



**Red Moor
School**

Reading Across the Curriculum Policy

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Owner	Rachel Lodge

Document History

Version	Comments/amendments	Name	Date
1.0	2020 Issue	Laura Horne	June 2020
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Introduction

All teachers are teachers of literacy. As such, the staff of Red Moor School are committed to developing literacy skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering

All schemes of work and most, although not all lessons, will include specific literacy objectives. These objectives will inform what is taught, how it is taught, what is learnt and how it is learnt. Literacy should also form part of lesson plenaries when it is appropriate to the focus of the lesson.

To establish an entitlement

Red Moor School is an SEMH independent day special school for boys and girls. Students will be placed mainly from Cornwall local authority; they all have a statement of Special Educational Need. Through their behavioural and emotional difficulties many have been unable to access an educational curriculum effectively. Therefore in accordance with the requirements of the National Curriculum we select teaching material from an earlier key stage where it is necessary to enable individual pupils to progress and demonstrate achievement. Such material is presented in contexts suitable to the pupils' age. The Literacy Across the Curriculum policy secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and willingness to access learning, an entitlement to learning and development of knowledge, understanding, skills and attitudes necessary for self-fulfilment and growth as an active and responsible member of society. We aim to encourage every pupil to achieve to the best of their ability within an integrated and differentiated programme of study. Opportunities will be given which reflect the requirements of The National Curriculum and QCA guidelines.

No pupils are disapplied from the requirements of the National Curriculum. It is recognised that we operate within a co-educational school and every effort is made to ensure that the materials used and values implied fully reflect the wider community.

We recognise our responsibility to provide a broad and balanced curriculum for all pupils. We aim to meet the specific needs of individuals and groups of pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs by creating an effective environment, securing their motivation and concentration, using appropriate assessments, setting achievable targets for learning, valuing the contributions of all pupils, providing a secure environment in which they are able to contribute confidently

Mission Statement

Red Moor School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

Social, Moral, Spiritual and Cultural Education

At Red Moor School we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate. All staff at Red Moor School, and visitors, will be regularly reminded that it is inappropriate to share partisan political views with any students or their families. Any breach of this will result in disciplinary action being taken at an appropriate level.

This policy links closely with school policies on:

- Health and Safety
- All subject specific policies
- Curriculum
- Behaviour
- Bullying
- Equal Opportunities

Implementation at whole-school level

Language is the prime medium through which pupils learn and express themselves across the curriculum, and all teachers have a stake in effective literacy. As such, the roles and responsibilities of staff, pupils and parents/carers are as follows:

- Senior Managers: lead and give a high profile to literacy;
- English Department: provide pupils with knowledge, skills and understanding they need to read, write and speak and listen effectively;
- Teachers across the curriculum: contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- Literacy co-ordinator: supports departments in the implementation of strategies and encourages departments to learn from each other's practice by sharing ideas.
- Parents: encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- Pupils: take increasing responsibility for recognising their own literacy needs and making improvements;
- Governors: an identified governor could meet with staff and pupils and report progress and issues to the governing body and to parents in the governors' annual report.

Across the school we shall:

- Identify the strengths and weaknesses in students' work from across the school.
- Adopt the 'Framework' objectives as a way of planning for and assessing literacy skills.
- Adapt the identified literacy cross-curricular priorities for each year.
- Seek to identify progression in the main forms of reading, writing, speaking and listening undertaken in each department and strengthen teaching plans accordingly.
- Plan to include the teaching of objectives to support learning in own subject area.
- Review this literacy policy annually.
- Have a specific spelling, grammar or punctuation theme each term which the students will be marked on in all subjects, to help to raise the profile of literacy in all subjects. This will be monitored through work scrutiny.

Literacy Across the Curriculum will seek to enhance children's learning in all the key areas of literacy; speaking and listening, reading and writing. Staff training needs will be met through their continuing professional development training, using regular INSET training from Literacy experts, peer mentoring from the English Coordinator and external training where appropriate.

Speaking and Listening

We will teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

This will be assessed in Functional Skills and the Eduqas English Language, Component 3 exam.

Reading

We aim to give pupils a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding.

We will build on and share existing good practice. We will teach pupils strategies to help them to: read with greater understanding; locate and use information; follow a process or argument; summarise; synthesise and adapt what they learn from their reading.

Please see: <https://dera.ioe.ac.uk/16402/3/Literacy-Reading%20across%20the%20curriculum.pdf>
For further reference.

Writing

It is important that we provide for co-ordination across subjects to recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.

Equal Opportunities

All pupils have equal access to Literacy Across the Curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the pupils and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Strategies for Special Educational Needs

All pupils attending Red Moor School have emotional, social and/or behavioural difficulties that have proven too severe to have been successfully addressed within mainstream schools. Many of the pupils also have additional learning difficulties, speech and language difficulties, sensory impairments and/or physical difficulties to varying degrees (**see SEN policy**).

In the teaching of Literacy Across the Curriculum, it is recognised that all pupils are different, in needs, abilities and learning styles and may develop at much slower or faster rates than others. It is our intention to:

- Recognise and address individual needs in planning (considering pupils with IEPs)
- Provide the opportunity for all students to fulfil their potential; specifically by providing differentiated resources and learning objectives
- Take account of the long term development of each pupil throughout and into the next key stage (target setting)
- Allow movement of individual pupils between groups/classes as and when necessary

It is therefore our philosophy to recognise individual needs. Lesson activities and work set must reflect the different needs of the individual. Depending on resource availability, the support given includes differentiated activities through extra adult support, adjusting of pacing and expected performance, questions graded to target a wide range of ability levels during the exercises and discussions. We also use peer support, and practical work in pairs or small groups.

Depending on the nature of the activity pupils will work:

- As individuals
- Paired with another pupil
- With Learning Support Assistant (LSA) support
- With their class or Key Stage

Gifted and Talented

Pupils will be identified as Gifted and Talented by their class teachers and teaching assistants. These pupils will be set more challenging work to push their knowledge and abilities so they can reach their full potential. These pupils may also be offered extra work in the form of homework or lunchtime and after school sessions.

Monitoring, Evaluation and Review

See Monitoring and Evaluation Policy

We will make use of available data to assess the standards of pupils' literacy.

Possible approaches are:

- sampling work – both pupils' work and departmental schemes
- observation – pupil pursuit and literacy teaching
- department meetings
- pupil interviews
- scrutiny of development plans
- observations from Head of Faculty
- encouraging departments to share good practice by exhibiting or exemplifying pupils' work

All teaching staff are observed regularly by peers and line managers as part of the on-going monitoring and evaluation process. Teaching quality is improved and refined by providing constructive feedback and sharing best practice in order to modify practice where necessary, ensuring a high quality of teaching and learning.

Learning resources

We encourage the use of a wide range of resources to enrich students learning. These include children's and teacher's books, DVDs, music, artefacts and CD ROMs. We try to ensure that Literacy Across the Curriculum is an explicit part of the curriculum and thus is a lively, stimulating aspect of every subject which engages all students.

E Safety

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in e-safety is therefore an essential part of the Red Moor School's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

E-safety is a focus in all areas of the curriculum and staff reinforce e-safety messages across the curriculum. Students are taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information and also to acknowledge the source of information used and to respect copyright when using material accessed on the internet.

As a school, we actively promote high levels of digital literacy. Digital literacy seeks to include knowledge and understanding of the applications and implications of digital technologies, in contrast to the skills focus of computer literacy. Digital literacy is considered a key aspect of contemporary citizenship to enable individuals to fully participate in the digital economy and the democratic process, and knowledgeably engage with debates relating to the networked society, such as those relating to personal privacy.

Appendices:

Digital Education Resource Archive. (2013). *Literacy-Reading across the curriculum*. Available: <https://dera.ioe.ac.uk/16402/3/Literacy-Reading%20across%20the%20curriculum.pdf> . Last accessed 6th February 2020.