

Ysgol Aberconwy



Language Communication & Literacy Policy

POLICY DOCUMENT NO: 28

ISSUE NO: 6

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

Date: 01/03/26

Review due date: 01/03/28

LT Link : RGB

Whole school Language, Communication and Literacy Policy

Rationale

All teachers are teachers of literacy. We are committed to developing the literacy skills of all our students. This will support their learning, raise standards across the curriculum and prepare them for adult life.

Literacy underpins the whole school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes.

Aims

The aims of this policy are to:

- Support students' learning in all subjects by helping staff to be clear about the ways in which their work with students contributes to the development of students' communication skills.
- Develop a shared understanding between all staff of the role of language in students' learning and how all teachers are responsible for promoting literacy.

Roles and Responsibilities

The Literacy Co-ordinator will

- Implement priorities as identified by the Strategic Leader for skills
- Monitor and evaluate the progression of literacy skills across the curriculum.
- Keep up-to-date with initiatives and recommend good practice.
- Co-ordinate and evaluate literacy initiatives.
- Co-ordinate and evaluate Literacy interventions.
- Develop and monitor whole school recommended approaches to reading, writing and oracy.

The Literacy Mentor will

- Deliver the Accelerated Reader programme.
- Track the progress of students whose reading is below national expectations.
- Deliver small group reading interventions.

Heads of Department will

- Ensure that 'subject specific literacy' is clearly identified in learning journey/ plans and that there is clear progression.
- Implement the whole school Marking for Literacy policy

- Ensure that all texts used are sufficiently challenging
- Ensure that the department's approach to reading, writing, oracy is in line with whole school recommended approaches.

Teachers will:

- Be familiar with the specific literacy demands of their subject.
- Include, when appropriate, literacy objectives in lessons.
- Use the school recommended approaches to teach writing, oracy and reading skills.
- Use ALN and reading age information to ensure that resources and teaching and learning activities are differentiated accordingly.

Teaching Assistants will

- Support the teaching staff in the delivery of literacy objectives in lessons.
- Undertake/support literacy activities when working in the classroom or with individual pupils where appropriate.
- Use information about ALN students or others whose literacy has been identified as below national expectations, in order to support those pupils.

Inclusive Approaches

We strive to support all students' achievement in Literacy; for all students to achieve their full potential the school will ensure that:

- More able and talented students will be supported by being provided with challenging literacy objectives
- Students with additional learning needs will be taught in an appropriate manner in accordance with individual targets set in student individual educational plans.
- The school will introduce a variety of targeted intervention initiatives aimed at students below national expectations.

Monitoring and Evaluation

This policy will be reviewed and updated at least once in every three years.

Workload Impact Assessment

1. Workload Impact Assessment

This workload impact assessment considers whether the updated Language, Communication & Literacy Policy (Issue 6, 2026) introduces any **new or additional workload demands** on teaching staff, support staff, school leaders, or governors when compared with the previous version (Issue 5, 2024).

The assessment considers both routine classroom practice and leadership/monitoring responsibilities.

2. Nature of Policy Change

The updated policy reflects:

- Clarification of the role of the Literacy Co-ordinator, including implementation of priorities identified by the Strategic Leader for Skills
- Strengthening of language around monitoring and evaluation (e.g., “progression of literacy skills” rather than general literacy monitoring)
- Replacement of “integrate literacy marking into department marking policy” with implementation of a distinct **whole school Marking for Literacy policy**
- Minor wording refinements (e.g., “evaluate” replacing “review” in several sections)

The policy does **not introduce new statutory requirements** and does not alter curriculum time allocations or teaching hours.

3. Impact on Teaching and Support Staff

For classroom teachers:

- Expectations remain consistent: include literacy objectives where appropriate, use recommended whole-school approaches, differentiate using ALN and reading age data.
- The move to implementing a **whole-school Marking for Literacy policy** formalises an existing expectation rather than creating a new marking burden (assuming the marking policy itself does not expand marking volume).

For Heads of Department:

- Responsibility shifts from embedding literacy marking within departmental policy to implementing a defined whole-school marking approach.
- This represents **clarification and standardisation**, not additional workload.

For Teaching Assistants:

- Duties remain unchanged in substance.

Assessment:

- ☒ No additional routine workload identified.
 - ☒ Changes reflect clarification, alignment, and standardisation rather than expansion of duties.
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4. Impact on Leadership and Governors

For the Literacy Co-ordinator:

- Slightly strengthened language around implementing strategic priorities and evaluating progression.
- This reflects clearer accountability rather than additional operational tasks.

There are no additional governance reporting requirements, committee structures, or formal review cycles introduced.

Assessment:

- ☒ No material increase in leadership or governance workload.
 - ☒ Role expectations are clarified but not expanded.
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5. Equality and Fairness Considerations

The policy continues to:

- Emphasise differentiation using ALN and reading age data
- Provide targeted interventions for students below national expectations
- Support more able learners through appropriate challenge

No changes introduce disproportionate workload demands relating to protected characteristics.

The strengthened monitoring language may support earlier identification of need, improving fairness without increasing teacher administrative burden.

6. Conclusion

This workload impact assessment concludes that the updated Language, Communication & Literacy Policy:

- does **not** introduce additional routine workload
- clarifies leadership and departmental responsibilities
- strengthens consistency in marking expectations through whole-school alignment
- maintains existing inclusive approaches

Overall judgement:

- ☒ No adverse workload impact identified.
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