

Heathrow Aviation Engineering UTC

Literacy policy

Introduction

Literacy skills equip students not only to achieve well at Heathrow Aviation Engineering UTC (UTC), but also to play their part in a democratic society when they leave.

At Heathrow Aviation Engineering UTC we are guided by the Basic Skills Agency's definition of literacy: - "The ability to read, write and speak in English at a level necessary to function and progress at work and in society in general". We seek to develop our students from this baseline.

'Literacy' will be embedded as part of UTC life, clearly displayed in all areas.

The Literacy Policy will be a reflection of the needs and requirements of the UTC, brought about as a result of consultation with students and staff, and relevant stakeholders.

Aims

We aim to:

- Support students in their pursuit of good standards of literacy and to support teachers in their delivery of skills in class.
- Ensure students see literacy skills as important in all subject areas and in life itself.
- Ensure that UTC's employees are in full possession of all information they need to implement the Literacy Policy.
- Encourage individual subject area strategies to improve any aspect of literacy and to see how it can be improved in lessons.
- Ensure that access to and equality of provision is available to all students within the literacy strategy.
- Use 'professional' materials written and presented by employees, tailor-made to UTC's needs where necessary.

Outcomes

The UTC is committed to achieving the following outcomes from this policy:

- An enthusiasm for 'getting it right' when reading, writing, speaking and listening.
- Improved written skills (punctuation, grammar, vocabulary, language register, etc.) of all students
- Improved reading of questions and key words in all subjects.
- Improved listening skills in all subjects.



- Improved oracy enabling students to make correct language choices, (e.g. between Non-Standard and Standard English) and speak with regard to acceptable conventions in class.
- Empowerment of students to see the literacy links between languages and across all subjects.
- Increased standards of attainment.
- A working partnership with parents / guardians to promote UTC's Literacy Policy.

Procedure

- The materials will be in a form that is clear, accurate and informative for all teaching employees, students and parents / guardians as necessary.
- Since literacy skills are intrinsically part of all lessons, the demands on employees will not impose extra work. The Literacy Policy will seek to focus on certain aspects of lessons that will improve overall achievement.
- The Literacy Focus will highlight across all subjects simultaneously the same literacy aspect that impacts on student achievement.
- Subjects are supported as necessary in their efforts to improve literacy skills in their subjects.
- At all times feedback and suggestions from employees and students will be considered and included in future plans, as this policy is inclusive of all UTC employees and students regardless of status, age or gender.

Key People & Responsibilities

The Literacy Coordinator will ensure that:-

- results are tracked and audited;
- the Literacy Policy is reviewed annually;
- employees and students feel encouraged and positive in their efforts to raise literacy skills
- materials are provided for reference to the Literacy Focus;
- all initiatives are supported to improve literacy whether as part of the policy or unilaterally in departments;
- organisation of celebratory events take place with certificates of achievement awarded;
- materials address gender issues;



It is the responsibility of the Leadership Team to:

- Check teachers are addressing the requirements of the Literacy Policy within their area to include reference to literacy in the Subject Area Handbook;
- To encourage the Subject Area to follow UTC Literacy Policy on a day to day basis.
- To monitor use of literacy focus in any lesson observations and ensure appropriate focus is displayed in class.
- Draw attention of students and staff to the common Literacy links within their subjects.

The Subject Teacher's role is:

- To make clear to students that literacy skills in writing, reading, speaking and listening are essential in achievement in his/her particular subject.
- To acknowledge progress in literacy skills.
- To identify literacy weaknesses in students and seek to improve them.
- To feel free to seek advice or support from the Literacy Co-ordinator.
- English teachers are asked to 'anchor' the focus in English books with all relevant information.

The Student's responsibility is:

- to write literacy focus in English books;
- to see the relevance to UTC subjects;
- to correct work with literacy skills in mind;
- to see literacy skills as useful elements across the curriculum providing small achievable steps to overall improvement of grades.
- to understand all four strands of literacy – reading, writing, speaking and listening.
- to take a pride in improvement of Key Literacy Skills.

The Parents / Guardians role is:

- To support any literacy initiative in which his/her child is involved.
- To check literacy focus on their Outlook Calendar or so home support can be given.
- To contact Literacy Co-ordinator should any literacy concerns arise.



Monitoring of Policy Impact by Literacy Coordinator

- Classroom displays will indicate literacy targeting.
- Questionnaires to students and parents.
- Testing of students before and after intervention, where appropriate.
- Tracking of targeted students by GCSE, FFT and CATS4 grades.

Monitoring and Evaluation

The Governing Body, in consultation with the Principal, staff and parents, will regularly review this policy and associated procedures in order to ensure its continuing effectiveness.

Date created: June 2014

Date agreed: 9th June 2014

Date of Review: 31st July 2015



Appendix

Writing

Students should:

- write in a variety of forms;
- write for a range of audiences;
- plan and draft;
- use writing frames.

Teachers should:

- model tasks and the writing process involved;
- provide opportunities for students of all abilities;
- encourage neatness;
- use common marking scheme.

Reading

Students should:

- read a range of texts;
- use LRC and Internet in their subject;
- utilise note making techniques;
- develop higher order reading strategies;
- become confident independent readers.

Teachers should:

- check reading material is appropriate.

Speaking

Students should:

- use talk for a range of purposes and audience;
- distinguish between standard and non-standard English;
- plan and evaluate using oracy skills;
- solve problems collaboratively.

Listening

Teachers should:

- recognise the students who are not listening;
- make clear the behaviour expected of the good listener;
- encourage students to listen attentively to the teacher and each other;
- encourage the student to see accurate listening as a key to progress;



- praise those who listen well and display that by responses in writing as well as speaking, particularly with quieter students.