AIMS

- To ensure that standards of writing, oracy and reading are raised throughout all key stages and across all subject areas.
- To embed literacy and numeracy skills across all subject areas.
- To develop a common language of communication capability across all subject areas.
- To empower students with the capacity to use language purposefully and efficiently in a range of contexts for a range of purposes in both oral and written form.

OBJECTIVES

For students

- To be able to recognise the strengths and weaknesses in oral and written communication and be able to apply a range of strategies to improve its coherence and accuracy.
- To be able to transfer WORD skills across different subject areas effectively and to deploy skills efficiently beyond the classroom to all areas of communication in the world at large.
- To always proof read and edit written work before submitting for assessment.

For HOF/Teachers

- To provide a role model to consistently demonstrate high standards of oral skills to all students.
- To ensure teaching rooms are literacy friendly with key terms where appropriate.
- To understand and support the whole Academy marking policy, ensuring spelling, punctuation and grammar errors are corrected as appropriate. Where possible and relevant, explicitly teach key literacy and numeracy skills as appropriate to the individual subject area.
- Interim book trawls to be completed by Literacy and Numeracy Champions in each faculty area.

Schemes of Work

- Through our curriculum, students receive high quality teaching and learning regarding literacy and numeracy. Each department is required to have in place detailed medium term plans which address knowledge, skills and understanding as well as clear task adjustment for all ability levels. The literacy and numeracy skills to be covered in each unit of work must be clearly outlined, with suggestions as to how the skills can be delivered to maximise student achievement.
- A copy of each subject area's schemes of work, including the relevant WORD skills to be covered should be available to line managers at the start of the year. These will include an overview of the assessments to take place during the course of the year.

At Key Stage 4

- Students are set by ability in English and Maths in Years 10 and 11.
- Students with English as a second language may be placed in higher ability groups than data may indicate.

At Key Stage 5

- Any student entering Key Stage 5 with English GCSE below a grade C will be expected to re-sit to raise their original level of attainment.

Appendix 1: creating a Literacy rich classroom

- Dictionaries available in the room where possible

- A thesaurus available for reference

- Posters with subject specific key words that are clear and visible, regularly updated to complement the scheme of work being followed

- Book boxes where appropriate

- Books and magazines available for extension work

- The Academy marking code on display

Revision Record of Issued Versions				
Author	**Approved date**	**Committee**	**Version**	**Status**
Berwick Academy	**25/11/2015**	**Finance & General Purposes**	**1.0**	**Final Version**
Changed by	**Review Date**			

Is there evidence of	Strengths	Areas for development
Teacher following the school marking and presentation policies – link to handwriting / use of praise /use of symbols for SPG		
Teacher setting targets for improvement that link to school / class / student literacy focus for reading / writing		
Teacher comments and feedback are understood by students and acted upon to make progress within literacy		
Students respond to teacher comments with redrafts / amendments / corrections eg purple pen		
Variety of writing tasks set across the curriculum set eg independent, extended, guided, scaffolded, composed together, teacher modelled, balance of fiction and non-fiction writing		
Tracking of writing process from planning to drafting through redrafting to final piece.		