



WEDNESFIELD HIGH SPECIALIST ENGINEERING ACADEMY

LANGUAGE FOR LEARNING POLICY

Author	Revision Number	Date of Ratification at JNC	Review date
Mrs Vicky Hayward	2		February 2017

Policy adopted by the LAB of:		Date:	
Signed by the Chair of the LAB:		Print:	

Literacy across the Curriculum: Languages for Learning

George Sampson “every teacher in English is a teacher of English.” (1921)

Rationale

Literacy is essential to ensure that students leave Wednesfield High Specialist Engineering Academy suitably prepared for the world outside of the academy gates. Language for Learning underpins the academy curriculum by developing students’ abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise.

Wednesfield High Specialist Engineering Academy believes that helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. We accept that Language for Learning is key to improving standards and raising attainment as well as improving student confidence and engagement in a range of subjects. Conversely, poor levels of literacy impact negatively on student self-esteem, engagement and progress. All departments and all teachers have a crucial role to play in supporting students’ literacy development to ensure that outstanding progress is made by all of the students in our care.

The Aims of the Language for Learning Policy are to:

- Adopt a whole academy approach to literacy across the curriculum, ensuring that overt teaching of key reading, writing and speaking and listening skills are consistent across subjects.
- Enable students to reach and exceed their potential in reading, writing and speaking and listening. Additional provision and intervention strategies will be used to ensure that support is provided for those students who are in danger of falling below their expected literacy targets. This will be supported by the development of a specific Language for Learning lesson in Year 7 and a Reading Intervention programme in Year 8.
- Develop staff awareness that Language for Learning is the key to all outstanding teaching and learning, with a clear link to success in public examinations.
- Embed Language for Learning across the curriculum using a range of resources: ICT, VCOP triangles, writing frameworks and the academy Literacy Marking Policy.
- Ensure that all staff across all areas of the curriculum are confident about teaching key literacy skills to their students.
- Establish a cross curricular group of Language for Learning Leaders to showcase and share ideas within their departments.

The Policy:

The academy, led by SLT will:

- Promote and encourage the academy wide implementation of effective literacy provision for all students in all subjects.
- Monitor students who have low levels of literacy.
- Monitor intervention strategies within the academy ensuring closer links between the Life without Levels assessment used in English and the intervention needed by individual students.

- Provide opportunities for Language for Learning CPD to include strategies to ensure outstanding teaching and learning, how to tackle the challenges and to increase the literacy levels of staff where appropriate.
- Monitor departmental implementation of the strategies introduced to ensure outstanding teaching and learning.
- Ensure that the strategies in place have a positive impact on the levels of literacy.

The Language for Learning Lead will:

- Devise appropriate schemes of work for the Language for Learning lesson in Year 7, monitoring the impact of this through tracking of students.
- Deliver the Premier League Reading Stars Intervention programme to a focussed group of Year 8 students.
- Liaise with the AEN department to ensure that appropriate interventions are put in place for students who are below expected levels of literacy.
- Work with specific departments to ensure that Language for Learning is an embedded thread in schemes of work and marking.
- Lead the Language for Learning group to raise issues and move Language for Learning forward across the curriculum.
- Lead on Language for Learning CPD in the academy.

The Language for Learning Group will:

- Ensure that subject specialists, alongside English, communicate their ideas about effective literacy.
- Ensure that departments identify the students with weak literacy and put appropriate intervention in place.
- Develop subject specific language for learning resources.
- Help deliver CPD.
- Lead on embedding the strategies the group develops to encourage outstanding teaching and learning.

Departments will:

- Decide on the key Language for Learning skills in their subject and plot these across their schemes of work to ensure that all staff within the department are aware of them.
- Develop and display key spellings and terminology in subject areas.
- Ensure that the Literacy Toolbox is used by staff and students; this is to include common approaches to marking and using writing frames.
- Develop and use strategies to develop and support students in teaching writing, speaking and listening and reading skills.

Teachers will:

- Develop and use appropriate learning approaches which are relevant to all curriculum areas and students of all attainment levels.
- Communicate differentiated success criteria and learning objectives to students emphasising the key speaking and listening, reading and writing skills being used in the lesson.
- Mark work using the Whole Academy Literacy Marking Policy.
- Use constructive feedback to ensure that students know specifically how to progress in the subject.
- Continue to develop and use a variety of activities that promote interactive and independent learning using literacy skills.
- Monitor student progress, using formative and oral assessment. This should inform strategies that can support students in their learning and provide them with support and feedback to make progress.