Holy Trinity Catholic School Language for Learning Policy

'There is no such thing as Literacy. There is just good Teaching and Learning'

'All teachers are teachers of Reading, Writing and Oracy.'

Rationale

It is the responsibility of all to practise and interweave effective language for learning into all that we do through high impact, low effort strategies. This underpins the curriculum by developing students' abilities to speak, listen, read and communicate, which encourages them to: explore and organise. All students learn and express themselves in all areas of the curriculum and we are all committed to developing the language and oracy of every pupil in the confidence that it will support their learning across the curriculum, enhance their understanding of the subject matter delivered and raise standards of teaching and learning within our school.

There will be a commitment to clear and consistent direction from all leaders. Priorities will be identified and a range of approaches for delivering effective strategies will be shared at regular intervals throughout the academic year. Equally this will be monitored through quality assurance exercises and be measured by the outcomes of students. Effective language is effective teaching and learning. As per the Teacher Standards it is our responsibility to '*demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.*' As a school we take the approach that all *"teachers should develop students' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for students, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects."* (DfE, 2014)

The school's Language for Learning Lead will undertake a number of tasks to support the development of language. They may include some or all of the following:

- Work closely with the Head Teacher to plan for implementation
- Liaise with colleagues to identify current provision within the school
- Broaden CPD for all
- Create an environment to support the development of students' language
- Facilitate the sharing of good practice across the school
- Contribute to whole school improvement planning and self-evaluation processes
- To develop the reading skills of students who fall below a reasonable reading age by organizing adequate intervention to support their progress
- Organise and promote language across the school
- To support and promote oracy across the school by encouraging all students not to use 'slang' or 'colloquialisms' in their academic speech

Subject Leaders will understand that:

- Language skills need to be addressed consistently and systematically across the curriculum
- There should be a consistent focus on academic language and subject specific vocabulary for all team members
- There should be a coherent approach to the development of language skills
- Departmental QA and monitoring is vital and should become part of T&L QA
- Encourage team members to reflect on their own reading, writing and oracy planning (and have high expectations) for effective delivery of language through effective subject planning - 'high impact, low effort'

- Share and model collaborative and active learning strategies to model how children can explore ideas and develop their thinking
- Ensuring lessons or series of lessons have a clear language focus and that students can communicate what their personal language focus is
- Students should be provided with opportunities to develop their spoken language skills, confidence in reading and extended writing practice in all subjects
- Ensure there is a focus on improving student's writing skills, regardless of subject

The Librarian

Learners already associate the school library with developing their reading skills. The school librarian has an important role to play in:

- Providing a stimulating environment with which learners will engage
- Promoting reading for enjoyment, including inviting visiting authors
- Providing break and lunch time reading opportunities
- Providing the students with a wish list to provide titles suggested by the students
- Using students as librarians
- Promoting key dates relevant to reading for pleasure, for instance, National Poetry Week/World Book Day
- Supporting teachers and Faculty Leaders to promote reading across the curriculum
- Encouraging a *pleasure for reading* through competition