

Maplewell Hall School



Literacy and Numeracy Policy

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Literacy and Numeracy at Maplewell Hall School

Maplewell Hall School is committed to raising the standards of literacy and numeracy for all pupils. Pupils 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. Literacy and numeracy skills are fundamental in empowering pupils to reach their full potential.

Policy Aims

- To raise the profile of literacy and numeracy across the school
- To ensure consistency in practice including methods and vocabulary
- To ensure our pupils are literate and numerate, allowing them to access a broad and balanced curriculum

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.

Literacy across the Curriculum

Literacy encompasses three 'strands' which complement Maplewell's English curriculum planning and the National Curriculum. These three strands run through each curriculum area and our systems of pastoral care.

Each strand of literacy can and should be adapted to the individual needs of pupils; for example, communication may take the form of Makaton, sign language or PECS.

Outlined below are our commitments to each pupil for each strand of literacy:

Speaking, Listening and Communication

- To understand that talk and all forms of communication are a valuable means of learning;
- To value and respect the talk and communication methods of others;
- To be confident contributors in a wide range of oral activities, in individual, paired and group situation;
- To understand that differences in task, purpose and audience require different registers and different styles of communication.

Reading

- To guide pupils in accessing a wide range of challenging, high quality texts related to their ability and curriculum area
- To encourage extended reading as well as reading in short bursts
- To model and promote reading for pleasure
- To provide opportunities for pupils to access texts independently
- To help pupils to develop a range of active reading strategies – skimming, scanning, close reading – for a range of contexts and purposes
- To help pupils acquire and apply comprehension and inference skills
- To ensure phonics and DIPT strategies are incorporated into every day teaching

Writing

- To develop fine motor skills, including holding a pen and letter formation
- To encourage resilience through drafting, editing and proof-reading
- To support pupils with their technical accuracy (spelling, punctuation, grammar and vocabulary)
- To promote extended writing where appropriate
- To model the above in every day teaching and all written communication – e.g. technical accuracy in emails and communication home.

Embedding Literacy across the Curriculum:

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 pupils should know the different literacy codes and should use them consistently alongside their marking or when self/peer assessing.

Marking for literacy is addressed in the whole school Marking and Feedback Policy, and individual department marking policies.

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

Explicit Teaching of Vocabulary

Vocabulary underpins our curriculum and supports our teaching of reading. All teachers and pupils should be aware of the difference between, and the importance of learning Tier 2 and Tier 3 vocabulary throughout each subject area.

All curriculum plans incorporate Tier 2 and 3 vocabulary to be explicitly taught as part of each learning component. The Reading Curriculum also incorporates a non-subject specific tier 2 Word of the Week and Makaton Word of the Week to expand pupils' tier 2 vocabulary learning and retention.

Teachers have been trained in and should utilise a range of methods, including:

- Exploration of root words
- Cross curricular vocabulary links
- Exploration of prefixes and suffixes (e.g. 'un' or 'mal' might suggest something negative)
- Retrieval practice to embed vocabulary
- DIPT or phonics strategies to aid pronunciation

Modelling

All staff are expected to model high standards of literacy in spoken and written communication at all times.

This includes, but is not limited to:

- Communication between staff
- Displays and classroom content
- Worksheets, power-points and classroom resources
- Communication with home – e.g. reports, newsletters, home-school diaries
- Written communication with pupils - e.g. in books
- Verbal communication in the classroom and around school

Numeracy Across the Curriculum

Teachers should give opportunities for pupils to access tasks which improve numeracy skills. Teachers should be aware of where numeracy is an essential part of their curriculum. Teachers should refer to the numeracy policy to aid effective teaching of certain aspects of Maths within their subject areas.

All teachers should understand the following 5 aspects of numeracy; 'handling information', 'number', 'shape, space and measure', 'operations and calculations' and 'being numerate'.

Numbers (and the number system)

- To encourage pupils to count reliably or develop methods by which to aid counting reliably (see calculation policy for effective and consistent strategies)
- To encourage pupils 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

Operations and Calculations

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

Shape, Space and Measure

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

Handling Information

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

Being Numerate

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

Embedding Numeracy Across the Curriculum

English	For example, non-fiction texts can be chosen in which mathematical vocabulary, graphs, charts and tables have to be interpreted.
Humanities	In History and Geography, pupils 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 pupils are familiar with.
ICT	Pupils 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	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

SLT:

- To promote, model and support with high standards of literacy and numeracy in all aspects of the school;
- To ensure the policy is implemented through QA processes;
- To support teachers with literacy and numeracy where required.

Lead Teachers of English and Maths:

- To promote, model and support with high standards of literacy and numeracy in all aspects of the school;
- To keep colleagues up to date on literacy and numeracy initiatives;
- To support literacy and numeracy initiatives in other subjects 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;
- To identify pupils in need of literacy and numeracy support, and work with the tutors and LSAs to ensure effective additional provision for these pupils and tracking procedures are being kept;
- To ensure that the Examination Office is aware of pupils who require access arrangements in their examinations.

Tutor Teams:

- To use mornings for Numeracy tasks as directed;
- To follow the appropriate curriculum during Reading Time;
- To be familiar with phonics strategies and programmes and use these days to day;
- To complete training to provide one to one DIPT interventions for identified pupils.

Teaching staff:

- To promote and model high standards of literacy and numeracy in all aspects of the school;
- To teach literacy and numeracy where relevant in their lessons;
- To access CPD opportunities to support the whole school literacy and numeracy approach;
- To follow the Literacy and Numeracy Policy;
- To use the 'Marking for Literacy' tool to identify literacy errors;
- Display, and draw regular attention to, key words and vocabulary;
- 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 ensure that reading strategies are used as a means of improving standards of literacy;
- To be familiar with the literacy and numeracy levels of pupils in their teaching groups, and match curriculum planning and resources appropriately.

Support staff:

- To promote and model high standards of literacy and numeracy in all aspects of the school;
- To communicate with staff regarding pupils who have difficulties in literacy and mathematics;
- To support intervention programmes to develop literacy;
- To provide specific 1:1 lessons and small group intervention where directed;
- To complete training in provide one to one DIPT interventions for identified pupils.