

Standards, Respect, Achievement, Care



Literacy and Numeracy Policy

Date Policy formally approved by Governing Body/Committee:	
Date Policy becomes effective:	
Review Date(s):	
Issue No:	2
Is this Local Authority or School Policy	School
Is this a statutory or recommended policy/document	
Is this a new or a revised policy	Reviewed
Signed (Headteacher/School)	
Signed (Chair of Governing Body / Chair of Committee)	

Person responsible: Assistant Headteacher(LNF)

DEFINING LITERACY AND NUMERACY

LITERACY:

A definition of literacy from the LNF:

"Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English and Welsh. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn - fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas."

National Literacy and Numeracy Framework, (Welsh Government, 2013).

NUMERACY:

A definition of numeracy from the LNF

"Numeracy is an essential life skill and learners need to be able to apply this skill across the curriculum in different subject areas, and in real life contexts. Mathematics is a part of numeracy, but to be numerate means you are able to apply some of these mathematical skills in many more contexts than in mathematics lessons and across several subject areas. It is therefore our expectation that all teachers will be teachers of numeracy.

To help distinguish between numeracy and mathematics, we have defined numeracy in the following way for the purposes of this programme:

Identifying and applying numerical reasoning skills in order to solve a problem, and carrying out the numerical procedures which enable people to work out and show their solutions"

(National Numeracy Programme, September 2012)

1. Aim of the Literacy and Numeracy Policy:

The whole school Literacy and Numeracy Policy aims to:

- develop, maintain and improve literacy and numeracy standards across the school;
- offer a framework for coordinating literacy and numeracy teaching and learning across the curriculum;
- allow learners to transfer skills, information and understanding between subjects;
- use assessment for learning to ensure that learners progress is tracked and monitored
- support assessment, recording and reporting on consistent learning.

2. Implementing the National Literacy and Numeracy Framework.

This policy was revised to assist us to respond to the requirements of the **National Literacy and Numeracy Framework (LNF)**.

EXPECTATIONS OF THE LNF:

Teachers in every subject should use a range of tasks and contexts that will offer learners a way to develop their literacy and numeracy skills in a meaningful way.

- At Ysgol Clywedog, we consider that **all** teachers either as a class tutor or subject teacher are responsible for developing and evaluating the literacy and numeracy skills of our students.
- Learners are expected to **adjust** and **extend** their literacy and numeracy skills across every subject area.

The Literacy and Numeracy Framework offers a set of aims that are relevant across the curriculum and which are to be incorporated in all subjects. Consistency in teaching literacy and numeracy will enable learners to develop strategies and adapt them when dealing with different contexts.

Literacy across the curriculum: This means...

Oracy

Developing and presenting information and ideas:

- Speaking
- Listening
- Collaboration and discussion

Reading

Locating, selecting and using information:

- Reading strategies

Responding to what has been read:

- Understanding
- Responding and analysing

Writing

Organizing ideas and information:

- Meaning, purposes and reader
- Structure and organisation

Writing accurately

- Language
- Grammar, punctuation, spelling, handwriting

Numeracy across the curriculum: This means...

Developing numerical reasoning

This strand focuses on three elements.

- Identify processes and connections.
- Represent and communicate.
- Review

Using number skills

- Use number facts and relationships.
- Fractions, decimals, percentages and ratio
- Calculate using mental and written methods
- Estimate and check
- Manage money

Using measuring skills

- Length, weight/mass, capacity.
- Time.
- Temperature
- Area and volume. Angle and position

Using data skills

- Collect and record data.
- Present and analyse data.
- Interpret results

When developing literacy and numeracy across the curriculum we aim to:

- Differentiate to ensure an appropriate challenge for every student whatever their ability;
- Consolidate students ability to adapt to different situations confidently and adapt their literacy and numeracy skills appropriately to their ability;
- Ensure progression to create the conditions for every student to reach or exceed their targets;
- Ensure that all the teaching staff understand the common methods that are used to teach literacy and numeracy e.g.
 - *the use of mathematical language*
 - *teaching basic mental calculations*
 - *teaching written calculations effectively*
 - *the use of calculators*

For us to realise these aims we all have different responsibilities:

Roles and responsibilities

Expectations of all teachers:

All teachers should:

- be familiar with the LNF and progression through it
- understand the importance of literacy and numeracy skills in relation to raising standards of work in their own subjects
- fully integrate these skills into their planning to provide exciting new learning experiences for learners
- identify opportunities to develop and apply literacy and numeracy skills within

subjects and across the curriculum

- plan for a literacy/numeracy skills focus in lessons.
- liaise with English and maths specialist attached to your subject area.
- plan tasks that will allow learners to demonstrate understanding and develop and consolidate the range of literacy and numeracy skills
- liaise with literacy and numeracy coordinators, heads of subject/subject coordinators and teachers of other subjects to identify contexts through which literacy and numeracy skills can best be developed
- identify areas for refinement and suggest best ways to improve further as part of their ongoing 'assessment conversations' with learners, integrating comments on literacy and numeracy skills into their day-to-day discussion and feedback
- monitor and evaluate the impact of these approaches

Expectations of Heads of Department:

Heads of department/subject coordinators working with teachers

should:

- work closely with other subject areas to coordinate programmes of work, including timing of teaching specific strategies and concepts
- identify opportunities for developing literacy and numeracy skills in schemes of work/learning plans
- map progression in literacy and numeracy skills across year groups and phases/key stages
- ensure coherence and consistency in the application of literacy and numeracy skills linked to the LNF across other subject areas and all teaching staff
- work with departments and teachers to plan progressive, differentiated and challenging tasks that will allow learners to demonstrate understanding and develop and consolidate the full range of literacy and numeracy skills
- liaise with literacy and numeracy coordinators to share formative assessments of learners and cohorts in terms of areas of strength and development
- monitor and evaluate the impact of these approaches on standards of learning for subject areas

Year 7 Head of Year/Data Manager

- To work with Primary Head teachers and KS2 teachers in order to ensure that test data is transferred effectively between KS2 and KS3 in terms of students' literacy and numeracy skills
- Work with the Literacy Co-ordinator, Numeracy Co-ordinator, ALN Co-ordinator and MAT Co-ordinator in order to ensure that this information is transferred into our tracking and targeting systems and shared with teachers and Heads of Department to ensure appropriate subject provision and intervention.

ALN Co-ordinator:

- Work with the ALNCO from feeder primary schools in order to ensure that LNF data is transferred into our tracking systems and share with all staff. Additional transitional activities arranged if needed.
- Monitor the progress of ALN learners in literacy and numeracy as part of the ALN department's ongoing self-evaluation process.

Senior leaders should:

- identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions about the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners
- identify opportunities for and facilitate the sharing of good practice within the school
- monitor the range of teaching and learning activities, ensuring that approaches are fully integrated
- review and update teaching pedagogy through the provision of appropriate coaching/training, establishing inter- and/or intra-school PLCs using outstanding teachers of literacy and numeracy to act as system leaders
- work with literacy and numeracy coordinators to coordinate feedback to parents/carers
- work with literacy and numeracy coordinators to organise and disseminate whole-school training evaluate the impact of this coaching/training on raising standards for all learners
- monitor, evaluate and report to governors on standards of literacy and numeracy throughout the school and the impact of actions aimed at raising these standards

Literacy and numeracy coordinators or teams should work with senior leaders, subject leaders, teachers to:

- review the LNF provision and identify opportunities to develop and apply literacy and numeracy skills
- audit existing examples of good practice in literacy and numeracy across the curriculum
- coordinate the production/revision of a school policy for developing literacy and numeracy across the curriculum
- ensure consistency of approach across the school
- facilitate school-based in-service training (either as a whole school or with a group of subjects/departments) on aspects of literacy and numeracy
- link English and Maths teams to other departments so that specialist advice can be offered and quality assurance of rich tasks takes place.

Expectations for AT's:

- be familiar with the LNF and progression through it
- to understand the importance of literacy and numeracy skills in relation to raising standards of work in their role of supporting specific students and groups of students
- work with teachers and students on tasks that will allow learners to show understanding and develop and reinforce a variety of literacy and numeracy skills
- play a key role in assisting students to develop and evaluate their literacy and numeracy skills and offer positive and constructive feedback to help them to move on to the next step.

Expectations from the Governing Body:

- be fully aware of the LNF;
- appoint a link governor(s) to have a specific responsibility for the LNF;
- act as a critical friend to challenge the school's perceptions regarding literacy and numeracy standards and be key members for school departments and key areas;
- be fully aware of the need to improve the literacy and numeracy standards of learners, and the specific priorities that the school has identified to improve literacy and/or numeracy standards;
- be aware of the strategies and the resources used to promote the effective operation of the LNF.
- attend whole school/county literacy and/or numeracy training days;
- contribute to the school's efforts to inform parents and include them in their child's literacy and numeracy learning.

Parents and guardians should:

- be aware of the importance of improving their child's literacy and numeracy skills and the advantages of doing so;
- be aware of the strategies, resources and opportunities used to promote a better understanding of numeracy and literacy in the school including resources on the school website and handbooks provided by the school.