.

Introduction

The purpose of this policy is to highlight the City of Edinburgh’s ‘*Literacy across Learning: Secondary Implementation Plan*’. 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. It includes an appendix on Whole School Initiatives, which will be amended and updated as necessary.

Rationale

The purpose of the ‘*Literacy across Learning: Secondary Implementation Plan*’ 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. Much of this policy is extracted from this plan and 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 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.

Aims

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 gain, understand and use literacy skills, 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.
- Undertake audits and action planning.
- Monitor and evaluate by using a range of approaches, eg sharing classroom experiences and sampling class work.
- Allocate time to continuous professional development.
- Encourage the consistent use of strategies.
- Encourage staff to be consistent in high expectations of standards of accuracy and presentation in all classrooms.

Literacy Coordinator

- Support senior managers in planning for implementation.
- Attend CPD sessions provided by City of Edinburgh Council or LTS.
- Work with the SMT and the Learning and Teaching Working Party to plan CPD for whole staff, groups of staff, cluster practitioners.
- Liaise with subject leaders.
- Collate information from the audit of Literacy across Learning and use it to identify next steps.
- 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.
- 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.
- Ensure that pupils have opportunities to listen, talk and learn collaboratively, co-operatively and actively.

Practitioners

- Share the responsibility for developing Literacy across Learning through collaborative planning.
- Apply school standards of accuracy and presentation.
- Ensure whole school strategies for writing, reading and listening and talking are used consistently.
- Plan, literacy teaching strategies anticipatory of, and appropriate to, gender differences and potential barriers for learners with an additional support need or a disability.
- 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 the revised school correction code being applied to writing.
- Ensure that pupils have opportunities to listen, talk and learn collaboratively, co-operatively and actively.

Supporting Literacy in Forrester High School

In order to support Literacy across Learning several initiatives have been put in place. This is on-going and all new initiatives will be discussed within the Learning & Teaching working party and presented to PTs and staff as appropriate.

- Literacy across Learning policy.
- The Learning & Teaching working party, discuss new and current initiatives and are available to assist/advise any member of staff with any problems.
- Learning & Teaching Policy.
- Literacy Coordinator in post.
- Correction Code and Good Presentation Posters displayed in all classrooms.
- Literacy across Learning Folder containing, relevant documents, examples of good practise, results of the audit etc. situated in whole school section of the computer network. This is up-dated regularly.
- Forrester account available on the Delicious website listing web links to interesting projects and examples of good practise in other schools/regions. This is up-dated regularly. www.delicious.com/forrester_lal
- CPD is regularly organised for ISIS days or CAT afternoons.
- Prefix initiative to encourage students to be able to work out the meanings of certain words by themselves.
- Writing frames to help create a cross curricular approach to writing structure.
- Interdisciplinary projects which provide strong links with literacy in a wide variety of subjects.
- The Support for Learning Department are using an initiative called “Emotions Talk” to enhance students vocabulary and enable them to express a growing range of emotions with small groups.

School Self Evaluation

Evaluation of the implementation of this policy will be done through Quality Assurance procedures such as feedback from classroom observations and Learning Rounds.

Appendix 1 Literacy Capacities (from LTS)

Successful learners who can:

- Think creatively and independently
- Communicate in different ways for different purposes and audiences
- Use technology for learning
- Use multimodal texts
- Link and apply learning in different situations – talking and listening, reading and writing and by using literacy skills across learning
- Select information from a variety of sources and use a variety of research skills
- Develop a good knowledge of strategies to help them tackle problems, eg reading unfamiliar texts
- Recognise and describe different types of texts and their purposes
- Read for a variety of purposes
- Explore the richness and diversity of language and how it can contribute to their creativity
- Be motivated to engage with a variety of texts that are relevant to and are in their daily lives
- Actively seek ways of improving their literacy skills

Confident literate individuals who can:

- Communicate confidently in a wide range of contexts
- Demonstrate good listening skills and respond appropriately to others
- Have a well developed vocabulary and understand the power of language
- Be critical thinkers who can recognise when they are being influenced and can justify their own point of view
- Use feedback to improve
- Express feelings and opinions confidently
- See the relevance of literacy skills in their everyday experience and use skills, eg in organising themselves
- Confidently select texts and evaluate how well they met their needs
- Relate to others through what they have listened to, watched and read
- Use literacy skills to help them make decisions and weigh up the pros and cons of courses of action
- Understand and analyse a range of texts
- Appreciate

To enable our young people to become....

Responsible literate citizens who can:

- Develop knowledge of Scotland's place in the world by interacting with a variety of texts
- Avoid plagiarism and acknowledge their sources
- Interpret and evaluate information to help make decisions
- Support others with their learning, eg through paired reading and writing partners
- Think metacognitively
- Appreciate that people communicate in different ways
- Remain open and responsive to ideas of others and respect other's opinions
- Participate in activities in their own place of learning and beyond, eg using literacy to effect change
- Act as model communicators to others in and beyond their place of learning
- Use language to help- them develop understanding of themselves and others in historical and cultural contexts

Effective literate contributors who can:

- Create and develop lines of argument and discussion
- Use communication to build relationships
- Take an active part in group discussions
- Bring the benefit of a wide range of their own learning experiences to lessons
- Build on ideas and opinions of others
- Share their interpretations of, and opinions on texts
- Offer alternative viewpoints in an appropriate way
- Give constructive, thoughtful feedback to others
- Recognise when others need help, eg to participate in discussions
- Explain to others the different strategies they use to make meaning from texts
- Follow a train of thought through to a conclusion
- Understand & analyse a range of texts

Appendix 2

What is meant by 'texts'?

It follows that the definition of 'texts' also needs to be broad and future proof. Therefore, within *Curriculum for Excellence*:

a text is the medium through which ideas, experiences, opinions and information can be communicated.

Reading and responding to literature and other texts play a central role in the development of learners' knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs. The literacy framework reflects the increased use of multimodal texts, digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose. Examples are given below.

Examples of texts
novels, short stories, plays, poems reference texts the spoken word
charts, maps, graphs and timetables advertisements, promotional leaflets comics, newspapers and magazines CVs, letters and emails
films, games and TV programmes labels, signs and posters recipes, manuals and instructions reports and reviews
text messages, blogs and social networking sites web pages, catalogues and directories

In planning for learning in any curriculum area it is important for practitioners to ensure that children and young people encounter a wide range of different types of text in different media. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.