

# EASTHAMPSTEAD PARK COMMUNITY SCHOOL

## Whole School Literacy and Numeracy Policy



### **Rationale**

Easthampstead Park Community School is committed to raising the standards of literacy and numeracy for all students. Literacy allows people to use language to enhance their capacity to think, create and question, which enables them to become more aware of the world and empowers them to participate more effectively in society. Numeracy allows students to transfer the skills learnt in mathematics lessons to everyday situations, having a knowledge and understanding about numbers, calculation strategies and data-handling techniques to solve problems and make decisions in different contexts. Together, these skills are necessary to cope with the demands of further education, to meet the requirements of future employment and to access literacy and numeracy aspects of everyday life. Easthampstead Park Community School regards these skills as fundamental in empowering students to reach their maximum potential and all teachers and teaching assistants acknowledge responsibility for promoting high standards of literacy and numeracy across the whole curriculum. To that end learning and teaching strategies in all subjects contribute in a consistent and coherent way to the students' literacy and numeracy development.

### **Definitions**

Literacy is the ability to speak, read and write. It is also the ability to recognise the need for information that is accurate and that complete information is the basis for intelligent decision making. Numeracy is a proficiency which involves confidence and competence with number and measures. It is more than an ability to do basic arithmetic. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

### **Principles**

Easthampstead Park Community School will adopt a whole school approach to the teaching of literacy and numeracy to ensure that:

- Literacy and numeracy strategies build upon the work done in feeder primary schools.
- Literacy and numeracy skills are embedded across the whole school curriculum.
- An environment is developed in which positive attitudes towards reading, writing, speaking, listening and numeracy skills are developed and monitored.
- All staff in each subject have a crucial role in the development of students' literacy and numeracy skills.
- Students reach and exceed their expected progress in reading, writing, speaking listening and numeracy skills.
- Some additional provision (e.g. small group or one to one tuition) will be used to accelerate the progress of students with particularly weak literacy or numeracy.
- Support strategies are in place to ensure English as an Additional Language (EAL) reach and exceed their expected progress.
- An awareness that literacy and numeracy skills are regarded as key skills in all aspects of teaching and learning, and these skills are clearly linked to success in public examinations.

- Literacy and numeracy are used to improve learning and raise standards across the whole school through effective CPD.

## **Roles and Responsibilities**

### **The role of the Leader of Literacy and Leader of Numeracy:**

The school employ a dedicated Leader of Literacy and a Leader of Numeracy, who work closely with the Deputy Headteacher and AHT-Inclusion, to monitor and drive progress with students' literacy and numeracy skills school wide.

Key responsibilities of the Leaders of Literacy and Numeracy include:

- Review the whole school literacy and numeracy policy on an annual basis, with support from SLT line manager.
- Draw up a Development Plan each year for literacy and numeracy and monitor its progress on a termly basis.
- Support all staff in the implementation of the whole school literacy and numeracy policy and to assist in the review of the policy.
- Learning conversations with students and focus groups.
- Ensuring that schemes of work within the school include explicit reference to the skills or strategies to be used, taught or reinforced.
- Discussions with staff, parents and governors.
- Monitor and evaluate the effectiveness of literacy and numeracy provision across the curriculum, through literacy and numeracy focused learning walks and book looks.
- Keep abreast of changes and innovations in the context of literacy and numeracy for learning and act as mentor in the induction of new schemes.
- Review and plan for staff training and awareness raising in literacy and numeracy related matters, including an involvement in the professional development of NQTs and School Direct students.
- Maintain the whole school literacy and numeracy pages of the website.
- Coordinate literacy and numeracy enrichment programmes.
- Seek to engage parents in support of the development of students' literacy and numeracy skills.

### **The role of the SEN Department, overseen by the AHT - Inclusion:**

- Ensure that all students' literacy and numeracy skills are assessed on entry using some or all of the following information:
  - Key Stage 2 scores
  - Information from parents/carers
  - Information from primary teachers/SENCO
  - Reading, spelling and numeracy age tests.
- Arrange additional support for students requiring further literacy and numeracy support (Appendix 2).
- Communicate with relevant staff regarding students who have difficulties in literacy and numeracy and ensure student profiles are kept up to date.
- Monitor students who have difficulty with literacy and numeracy through student profiles, Teaching Assistants and review meetings.
- Carry out dyslexia screening and implement support strategies where necessary.
- Liaise with English and Mathematics Faculties about individual student progress in literacy and numeracy as required.

- Be familiar with English and Mathematics requirements at KS3 and KS4.
- Oversee the delivery of support programmes to develop literacy and numeracy such as Fresh Start English and MathsWhizz.
- Support EAL students.
- Ensure that the Examination Office and all teaching staff are aware of students who require extra time in their examinations.

### **The role of form tutors:**

- To ensure the regular implementation of literacy and numeracy PREP time tasks, as directed by the Leaders of Literacy and Numeracy.
- Encourage the transference of literacy and numeracy skills across the curriculum.
- Model good literacy and numeracy skills.
- Facilitate and monitor planned literacy and numeracy activities in PREP time.

### **The role of departments:**

- Develop and use strategies to develop and support students in writing, speaking, listening, reading and numeracy skills.
- Provide an environment that is stimulating for the development of literacy and numeracy skills by ensuring that notice boards and displays are skills rich.
- Develop and use writing frameworks pertinent to their subject.
- Use text type PLCs (personalised learning checklists) for text type pertinent to their subject..
- Provide and discuss model examples of relevant text types students (WAGOLL - What a good one looks like).
- Have literacy aids (e.g. dictionary/thesauruses) and numeracy aids (e.g. calculators) available for student use.
- Display whole school literacy marking codes.
- Through the MRE process, HoDs have responsibility for monitoring the quality of literacy and numeracy provision in their subject areas through learning walks and work scrutiny; and providing appropriate support for colleagues with embedding these core skills in their lessons.

### **The role of teachers**

Teachers will:

- Ensure that their lessons address any literacy and numeracy requirements as required in the course.
- Model good literacy and numeracy skills.
- Encourage the transference of literacy and numeracy skills across the curriculum.
- Develop and use interactive approaches which are relevant to all curriculum areas and students of all attainment levels.
- Use differentiation and multi-sensory strategies to support all students in literacy and numeracy progress.
- Communicate differentiated success criteria and learning objectives to students explicitly, using speaking and listening, reading, writing and numeracy skills.
- Create supportive opportunities for reading, amongst peers and to the class.
- Use PLCs to teach explicit requirements of literacy skills for text types.

- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relative to their own subject, and encourage students to use these correctly.
- Ensure coverage and progress across the key stages.
- Monitor student progress, using formative and summative assessment. This should inform strategies that can support students in their learning and provide them with support and feedback to make progress in their literacy and numeracy skills.
- Mark students' work for SPaG using whole school marking codes, and ensure students make the necessary changes and improvements during DIRT time.

### **The role of parents/carers**

The role of parents/carers in raising literacy and numeracy amongst students is a crucial one. We are committed to the development of home-school partnerships. As part of this partnership, we aim to:

- Involve parents/carers in literacy and numeracy strategies e.g: through parent information evenings.
- Keep parents/carers informed about literacy and numeracy initiatives within the school and the wider educational context through newsletters, website, Facebook and when appropriate, letters home.

We ask parents/carers to encourage their children to:

- Read for pleasure and to extend their learning and interests in other areas (novels, newspapers, brochures etc) and then discuss with them what they have read.
- Plan and review their writing to try and eliminate errors.
- Present written work neatly.
- To develop academic literacy especially if they are aiming to study A Levels (eg: organised essay writing, effective note taking and summarising skills) .
- Solve mathematical problems in their day to day lives (eg: measuring, prices for shopping, budgeting) .
- Work out “sums” in their heads.
- To adopt a “have a go” attitude to what they find challenging.

### **The role of students:**

Students should take responsibility for their own learning and are expected to:

- Carry a personal reading book at all times.
- Write in full sentences at all times unless explicitly instructed to make notes .
- Present all work neatly, taking care with their handwriting, spelling, punctuation and grammar.
- Proof-read their work to check for accuracy prior to submitting it.
- Make corrections when requested to do so.
- Work independently or with appropriate support on any literacy targets they may have.
- Make use of resources shared by the Leaders of Literacy and Numeracy on Google Drive.

### **Success Criteria:**

Literacy and numeracy will have a high profile across the curriculum and will be a central part of lesson planning rather than a 'bolt on' element.

Students will:

- Reach and exceed their expected progress in reading, writing, speaking and listening and numeracy skills.
- Write and speak more confidently and with greater accuracy.
- Read more fluently and be able to comment on what they have read .
- Know, understand and apply models to structure their own writing.
- Have a better knowledge of how language can be used effectively for a range of purposes.
- Apply mathematical principles to mathematical problems outside of their Mathematics lessons with confidence, choosing the correct method of calculation to do.
- Restrict their reliance on calculators and use them only when it is appropriate to do so.
- Estimate and approximate confidently and have strategies for checking answers.
- Explain methods and reasoning using consistent language and mathematical terminology.
- Interpret, explain and make predictions confidently from graphs, charts and tables.
- Work independently or with appropriate support on any literacy or numeracy targets they may have.

Schemes of Work, lesson observations and work scrutinies will:

- Show that literacy and numeracy are being consistently taught/developed across the curriculum.
- SPAG feedback and DIRT time are being consistently given.

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<b>Reviewed and Revised:</b>	November 2017
<b>Responsibility for Implementation and Review:</b>	Deputy Headteacher Learning and Progress Committee
<b>Date of Next Review:</b>	Autumn 2019

## **Appendix 1: Enrichment**

Students are offered a wide range of opportunities to participate in activities which are likely to enhance their development of key literacy and numeracy skills.

These may include:

- Introducing them to the library in Year 7
- Shadowing national and regional book awards
- Homework club
- Entering school, local and national writing competitions
- Public speaking and debating competitions
- Spelling bees and Kids' Lit Quiz.
- "Meet the author/poets" events
- Events linked to World Book Day and World Maths Day to promote literacy and numeracy.

## **Appendix 2: Literacy/Numeracy catch up**

All students who enter the school with Level 4c or below for Literacy attend 'Fresh Start' Literacy support following Ruth Miskin's 'Read, Write, inc' programme. The programme is delivered by HLTAs and students attend twice per week. Some students may graduate from the programme as they progress through Year 7, according to the rate of progress they make; others may continue to receive this additional support throughout KS3. Students will graduate when they are deemed to be making expected progress for their age.

For numeracy, students entering the school with 4c or below for Numeracy receive additional small group numeracy support with an HLTA. Students will again graduate from this group once accelerated progress has been made.

At KS4, target students receive study support focusing on literacy and numeracy. A numeracy breakfast club also runs for students in KS4 not making expected progress in Maths.

### **Appendix 3: Whole School Marking Key**

√ = Praise!

EXP = If their expression is weak

V = Vocabulary is weak

S = Poor use of sentences/syntax

+ = If there is something missing in their work.

SP = Incorrect spelling

P = A mistake in their punctuation

C = Capital letters

II = An issue with paragraphing