

Inver College, Carrickmacross



Literacy Policy

(This policy should be read in conjunction with Inver College's DEIS plan, SEN and JCSP Policies)

"Literacy includes the ability to use and understand spoken language, print, writing and digital media."

Ratified by the Board of Management on _____

Signed: _____
(Chairperson)

Signed: _____
(Secretary)

October 2013

1. INTRODUCTION

Every young person needs to be literate. We use the basic skills of literacy in almost every part of our lives, every day: when we communicate with each other – in traditional written forms or through the web – when we follow signs and instructions, when we are at our work or enjoying leisure time, when we try to make sense of the mass of information and data available through the media, and when we are managing our lives.

Traditionally we have thought about literacy as the skills of reading and writing; but today our understanding of literacy encompasses much more than that. Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, print, broadcast media, and digital media.

Without the skill of literacy, a young person or adult is cut off from full participation in many aspects of life: they cannot perform basic tasks, such as reading or sending an email; advertisements and notices are meaningless to them; they cannot jot down a shopping list or understand a bill that comes in the post; and they are cut off from participating in and contributing to many aspects of the society and culture in which they live.

2. RELATION TO MISSION STATEMENT

“The student is at the heart of everything we do. Our aim is to foster the full human potential of students, enabling them to grow to be balanced, responsible persons who can take their places in life to the best of each one’s ability.” (Inver College Mission Statement)

All staff at Inver College share responsibility for the teaching of literacy across the curriculum. Crucially, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult work, whether to continue their academic studies or to enter the work of work.

Inver College is committed to raising the literacy standards of all students. Developing literacy skills will impact positively on students’ self esteem, allowing them to learn independently and to cope better with the demands of life in school and as an adult.

3. AIMS AND OBJECTIVES OF THE POLICY

1. To adopt a whole-school approach to literacy across the curriculum. We are all literacy teachers.
2. To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening.
3. To support the development of literacy skills throughout the curriculum. (See DEIS plan)
4. To raise staff awareness of key literacy strategies.
5. To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of appropriate schemes of work and lesson planning.

6. To support the development of literacy through the deployment of a range of resources in the school.
7. To establish procedures for monitoring literacy across the curriculum.
8. To encourage a literary rich school environment where literary stimulation is displayed, keywords are promoted and examples of students' work are showcased.

Objectives: Through the implementation of this policy we in Inver College strive to have students:

- Read and write with confidence, fluency and understanding
- Use their skills in speaking and listening to explore, articulate and extend their understanding of texts
- Understand the sound and spelling system and use this to read and spell accurately
- Have an interest in words, their usage and meanings and an extensive vocabulary used appropriately for different purposes
- Plan, draft, revise and edit their own writing from notes to a finished form
- Read and write with enjoyment and discrimination
- Through reading and writing develop their powers of imagination, critical awareness and thinking
- Be able to research independently and make notes from a variety of sources, including the internet
- Use appropriate reading strategies to extract particular information, e.g. highlighting, scanning
- Use talk to develop thinking about complex issues and ideas
- Be able to write cohesively in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices
- Adapt their writing to suit audience and purpose
- Be confident users of subject specific vocabulary and correct spellings

4. SOME POSSIBLE STRATEGIES

- Key Words used in subject classes
- Subject Departments agree on core vocabulary for display
- Matching up technical words to definitions
- Reading for pleasure
- Spelling challenges
- Oracy development
- Cloze testing
- Drop Everything and Read

5. PRIORITY

DEAR – Drop Everything and Read initiative to commence on Wednesday November 13/11/2013

6. LITERACY LINK PERSON – Mr. Anthony Quinn

Numeracy

- This Numeracy policy aims to develop in students the ability to apply numerical understanding and skills confidently to solve problems across the curriculum
- The development of Numeracy skills is not just the responsibility of the Maths department
- All subjects where students are expected to apply numerical skills should take positive steps to develop students' numeracy skills and concepts
- All subject teachers should support the development of a variety of ways to solve problem such as mental, oral and written methods
- Encourage the use of mental or written methods to solve problems and only to use a calculator when appropriate

- Identify and share key numeracy skills and applications that occur in different curriculum areas within the school
- Support the development of interpretation skills among students, encouraging them to explain how and why certain predictions are made from information given in graphs, charts and tables
- Students should be made aware of the use of words in a mathematical context but also be reminded that the same words might be used differently outside that context e.g

Word	Possible interpretation	Mathematical interpretation
Average	Estimate a general standard	Used synonymously with arithmetic mean; for a set of discrete data this is the sum of quantities divided by the number of quantities
Difference	Being dissimilar, non-identical	The result of subtraction
Even	Level or smooth	A positive integer that is divisible by two
Expression	Intonation of voice or aspect of face indicating emotion	A mathematical form expressed symbolically
Face	Front of head from forehead to chin	One of the flat surfaces of a solid shape
Mean	Small minded, malicious, ill-tempered	The arithmetic mean of a set of discrete data is the sum of

Inver College currently offers the JCSP. This programme highlights many of the issues in this Literacy and Numeracy policy and the JCSP Support Service provides appropriate materials and training to staff and students. In addition, the JCSP Literacy Guidelines and Resource Materials for Developing a School-Wide Literacy Plan are a useful resource for staff. Inver College also offers LCA and the same comments may be made about this programme.