Literacy Actionplan per School 25/06/2012

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| All Schools | 1. The majority of staff have undertaken the Basic Skills Awareness Raising
2. Initial and diagnostic assessment results made available to all teaching staff by course co-ordinators
3. Marking Code displayed in all classrooms/laboratories/salons/workshops etc
4. Staff have contributed key terminology/subject-specific words for the College’s literacy and numeracy phone app
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| CIT | 1. Resources and Schemes of Work sent to IES Basic Skills staff so that IES staff can deliver contextualised underpinning skills either at the same time or in advance of the need in the main course of study.
2. Foundation and Level 2 classes attend Literacy and Numeracy support sessions
3. Link to Online Dictionary available on Moodle
4. CIT sourced free apps available for learners
5. Additional CIT journals to be stocked in libraries
6. Plot a dedicated Moodle presence for literacy within CIT
7. BCS Glossary of terms for every CIT teaching room
8. A peer mentoring scheme for MAT students to further develop their skills in supporting others
9. IES lecturers contribute to course report for learners
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| MAS | 1. Develop a literacy/numeracy tracking sheet for each course group to be held by course coordinators and lecturers teaching the groups
2. Staff have examined schemes of work/lesson plans/observations and ensured that they develop learner understanding of question terminology such as: describe, identify, list etc
3. A range of assessment strategies used – spoof assessment, peer assessment etc
4. Feedback sheets in front of student file to record feedback and allow student to reflect on their work
5. Look at range of student files during Quality Cycle observations – use a simpler literacy/numeracy document to record ‘file check’
6. Lesson plans to have focus section – where a literacy and/or numeracy focus for session is identified
7. Scheme of Work and AS/A2 & vocational resources to be placed on Moodle for IES team to access
8. MAT learners have opportunity to take part in Maths Challenge and Biology Olympiad
9. All learners have access to online journals and reusable learning objects via Moodle – New Scientist, The Biological Science Review, The Chemistry Review, The Psychology Review, The Physics Review, Phillip Alan Review
10. Skills Build – tutorial rooms with Wi-Fi, so learners can access action plan and supportive tutorials
11. Develop glossaries in each subject area
12. School strengthens already strong links with the library
13. Use of Initial assessment prior to enrolment
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| CBE | 1. All staff engage in identifying new and appropriate techniques to deliver literacy
2. All full-time foundation level classes to attend Basic Skills literacy and numeracy sessions
3. One group of staff have completed bitesize sessions in literacy
4. Staff have attended sessions on how best to support learners with SpLD
5. Marking code posters in all classrooms and workshops
6. All staff give written constructive feedback using specific vocational skills and literacy skills including – SpaG alerts and encourage students to develop vocational specific spelling and terminology
7. Introduce key words into each session
8. Transcribe work to learner abilities, develop higher cognitive vocabulary/terminology and assignment work
9. Introduce follow on work that challenges learners
10. MAT learners are placed on appropriate levels of Essential Skills
11. ESSL is provided with slot in staff meetings to cascade information and update staff
12. Vocational lecturers have supplied IES literacy and numeracy staff with resources and schemes of work so that the IES lecturers can deliver contextualised underpinning skills at appropriate times for during the main course of study.
13. Vocational lecturers provide learning support staff with resources
14. Plastering and Painting & Decorating staff ensure learners are introduced to IES staff during induction week and stress the importance of attending and completing the sessions.
15. Literacy and numeracy sessions are on the timetable ready for when learners attend in September.
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| PVS | 1. Level 3 to be offered to lecturing staff
2. Tutorials to be cover aspects of report writing and question terminology, for example, describe, identify
3. Marking code displayed in classrooms - College Marking scheme to be used with Gateway learners and the departmental marking scheme for Pre/entry learners
4. Greater emphasis on GCSE resits and using activity time to access other courses , for example, creative writing
5. Tutors to develop glossary of terminology/spelling booklets to be used during lesson time
6. Basic Skills Kits to be set up by all lecturers
7. All lecturers to type up subject key words and display in teaching areas
8. Literacy and numeracy sessions for learners progressing to higher levels are planned and included on the PVS timetable from Induction
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| HSC | 1. Students to be encouraged to refer to dictionaries during lessons
2. Staff to develop glossary books of course specific words
3. During Induction, staff to continue the good practice of setting new learners written essays and descriptive writing tasks in order for staff to be able to assess and record standards
4. Introduce 5 key words (spelling and meaning) into each session - learners to enter into glossary
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| CVP | 1. Each CVP classroom has posters with key terminology in both Welsh and English
2. Textiles has trialled a terminology crossword which worked very well
3. Students are shown good examples of work to follow.
4. Lecturers are planning to have more reading material available in their classrooms so if need be, students can read subject -related material if they have any spare time or the class can take part in reading activities.
5. Some staff have class handouts that can help students with their annotation etc
6. Marking code produced in business card format
7. Classes are timetabled from the start of the year
8. Staff have contributed key terminology for literacy and numeracy phone app
9. Online dictionary to be sourced and used
10. Literacy facts to be placed above photocopiers
11. Vocational lecturers have supplied IES literacy and numeracy staff with their subject resources and schemes of work - this allows IES staff to deliver contextualised underpinning skills in advance and alongside the skills being delivered on main course of study
12. The ESSL has linked with the library to produce a reading list of relevant fictional text for learners – e.g How to make an American Quilt, The Devil Wears Prada the learners will be asked to read and discuss set texts.
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| SPS | 1. All L1 & L2 classes to have support on a weekly basis
2. Drop in sessions for L3 students if less than half the class need support
3. Lesson Plans to be updated and include a ‘Literacy focus’ section
4. Key Terms which are module specific are displayed in the relevant classroom
5. Students to receive a copy of the glossary of key terms for each module
6. Staff have contributed to subject-specific terminology for College’s literacy and numeracy phone app
7. Literacy and numeracy sessions are timetabled prior to Induction so learners are aware of classes from the beginning of the course.
8. Glossary to be put on Moodle
9. Our SOW cover levels of differentiation and lesson plans would outline specific teaching methods
10. Staff have attended sessions on how best to support learners with SpLD
11. Tutors discuss and plan sessions in conjunction with the LSO/LSAs in the department
12. MAT learners are encouraged to achieve the highest grades in the modules and to meet their ALIS data targets. Their tasks would be varied according to the coursework, but independent learning is vital to achieve the Distinction level in our Vocational courses. Some module tutors target MAT learners through individual tasks
13. Some areas have specific terminology for students. As new build, there are facilities for these resources and some posters are currently on order
14. LSA/LSOs invited to School’s review day
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| SSL | 1. ESW Communication deliverers to teach various formats of writing in their subjects
2. Personal tutors to continue teaching how to produce a CV
3. Continue to use Front Sheet that includes a comment on literacy
4. Distribute spelling and grammar sheet for corrections that has been produced by Bev Wilson
5. Lecturers check that learners are not repeating the same literacy errors in their written work throughout the year. There should be evidence of progression in literacy
6. Display subject terminology in all classrooms
7. Every lesson focuses on one spelling, grammar or punctuation point
8. Set quick grammar and spelling tests on a regular basis
9. Information on the importance of good literacy skills in examination questions is emphasised by all lecturers
10. Encourage more MAT students to take AS Critical Thinking next year which will enhance their reading and analytical skills
11. A number of staff have completed the on-line literacy and numeracy assessment
12. Ensure MAT learners are placed on an appropriate level of Essential Skills
13. MAT learners are often set more past papers or harder questions. Research activities are built into SoW so that brighter students can produce some more sophisticated research
14. Subject-specific vocabulary on classroom walls, as well as bi-lingual lists of key words.
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| BES | 1. All ESW are embedded into the main area of study
2. Staff are including literacy as much as possible into their lessons, through spelling, terminology, checking written exercises
3. Appropriate words displayed on notice boards and within class rooms
4. Learners learn new vocationally related terminology
5. Staff currently are working on subject-specific vocabulary for classroom walls as well as bi-lingual lists of key words
6. Foundation classes on Neath campus receive literacy and numeracy sessions
7. Vocational lecturers have supplied IES literacy and numeracy staff with resources and schemes of work so that the IES lecturers can deliver contextualised underpinning skills at appropriate times for during the main course of study.
8. Vocational lecturers provide learning support staff with resources
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| ENG | 1. Classrooms to have generic engineering words, phrases and terminology along with posters and signs to be clearly displayed
2. PC's to be made available allowing for the development and progression resources on "My Skills" to be readily incorporated
3. Vocational lecturers have supplied IES literacy and numeracy staff with their subject resources and schemes of work - this allows IES staff to deliver contextualised underpinning skills in advance and alongside the skills being delivered on main course of study
4. Foundation classes on Neath Campus attend Basic Skills sessions
5. PEO engineering tutor has sent copies of Sow and resources so that IES staff can
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| HHAT | 1. Introduce during the first 6 weeks of new term a programme identifying types of writing i.e. reports, CVs, setting out an assignment and develop learner understanding of question terminology such as: describe, identify, list
2. Staff have completed the Basic Skills Awareness Raising and are, therefore, aware of the barriers to literacy and how to overcome them
3. All staff give written constructive feedback using Assignment Appraisal sheets regarding specific vocational skills and literacy skills including – Spelling, punctuation, grammar alerts and encourage learners to complete theirLearner professional glossaries
4. Introduce 5 key words (Spelling and meaning) into each session (kept on screen for learner familiarisation): during session objectives, used by learners and tutor reinforcement during the lesson At end of lesson – enter into glossary. This is tested in the following session
5. Session plans have literacy focus.
6. Reinforcement tends to occur in vocational lessons – learners have glossaries which are completed during the session or once marked work is returned.
7. Information on the importance of literacy is included in all introductory lessons by all subject lecturers.
8. Vocational lecturers have supplied IES literacy and numeracy staff with their subject resources and schemes of work - this allows IES staff to deliver contextualised underpinning skills in advance and alongside the skills being delivered on main course of study. IES staff then provide vocational lecturers with a literacy and numeracy SoW.
9. Each school/course should provide reasons for why good literacy skills are important for the subject
10. Foundation groups receive literacy and numeracy sessions
11. Higher level groups attend Essential Skills Support groups
12. Breakfast sessions (with tea & coffee) for learners to undertake bitesize sessions in literacy and numeracy
13. Support staff invited to attend School meetings and review days
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| BTH | 1. Support staff to be invited to school meeting and start of team and maybe periodically throughout the year
2. To continue to develop awareness through key words displayed, skills used in practical environments and exemplar case studies for learners to read and comment on
3. LSO invited to School’s review day
4. Tutors discuss and plan sessions in conjunction with the LSO/LSAs in the department
5. Vocational lecturers have supplied IES literacy and numeracy staff with their subject resources and schemes of work - this allows IES staff to deliver contextualised underpinning skills in advance and alongside the skills being delivered on main course of study. IES staff then provide vocational lecturers with a literacy and numeracy SoW.
6. Foundation groups attend literacy and numeracy sessions
7. All catering learners are placed on the appropriate level ESW qualifications to show progression
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