

Maplewell Hall School



Literacy and Numeracy Policy

Policy Created	June 2018
Governing Body Committee	Teaching Learning and Assessment Committee
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Learning power comprises both literacy and numeracy, and is ultimately more fundamental than either of them.

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Introductions

Maplewell Hall School is committed to raising the standards of literacy and numeracy for all students. Students should develop their literacy and numeracy skills effectively in all areas of the curriculum. These skills are necessary to cope with the demands of further education, employment and life outside of school. Maplewell Hall School regards these skills as fundamental in empowering students to reach their full potential.

‘Literacy and numeracy are among the most important life skills that our schools teach. No child should leave school without having mastered these skills to the best of their abilities. Literacy and numeracy skills are crucial to a person’s ability to develop fully as an individual, to live a satisfying and rewarding life and to participate fully in our society.’ (Ruairí Quinn, TD, Minister for Education and Skills)

Definitions

Literacy is not just the ability to read and write; it includes the capacity to read, interpret and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

Numeracy is more than the ability to use numbers to add, subtract, multiply and divide. It encompasses the aptitude to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. Numeracy also demands understanding of recognised situations where mathematical reasoning can be applied to solve problems.

All teachers are teachers of literacy and numeracy, regardless of their subject.

Aims

- To raise the profile of literacy and numeracy across the school;
- To ensure consistency in practice including methods, vocabulary, notation, etc.;
- To indicate areas for collaboration between subjects;
- To assist the transfer of pupils’ knowledge, skills and understanding between subjects.

Literacy across the curriculum

Speaking and Listening

- To understand that talk (and not just reading and writing) is a valuable means of learning in itself.
- To value and respect the talk of others
- To be confident contributors in a wide range of oral activities, in individual, paired and group situations.
- To understand that differences in task, purpose and audience require different registers.

Reading

- To guide students in accessing a wide range of challenging, high quality texts related to their curriculum area;
- To encourage extended reading as well as reading in short bursts;
- To provide opportunities for students to access texts independently (i.e. internet, works of reference, library catalogues and indexes)
- To help students to develop a range of active reading strategies – skimming, scanning, close reading – for a range of contexts and purposes
- To help students acquire a variety of comprehension skills – literal, inferential and evaluative
- To teach students how to select/note/synthesise information from their reading
- To draw students' attention to the way texts are organised in different subject areas.

Writing

- To develop writing skills through work that makes cross-curricular links;
- To develop knowledge about the art, craft and discipline of writing;
- To draw students' attention to the importance, and the techniques, of the drafting, editing and proof-reading process;
- To encourage students with their handwriting, spelling and presentational aspects of their writing;
- To teach students to spell key subject vocabulary and to understand their meaning and correct usage.

Embedding Literacy across the Curriculum:

Subject area	Examples
Maths	Teaching mathematical vocabulary and technical terms, by asking students to read and interpret problems to identify the mathematical content, and by encouraging them to explain, argue and present their conclusions to others.
Spanish	Learning new vocabulary by making links to words they are familiar with; speaking and listening tasks in the classroom.
Humanities	Extended writing; research; debates supported by factual information, encouraging students to explain, argue and present their conclusions to others.
ICT	Keywords embedded into lessons; opportunities to learn new vocabulary; 'reading' and interpreting coding languages.
Performing Arts	Speaking and listening opportunities in role play; formulating responses (spoken and written) to music, movement and theatre; research.
Art, Design & Technology	'Reading' visual work and formulating spoken and written responses; research; annotating and labelling own and others' work.
PE	Learning of new vocabulary and key terms; spelling by making cross curricular links, eg. to Science; formulating responses to movement; communication in team sports.
Science	Learning and spelling of key terms; debates and presentations around controversial issues, encouraging students to explain, argue and present their conclusions to others.

Marking for Literacy

In order to promote consistency, the 'marking for literacy' policy should be adhered to alongside this whole school marking policy using the skills code below to identify literacy errors. All staff and students should be made aware of the different literacy codes and should use them alongside their marking or when self/peer assessing. The 'marking for literacy' tool should be displayed in every classroom and used to identify literacy errors when marking and assessing.

Sp	Incorrect spelling
P	Incorrect or missing punctuation
C	Missing or misplaced capital letter
//	Incorrect or missing paragraphs
?	Unknown meaning

Numeracy Across the Curriculum

- Teachers should give opportunity for students to access tasks which improve numeracy skills.
- Teachers should be aware of where numeracy is an essential part of their curriculum.
- Teachers should understand the following 5 aspects of numeracy; 'handling information', 'number', 'shape, space and measure', 'operations and calculations' and 'being numerate'.
- Teachers should refer to the numeracy policy to aid effective teaching of certain aspects of maths within their subject areas.

Handling Information

- To understand the use and importance of handling information effectively within your specific subject area.
- To give students access to a range of information formats (tables, graphs, charts, diagrams and lists) for students to interpret within lessons.
- To encourage presentation of information in various forms (tables, charts, diagrams, questionnaires, graphs) within lessons.

Numbers (and the number system)

- To encourage students to count reliably or develop methods by which to aid counting reliably (see calculation policy for effective and consistent strategies).
- To encourage students to read, write order and compare numbers where applicable across the curriculum.
- To encourage effective use of approximations and estimations to allow effective communication in real life situations.

Shape, Space and Measure

- To promote students correct use of language associated with time (e.g. before, after, today, tomorrow, later etc.) and encourage students to use the measure of time where possible.
- To promote students to understand the use and importance of money (especially for independent living).
- To promote students correct use of language associated with space (e.g. under, over, in front, behind, turn, clockwise, anticlockwise)

Operations and Calculations

- To encourage students to develop their mental arithmetic (where applicable).
- To encourage the development of calculator skills (where applicable).

Being Numerate

- To promote students reasoning and problem solving skills across the curriculum.

English	For example non-fiction texts can be chosen in which mathematical vocabulary, graphs, charts and tables have to be interpreted.
Spanish	Drawing and interpretation of graphs using correct vocabulary
History, Geography and Religious Education	In history and geography children could collect data by counting and measuring and make use of measurements of many kinds. The study of maps includes the use of co-ordinates and ideas of angle, direction, position, scale and ratio. Historical ideas require understanding of the passage of time which can be illustrated on a time line, similar to the number line that most students are familiar with.
ICT	Children will apply and use mathematics in a variety of ways when they solve problems using ICT. For example, they will collect and classify data, enter it into data handling software, produce graphs and tables, and interpret and explain their results. Their work in control includes the measurement of distance and angle, using uniform non- standard then standard measures. When they use computer models and simulations they will draw on their abilities to manipulate numbers and identify patterns and relationships.
Performing Arts	<ul style="list-style-type: none"> - Hot seating may require a time keeper. - Distribution of lines may require counting and sharing Use of positional language including first, next, after etc. when directing
Art, Design & Technology	Measurements are often needed in art and design and technology. Many patterns and constructions are based on spatial ideas and properties of shapes, including symmetry. Designs may need enlarging or reducing, introducing ideas of multiplication and ratio. When food is prepared a great deal of measurement occurs, including working out times, adapting recipes, and calculating cost; this may not be straightforward if only part of a packet of ingredients has been used.
Physical Education	Athletic activities require measurement of height, distance, time and speed, while ideas of time, symmetry, movement, dance, gymnastics and ball games.
Science	Almost every scientific investigation or experiment is likely to require one or more of the mathematical skills of classifying, counting, measuring, calculating, estimating, and recording in tables and graphs. In science pupils will, for example, order numbers, including decimals, calculate means and percentages, use negative numbers when taking temperatures, substitute into formulae, re-arrange equations, decide which graph is the most appropriate to represent data, and plot, interpret and predict from graphs.

Responsibilities

Whole School:

- All staff are responsible for teaching literacy and numeracy in their lessons;
- All students to be assessed for their literacy and numeracy levels at the start of their schooling;
- CPD opportunities to support the whole school literacy and numeracy approach;

All Departments should:

- Use the 'Marking for Literacy' tool to identify literacy errors;
- Display, and draw regular attention to, key words and vocabulary;
- Provide a dictionary/thesaurus in an area which students can access;
- Have calculators and mathematics aids appropriate to their subject area;
- Develop and use strategies to support the teaching of writing, speaking, listening, reading and numeracy skills;
- To establish the reading requirements and the writing styles the students will need to be familiar with, in order to succeed;
- To ensure that a Phonics Program is used as a means of improving standards of literacy;
- To be familiar with the literacy and numeracy levels of students in their teaching groups, and match tasks and materials accordingly;
- To ensure that students with good levels of literacy and numeracy are provided with appropriately challenging tasks and materials;
- To set short-term literacy and numeracy targets, when appropriate (e.g. spelling of key words, presentational features), as part of the school's assessment and monitoring process;
HOD and SLT to monitor delivery and impact.

Literacy and Numeracy Co-ordinators:

- To keep colleagues up-to-date on literacy and numeracy initiatives in English and Maths;
- To support literacy and numeracy initiatives in other subjects by suggesting materials and strategies, and through coaching, peer observations and team teaching;
- To take a lead in delivering school-based INSET;
- To initiate lesson-based research and encourage the sharing of good practice within INSET sessions
- To identify students in need of literacy and numeracy support, and work with the tutors and LSAs to ensure effective additional provision for these students and tracking procedures are being kept;
- Literacy and Numeracy Policy monitored through work scrutiny, learning walks and observations;
- To ensure that the Examination Office is aware of students who require access arrangements in their examinations.
- To work with the school librarian in raising the profile of reading across the school.

Learning Support:

- To carry out reading tests to ascertain reading age and identify potential issues with literacy;
- Students who have low levels of literacy and mathematics are identified and information is accessible on Go4schools to provide targeted interventions;
- To communicate with staff regarding students who have difficulties in literacy and mathematics;
- To support intervention programmes to develop literacy within the Phonics and Toe-by-Toe programmes;
- To withdraw KS3 students from MFL to join small groups for literacy and mathematics where and when required;
- To provide specific 1:1 lessons, small group intervention where appropriate;

Pastoral Opportunities:

- To use tutor times on a regular basis for literacy, mathematics and brain skills activities;
- HOD and SLT to supply timetable of activities to support literacy and mathematics
- Assemblies to address key issues and the importance of key skills
- Careers interviews to address speaking, listening, reading and writing
- To ensure all students are regularly reading and being heard in form times
- To ensure students with low levels of reading (reading age <6) have access to interventions

Library facility:

- Students to develop their enjoyment of reading and to have access to a range of texts
- A positive reading culture to be fostered in school with staff as role models ;
- Students to have an account in the library (and be trained in using this) so they will have the opportunity to access good quality and varied reading material;
- Positive images of reading will be displayed throughout the school, with a specific focus on cross-curricular links;
- A wide range of high quality reading material, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender;
- Dictionaries, thesauruses and subject specific glossaries are readily available and students are encouraged to use them