



Rationale

As a Senior Grammar School (14-19), Portadown College recognises literacy competency and confidence as integral to the individual's personal, emotional, social and academic development within school and beyond, as students prepare to become lifelong participants in, and contributors to, the broader society.

Literacy is defined by DENI as:

the ability to read and use written information and to write appropriately and legibly, taking account of different purposes, contexts, conventions and audiences. It involves the development of:

- a. an integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum;
- b. knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;
- c. formal and informal language across all areas of social interaction; and
- d. the ability to read, understand and use information in multiple formats and platforms including traditional print and on-screen material.

Count, Read: Succeed – Strategy to Improve Outcomes in Literacy and Numeracy: DENI, May 2011, pp 2-3.

Within the context of the above definition, Portadown College seeks to support and promote the holistic development of each student's literacy capabilities at both cross-curricular and cross-phase levels from Key Stage 4 through to Key Stage 5.

Aims

- (i) to secure high standards of literacy amongst all staff and students;
- (ii) to raise literacy competency levels across subjects and key stages;
- (iii) to support departments in developing schemes of work/resources which explicitly target good literacy practice;
- (iv) to facilitate inter-departmental sharing of examples of good practice;
- (v) to recognise the purpose and evaluate the efficacy of emerging literacies.

Objectives

At Portadown College, we therefore aspire to excellent standards of literacy whereby students and teachers communicate appropriately, purposefully and confidently across a range of media as exemplified through:

- (i) high levels of skill in listening, talking, reading and writing;
- (ii) the discernment to select appropriate forms and styles of expression according to purpose and context eg formal, informal, subject-specific;
- (iii) the ability to present information across a range of formats eg verbal, written, visual (e.g. tables, graphs, PowerPoints) and contexts (e.g. formal/informal professional/social);
- (iv) the ability to present written information legibly and word-processed information employing a coherent structure and a consistent style;
- (v) the knowledge and skill to use language, including grammar and punctuation, precisely and accurately according to the conventions of Standard English;

- (vi) the ability to source, collate and evaluate information from a wide range of materials including electronic media, graphs/tables and traditional print media such as books, newspapers and journals;
- (vii) an awareness of the connection between listening, thinking, reading, writing and speaking.

Responsible for Implementing, Monitoring and Reviewing the Policy

(i) SLT:

- to ensure that Literacy is appropriately incorporated in whole school development/action planning;
- to measure baseline literacy levels using appropriate data and set targets for improvement at whole school level in liaison with heads of department and curricular coordinators;
- to consider strategies for improvement and monitor/review these periodically;
- to ensure clear, accurate and consistent communication in whole school dissemination of information (e.g. notices, announcements) via the Teaching, Administrative and Clerical Staff;
- to facilitate appropriate training as required at whole school level to secure Literacy strategies are implemented and targets achieved;
- to monitor, evaluate and review implementation of the policy at whole school level.

(ii) Literacy Coordinator:

- to lead high standards of Literacy across the College;
- to liaise closely with all relevant stakeholders to ensure that literacy targets are achieved in line with the College SDP;
- to liaise closely with Literacy Coordinators in contributory junior high schools to benchmark standards and facilitate cross phase literacy development from Key Stage 3 to Key Stage 4;
- to ensure that the College Literacy Policy meets the developmental needs of all students and staff by facilitating resources as appropriate;
- to ensure that the College Literacy policy is implemented consistently at whole school level by facilitating appropriate training which is responsive to emerging literacies and to benchmarking data (qualitative and quantitative);
- to report periodically to SLT and the BoG on the above.

(iii) Heads of Department:

- to be responsible for ensuring that departmental handbooks, action plans and schemes/units of work incorporate strategies to achieve the aims and objectives of the College Literacy Policy/associated SDP actions;
- to monitor and evaluate that departmental targets for literacy are being achieved within agreed whole school benchmarks;
- to lead departmental colleagues in sharing and exemplifying good practice in the promotion of high literacy standards in the delivery of specific subjects.

(iv) All Teaching Staff:

- to raise students' awareness of excellence in literacy at subject and at whole school level by modelling high standards in the spoken and written word within the classroom and in extra-curricular contexts;
- to be responsible for ensuring high quality communication (spoken and written) with parents and external agencies as appropriate.

(v) The College Librarian:

- to support students in developing the digital and information literacy skills (see <http://www.cilip.org.uk/cilip/advocacy-campaigns-awards/advocacy-campaigns/information-literacy/information-literacy>) which are essential core skills underpinning lifelong learning;
- to liaise with departments/curricular areas regarding the acquisition of appropriate texts/newspapers/journals/e-media resources;
- to support the English Department in advising, encouraging and inspiring reading for pleasure across a range of abilities and preferences.

(vi) Head of CEIAG (Careers Education, Information, Advice and Guidance):

- to be cognisant of the high quality guidance and support required by students at Key Stages 4 and 5 in collating, drafting and writing personal career records/logbooks (including self-evaluation of Year 13 Work Shadowing) as a framework for individual academic/career profiles which are essential to further/higher education and the world of work beyond College;
- to ensure that students understand the excellent standards of communication (spoken and written) necessary for successful application to higher education and jobs beyond College (e.g. by facilitating presentations/mock interviews and exemplifying high quality UCAS applications).

(vii) SENCo:

- to advise on and support literacy strategies, where applicable, for SEN students e.g. Read and Write Gold (see Appendix 1).

(viii) ICT Coordinator:

- to facilitate training for staff in emerging literacies and their application at Key Stages 4 and 5;
- to support the development of ICT literacy at cross-curricular and cross-phase levels.

Portadown College also values the opportunities afforded for students' literacy enrichment through extra-curricular activities such as the Debating Society, Journalism Group, Student Voice and College Website. Additionally, students in all year groups are regularly afforded opportunities to lead assemblies both individually and collaboratively with their peers.

Appendix 1

At classroom, departmental and whole school level students' literacy is enhanced through:

1. Classroom and corridor displays/posters highlighting subject-specific terminology.
2. Consistent and high quality Marking for Improvement, supplemented, where appropriate, by self/peer assessment.
3. Teacher modelling of high quality written responses e.g. by using the interactive whiteboard, enhanced by class discussion on the qualities of structure and expression, which make particular pieces of writing clear, concise and fluent.
4. Paired writing and group/whole class 'shared' writing to raise awareness of the characteristics of high standards of communication.
5. Other activities as appropriate to each subject/department at Key Stages 4 and 5.
6. Contribution to, and engagement with, the College Website.

The policy will be reviewed biannually by the Board of Governors.

The policy was approved by the Board of Governors on 13 October 2016.