

Literacy and Numeracy

Part 1: LITERACY

STATEMENT OF PRINCIPLE

All members of staff who communicate with pupils at the College are teachers of literacy. We believe that high standards of literacy should be at the centre of pupils' learning. Pupils should be taught how literacy is an essential skill in all areas of life and how their attainment in school and potential to achieve is directly related to their ability to match their reading, writing, speaking, and listening skills to suit a range of contexts.

Improving and empowering literacy can lead to learning that has a positive impact on self-esteem, motivation, and behaviour and helps pupils to become effective independent learners.

THE AIMS OF OUR LITERACY POLICY

- To support all staff in identifying, developing, maintaining and improving standards of pupil literacy;
- To support the transfer of pupil knowledge, skills and understanding between subjects by promoting consistency of practice including strategies, vocabulary and meta-language;
- To identify and encourage opportunities for collaboration between different departments and the Junior and Senior Schools;
- To raise an awareness and appreciation in staff and pupils that literacy contributes and draws from many subjects and aspects of the curriculum and is an important key skill in lifelong learning.
- To support pupil awareness of the different dialects and registers they encounter in school, at home and on the street and enable them to choose the most appropriate in diverse situations.

OBJECTIVES

FOR PUPILS

Pupils should aim to develop their own literacy and to communicate to the best of their ability at all times. They should develop their skills in (amongst others) reading, writing, speaking, spelling, punctuation and grammar so they can become effective communicators able to adapt their spoken and written language to any given context.

They should proof read all written work and try to use an appropriate register in all interactions.

FOR TEACHERS

Specific literacy demands in each subject will vary but all subjects require pupils to read, write, speak, and listen effectively. They need to be able to respond to higher order questions that encourage the development of thinking skills and enquiry and be taught the language that helps them to reflect, revise and evaluate the things that have been said, written or done. They should be supported in the development of vocabulary, expression and organisational control to cope with the cognitive demands of their subjects.

All teachers must be aware of the need to model high standards of literacy in any situation in which they are communicating with pupils whether spoken or written and regardless of the formality of the context. It is recognised that, in certain circumstances, teachers may need to simplify their language in order to communicate effectively with younger children.

Specific guidance is given on the different aspects of literacy in the sections below.

READING

We aim to support pupils in developing a level of literacy that enables them to access the full range of opportunities available in every subject. In a digital age being able to understand text-based communication is an essential skill that will allow pupils to develop the knowledge and understanding that will allow them to succeed.

- In the Junior School, pupils are taught how to read through daily phonics lessons in the EYFS and Key Stage 1 and are heard read at least once a week by an adult. Where appropriate, there should be opportunities for pupils to develop their phonetic decoding and comprehension skills in every subject.
- As their reading develops during their time at the school, pupils should be introduced to challenging, high quality texts in all subjects to prepare them for increasingly complex texts as they progress through the College. Where appropriate, teachers should teach the strategies of **scanning**, **skimming**, and **reading for meaning**.
- To help pupils read with greater understanding teachers should help pupils to develop appropriate strategies to **locate information in a text**; **follow an argument**; **synthesise information**; and to **make effective notes**. In the Junior School, a teacher may find it useful to read out a passage and have the pupils follow in order to aid understanding of what has been read and model appropriate fluency and expression.
- Teachers should direct pupils to use all available resources, including the existing LRC resources, to encourage reading in their subjects.

- In the Senior School the English Department takes particular responsibility for encouraging pupils to read for pleasure. Pupils are instructed to carry a current reading book with them, and Form Tutors are encouraged to use tutor periods, where appropriate, to promote good reading habits.
- In the Junior School, the English Coordinator and Form Teachers are responsible for encouraging pupils to read for pleasure. All Form Teachers are encouraged to read stories to their class during Form Time. All KS2 Form Teachers are encouraged to visit the library with their form on a weekly basis and every form room has its own library with age appropriate fiction and non-fiction. In addition to this, each year group has an allocated time at break time when they can visit the library. ERIC (Everybody Reading In Class) is scheduled for two 20 minute sessions per week in KS2, and when it is deemed appropriate in KS1 and the EYFS. A reading record is part of the Junior School Pupil planner and pupils are required to fill this out for all reading that they do in school and at home. All pupils in KS1 and the EYFS have a separate reading record.
- Events organised by the Senior School English Department, the Junior School English Coordinator and the LRC such as ERIC, Poetry by Heart, World Book Day and Book Week further the profile of reading for enjoyment.

WRITING

Enjoyment of and proficiency in writing is recognised as a key life skill for all. In addition, public examinations in all subjects are assessed to some degree through writing. It is therefore essential that pupils are equipped with the appropriate writing skills to communicate effectively in their subject and where appropriate the conventions of writing are made explicit to pupils.

Teachers should provide opportunities for a wide range of writing. This includes extended writing that helps to sustain and order thought, is adapted to context and audience or ensures high levels of technical accuracy and may be under timed conditions.

Teachers should model high standards of written literacy in all forms of written communication with pupils, including by email.

Some strategies to promote writing that can be used are:-

- identification of explicit **Key words** and concepts. This may be through word banks, glossaries, wall-displays, or other subject-specific approaches. Pupils should be encouraged to use these words appropriately in all forms of communication, and spell them correctly in writing.
- revisiting key terminology regularly.
- giving pupils models of excellence in writing;
- using the **modelling** process to make explicit to pupils how to write;
- ensuring that the **conventions** of different forms of writing are taught explicitly to pupils;

- being clear about the importance of **audience** and **purpose** in all writing;
- teaching the concept of **register** and ensuring that pupils produce writing that is appropriate to the context.

There should be co-ordination across subjects to recognise and reinforce written literacy. Curriculum Maps and Skills Ladders may be used to assist this.

SPEAKING AND LISTENING

Pupils' usage of spoken language in the classroom has a direct impact on the quality of their written communication. If pupils are encouraged to express ideas precisely and coherently in spoken language this will help them to develop the vocabulary, expression and control necessary to support higher order thinking. Teachers should model such high-levels of spoken language through all communication with pupils.

They should be able to listen to others, and to respond and build on their ideas and views constructively.

Departments should use appropriate strategies to teach pupils how to participate in group discussion including:-

- using talk to **develop and clarify ideas**;
- **identifying the main points** that arise from the discussion;
- **listening for a specific purpose; discussion**;
- **evaluation**.

SPELLING, PUNCTUATION AND GRAMMAR

All teachers are responsible for:

- teaching learning strategies which will help pupils to commit spellings and meanings of subject-specific key words to memory;
- supporting pupils by identifying major errors in spelling, punctuation, and grammar in their writing and using appropriate marking codes;
- including, where appropriate, spelling, punctuation, and grammar targets within WWW/EBI/SDC marking and allowing pupils time to correct errors.

It is acknowledged that in some pieces of writing it may be appropriate not to mark the grammatical or spelling mistakes if the focus is content. This is especially important in the EYFS and in Year 1. Pupils are taught how to proof-read, edit and improve their work as they move through the Junior School. When appropriate, pupils should be encouraged to identify all spelling or grammatical errors themselves and correct them (with their purple pen in KS2), instead of teachers identifying them for them.

In the Senior School, pupils are expected to proof-read their work before they submit it for marking.

MARKING CODES

In Key Stage 2 and above, the following marking codes should be used:-

Sp	Spelling error
P	Punctuation error
G	Grammatical mistake *
^	Word or letter is missing
C	Capital letter is missing
//	New paragraph
Exp	Check your expression *

* indicates only used in the Senior School

In the Junior School, teachers may indicate the above errors by highlighting a letter, word, phrase or punctuation mark. The colours used are 'Green for Great' and 'Pink for Think'. This transcends all subjects taught.

FOR SENIOR SCHOOL HEADS OF DEPARTMENT AND JUNIOR SCHOOL SUBJECT COORDINATORS

- To ensure that Schemes of Learning and Assessment (SoLAs) in the Senior School and all Schemes of Learning (SoLs) in the Junior School are audited and reviewed to develop opportunities for literacy based activities. This includes recognising barriers to literacy learning and strategies being put in place to remove them.
- Curriculum Maps and Skill ladders may be used to assist in the coordination of literacy development across departments.
- To include literacy development in Department Development Plans if appropriate.
- To monitor, evaluate and review the quality of teaching and learning across the subject area to ensure that there is excellent coverage and opportunity to develop literacy.
- To monitor the quality of marking for literacy through book scrutiny and department meetings.
- To use specific language, notation, conventions and techniques relating to their own subject and support department staff to use these correctly to support pupils.
- To monitor barriers to literacy and misconceptions that are typically experienced by pupils in their subject lessons and liaise with specialists, when appropriate, to overcome these difficulties.
- To suggest resources and ideas from other subjects for teachers to use if appropriate.

FOR THE INCLUSION AND ENRICHMENT TEAM

- In collaboration with the English Department, to identify, suggest and offer strategies, assessment and monitoring of pupils with specific literacy needs associated with GMAT, SEND or EAL.
- To contribute to the lesson planning, differentiation and staff training to meet the individual needs of pupils.

FOR THE COLLEGE LEADERSHIP TEAM

- To ensure that each subject area has an appropriate range of literacy skills embedded within the SoLAs and SoLs and that the quality of literacy teaching and learning is of a high standard, through monitoring of SoLAs, SoLs, focused learning walks and lesson observations.
- To be responsible for intervening where staff development and support is required, offering appropriate training programmes.
- To ensure that the literacy needs of all pupils within the College are met through the curriculum and to keep abreast of successful, innovative current practice to improve the literacy skills of pupils at every attainment level.
- To allocate time when possible (in the afternoon tutorial, for instance) for the development of literacy
- To review this policy on a regular basis.

ASPECTS OF LITERACY

When working with literacy, and reviewing departmental Schemes of Learning and Assessment and Schemes of Learning, staff should be aware of the following list of aspects of literacy, and seek to promote them: -

- Reading
- Writing
- Speaking
- Listening
- Spelling
- Punctuation
- Grammar

Part 2: NUMERACY

STATEMENT OF PRINCIPLE

We are committed to raising the standards of numeracy for all pupils, so that they develop and extend their ability to transfer and use numeracy skills effectively in every area of the curriculum and into the world of work and everyday life. The numeracy development of pupils is a responsibility that we all share and it is not the exclusive preserve of any one department. We recognise all staff are teachers of numeracy and, where appropriate, it should be reinforced in all subject areas.

Numeracy is a proficiency which involves confidence and competence with numbers. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring and presented in graphs, diagrams, charts and tables.

THE AIMS OF OUR NUMERACY POLICY

- To raise an awareness and appreciation in staff and pupils that numeracy contributes and draws from many subjects and aspects of the curriculum and is an important key skill in lifelong learning.
- To support all staff in identifying, developing, maintaining and improving standards of pupil numeracy.
- To support the transfer of pupil knowledge, skills and understanding between subjects by promoting consistency of practice including methods, vocabulary and notation.
- To identify opportunities and encourage collaboration between different departments and the Junior and Senior Schools.
- To develop an understanding of real-life application of numerical skills.

OBJECTIVES

FOR PUPILS

Pupils should aim to develop their own numeracy at all opportunities. They will need support to develop confidence and competence with numbers and measures. Pupils should aim to develop an understanding of the number system, a repertoire of numerical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Pupils need to know how data are gathered, and how data are presented in graphs, diagrams, charts and tables and how to apply and explain their findings.

FOR ALL TEACHERS

- To be fully committed to raising numeracy skills in all subject areas.
- To be effective role models for pupils by consistently demonstrating high standards of numeracy.
- To be able to identify and promote key numeracy skills within their subject area and individual lessons.
- To understand and support the whole College numeracy policy ensuring there is consistency in methods and vocabulary.
- To be aware of key misconceptions that can occur in their subject areas and how these barriers to learning can be alleviated.
- To liaise with the Senior School Mathematics Department or Junior School Mathematics Coordinator when they are unsure of the particular numerical skills needing to be taught as a part of their own curriculum.
- Where appropriate, to support learning through displays explaining specific mathematical terminology which can be used to support learning in all subjects.

FOR TEACHERS OF MATHEMATICS

The mathematics teachers, led by the Head of Department in the Senior School and, in the Junior School, the Mathematics Coordinator take an active lead in the development of numeracy in the College.

- To identify individual pupils' numeracy needs through normal teaching interaction and the administration of mathematics tests where appropriate.
- In the Senior School, where appropriate, to advise other subject areas on the teaching of numeracy and assist Heads of Department to develop consistency across the curriculum.
- In the Junior School, the Mathematics Coordinator will advise teachers of opportunities in other subjects when appropriate.
- To suggest or share mathematical resources that may be used to assist the teaching and learning of a concept or topic.
- In the Senior School mathematics teachers should use topics and examination questions from other subjects in their lessons.
- The Junior School mathematics teachers should try to relate questions to other subject areas such as science and humanities, as well as include opportunities for pupils to develop their numerical skills in those subjects.

FOR SENIOR SCHOOL HEADS OF DEPARTMENT AND JUNIOR SCHOOL SUBJECT COORDINATORS

- To promote teaching and learning of numeracy across their subject area.
- To ensure that Schemes of Learning and Assessment and Schemes of Learning are audited and reviewed to develop opportunities for numeracy based activities. This includes recognising appropriate differentiated activities considered for those pupils who have identified learning needs linked to

numeracy. This can be done in collaboration with the Senior School Mathematics Department or Junior School Mathematics Coordinator

- To include numeracy development in department Development Planning if appropriate.
- To liaise with other departments and coordinate the use of numeracy in different subjects. Curriculum Maps and Skill ladders may be used to assist in the coordination of numeracy development across departments.
- To use mathematical language, notation, conventions and techniques that are appropriate to their own subject and where possible coordinate these with those used in other subjects.
- To monitor and address numerical skills difficulties and misconceptions that are typically experienced by pupils in their subject lessons and liaise with Mathematics specialists, when appropriate, to overcome these difficulties.
- To suggest resources and ideas from other subjects, for Mathematics teachers to use if appropriate.

FOR THE INCLUSION AND ENRICHMENT TEAM

- In collaboration with the Mathematics Department, to identify, suggest and offer strategies, assessment and monitoring of pupils with specific numeracy needs as associated with GMAT, SEND or EAL.
- To contribute to the lesson planning, differentiation and staff training to meet the individual needs of pupils.
- In the Junior School, to put in place appropriate in-class support from Teaching Assistants or Learning Support Assistants when there is an identified SEND relating to numeracy.

FOR THE COLLEGE LEADERSHIP TEAM

- To ensure that each subject area has an appropriate range of numeracy skills embedded within the Schemes of Learning and Assessment and Schemes of Learning, and that the quality of numeracy teaching and learning is of a high standard, through (amongst others) focused learning walks, book scrutiny and lesson observations.
- To be responsible for intervening where staff development and support is required, offering appropriate training programmes.
- To ensure that the numeracy needs of all pupils within the College are met through the curriculum and to keep abreast of successful, innovative current practice to improve the numeracy skills of pupils at all levels.

ASPECTS OF NUMERACY

Staff should be aware of the following aspects of numeracy and, where appropriate, seek to promote them:-

- Place value: e.g. ordering numbers, including positive and negative numbers.
- Measuring: e.g. time, lengths, angles, temperature, mass, direction, position etc.
- Calculating: e.g. addition, subtraction, multiplication, division, percentages, fractions, decimals, averages, time, etc.
- Estimating: e.g. rounding numbers to 1 significant figure to check order of magnitude of calculations.
- Representing data: e.g. drawing tables or plotting graphs.
- Formulae: e.g. correctly applying formulae, substitution, rearranging etc.
- Analysing Results: e.g. making conclusions based on statistics gathered, recognizing bias and misleading data.
- Interpretations of graphs, charts and tables: e.g. comparing different data samples, looking for trends, etc.
- Using and applying: e.g. applying mathematics to problems set in financial or other real life situations.
- Reasoning: e.g. choosing the correct course of action and thinking through multiple step problems.
- Geometry: e.g. understanding and applying knowledge of shape, space, position, direction and angles.

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