Departmental Evaluation of Literacy

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| **Subject:** |
| This form is for you to self-evaluate your curriculum area and how it meets the language & literacy needs of our students. Please consider KS3/4/5 when completing the audit (you might prefer to use 3 separate sheets). Please bear in mind that OFSTED will look at Literacy strategies across the curriculum and more importantly that Literacy is the key to our students making at least expected progress**.** |
| |  |  |  |  | | --- | --- | --- | --- | | **Questions** | **Strategy in Place** | **Needs Improving** | **Needs Developing** | | **Literacy friendly classroom** |  |  |  | | Subject specific **key words** and expressions are displayed around the classroom, are included in planning and are referred to in all lessons |  |  |  | | Literacy specific displays in all classrooms: e.g. connectives, exemplar work, sentence stems |  |  |  | | Students are seated to allow group and paired work (talk to learn) |  |  |  | | Dictionaries available in all classrooms |  |  |  | | Mini libraries available with a range of texts e.g. journals, reference books etc. |  |  |  | | **Departmental plans** |  |  |  | | Strategies that promote literacy are **identified** in schemes of work for all years (writing, reading, speaking and listening) |  |  |  | |  |  |  |  | | **Strategies** |  |  |  | | In all classes there are opportunities for talk to reinforce learning   * pair, group work * problem solving * student explanations, presentations * talking frames are provided * hot seating * active listening |  |  |  | | Each lesson has activities that are **active** rather than passive |  |  |  | | There are opportunities to do **active reading** for my subject, which looks at the language of my subject and style of prose:   * skimming, scanning * reading for information * identifying key structures in a text e.g. an explaining structure * note-taking of key ideas * DARTS( directed activities related to texts) * Using ICT for research |  |  |  | | There are opportunities to improve speaking and listening:   * Encouraging students to use standard English * Modelling standard English |  |  |  | | Before writing tasks, we scaffold with pre-writing tasks   * Transferring information into boxes, charts, flow diagrams etc. * mind mapping, planning, organising writing * writing frames, sentence starters, key words phrases to use |  |  |  | |
| |  |  |  |  | | --- | --- | --- | --- | | We provide opportunities to **model** and practise the types of writing we do in our subject:   * model quality written work (e.g. board work/marking) * model types of writing you want students to do * teach structure of styles of writing e.g. reports, investigations, letters * provide time to practise writing paragraphs, intros, summaries, evaluations etc. that you want students to write |  |  |  | | We have agreed and consistent expectations for presentation. |  |  |  | | We explicitly teach subject specific words in all lessons as appropriate |  |  |  | | We regularly give spelling tests for our key words |  |  |  | | We provide and teach expressions and structures which are commonly used in our subject, e.g. sentence starters for describing, evaluating, explaining… |  |  |  | | We use assessment for learning strategies to identify what students can and can’t do and how they can progress:   * provide time for student self-reflection/review of what they have learnt, what they found difficult and why and what teaching models they like * share learning objectives with pupils throughout every lesson * be explicit about skills, attitudes and expectations you want students to adopt * provide self, peer and group assessment opportunities * use results of tests, homework or student observation to plan future learning * We give opportunities for students to check for accuracy, redraft and extend working following feedback |  |  |  | |

**Please add three actions to improve literacy:**

(Feel free to delete example)

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| Action | Success Criteria | Completion |
| Ensure subject specific key words are displayed in all classrooms. | 100% of classrooms have key words and learning walks show that all teachers use these to support teaching. | End of term 2 |
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How many dictionaries do you need? ­­­­\_\_\_\_\_\_

Please return to Pam M by 7 December.

Thanks Matt