



Literacy and Numeracy Policy

Dyddiad Cymeradwyo a Dyddiad Adolygu
Date Approved and Review Date

*Gweler Cynllun Adolygu Polisiau
See Policy Review Timetable*

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)**.

The school is one of the first cohorts of schools to take part in the National Support Programme. We will be working with our strategic partners to get to grips with the expectations of the 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 Dyffryn Conwy, 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 pupils.
- Learners are expected to **adjust** and **extend** their literacy and numeracy skills across every subject area in compliance with our Literacy and Numeracy action plan.

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 pupil whatever their ability;
- Consolidate pupils 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 pupil 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 realize 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 all lessons

- 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/Coordinators:

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 the subject area and all teaching staff
- 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 Progress 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 pupils' literacy and numeracy skills;

- Work with the Literacy Co-ordinator, Numeracy Co-ordinator and ALN 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 other Leaders within the school and the cluster in order to ensure that there is effective transfer of information between KS2 and KS3 and to all the school's teaching staff.
- Ensure that information about the national reading and literacy tests and learners' specific needs are included in the ILP's of ALN pupils.
- Work with the Literacy Co-ordinator, Numeracy Co-ordinator, Heads of English, Welsh and Mathematics to ensure that the intervention programmes are provided for pupils based on their reading and numeracy tests.
- Monitor the progress of ALN learners in literacy and numeracy as part of the ALN department's ongoing self evaluation processes and collaborate with the Lead for the LNF within whole school self evaluation.
- Co-ordinate the work of the learning support team, prioritising literacy and numeracy across the curriculum.
- Work with the Senior ALN Unit Teacher to monitor the literacy and numeracy skills and progress of pupils within the Unit according to their IEPs and prior attainment.

Senior managers 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 managers, subject leaders, teachers and TLAs 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
- advise on how good standards of literacy and numeracy help to improve standards across the curriculum, as well as how to introduce and consolidate the teaching of literacy and numeracy skill
- coordinate the production/revision of a school policy for developing literacy and numeracy across the curriculum
- ensure consistency of approach across the school
- identify areas of literacy and numeracy that teachers are least confident of teaching within the context of a particular subject and discuss with senior managers measures needed to address the identified issues
- facilitate/broker school-based in-service training (either as a whole school or with a group of subjects/departments) on aspects of literacy and numeracy
- evaluate the whole-school impact of applying LNF and the above approaches.

Expectations for Learning Support Assistants:

- 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 pupils and groups of pupils
- work with teachers and pupils on tasks that will allow learners to show understanding and develop and reinforce a variety of literacy and numeracy skills
- liaise with literacy and numeracy coordinators, heads of subject/subject coordinators and teachers of other subjects to develop the best strategies and concepts to develop literacy and numeracy skills in their day to day roles

- play a key role in assisting pupils 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 friends 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 in the school including resources on the school website and the school Moodle;
- be aware of the school's point of contact for literacy and numeracy and attend sessions to receive guidelines on supporting literacy and/or numeracy at home.

This policy is implemented through:

- 1. Our Literacy Strategy and Numeracy Strategy (Appendix 1 and 2);**
- 2. Action plans that are associated with the School Improvement Plan and Departmental Action Plans;**
- 3. Compose and implement a comprehensive CPD programme for staff including guidance for Staff on Oracy, Reading, Writing and Numeracy;**
- 4. Connect with other key policies including Staffing Policy, Performance Management Policy and the Assessing and Reporting Policy;**
- 5. Work with our strategic partners: our pupils, parents and the Governing Body; YDC primary feeder schools; LEA officers and GWE.**

6. Sharing good practice within and beyond our school through our whole school CPD and other professional networks.

Agreed Literacy and Numeracy Teaching Methods:

- Effective group work strategies e.g. role cards, use of graphic organisers;
- Good reading strategies including effective research methods;
- Use of conjunctions and an understanding of the 6 key non-literary topics together with 'evaluating' and 'analysis';
- Success criteria for accurate writing across the curriculum;
- A3 and A4 Numeracy posters, pupil handbook and teachers handbook;
- Literacy and Numeracy Teaching and Learning Reflection mat; and the
- Teaching and Learning Handbook.

(please see our relevant teaching and learning posters and resources).

Further guidance is provided through relevant teaching and learning resources in Staff Docs and the school website.

KEY APPENDICES:

APPENDIX 1: ORACY GUIDANCE

APPENDIX 2: READING GUIDANCE

APPENDIX 3: WRITING GUIDANCE

APPENDIX 4: NUMERACY GUIDANCE FOR TEACHERS

APPENDIX 1: Literacy Strategy

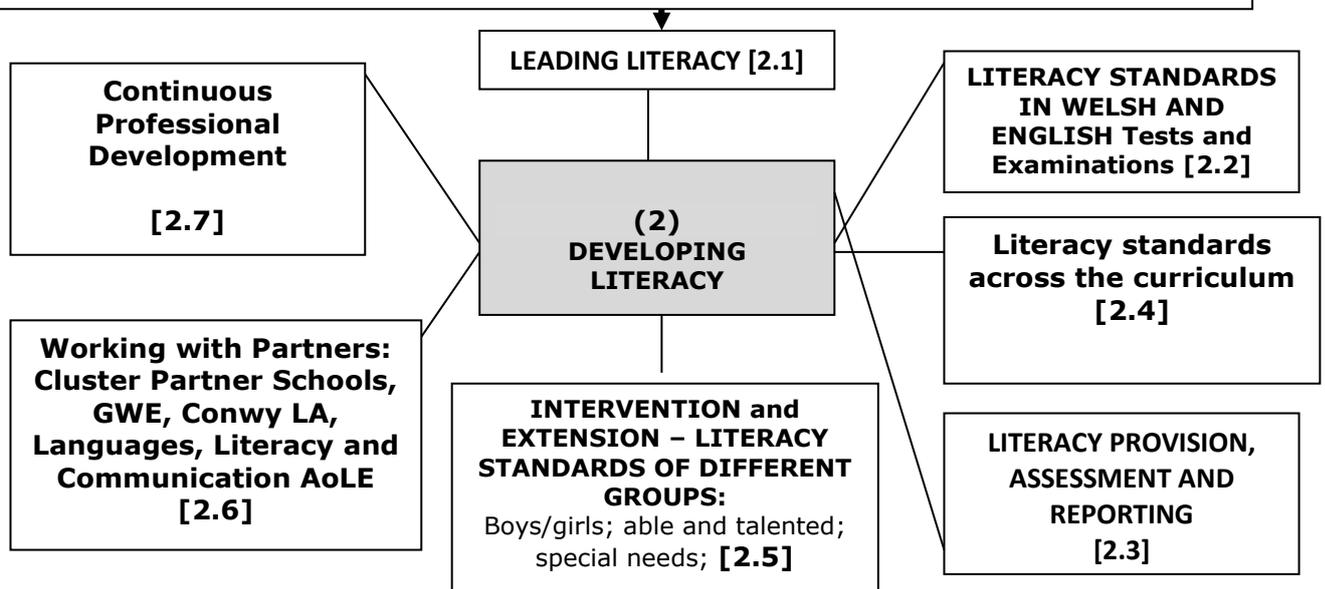
AIMS:

- Raising standards of **communication, language and literacy** across the curriculum;
- Raising standards within language subjects;
- Raising subject standards by making more effective and purposeful use of communication skills.

OBJECTIVES:

(1) REVIEWING AND ADAPTING THE WHOLE SCHOOL LITERACY STRATEGY

- Self-evaluate the school's current strategy and procedures to recognize aspects that need attention.
- Ensure that there's whole school guidance e.g. through the Literacy Leader/Coordinator
- Create and implement a literacy strategy on a whole school and departmental level.
- Include priorities from the self-evaluation in the SDP/DDP.
- Monitor and evaluate the implementation of the strategy/development plan.



(3) FURTHER MONITORING, EVALUATION AND STRATEGIC PLANNING

- The implementation of the strategy being monitored carefully.
- Choosing aspects of literacy/communication as one of the focus areas for self-evaluation to identify strengths and areas for further development.
- Share results with the staff and plan progression including priorities in the SDP/DDP in literacy/communication.

APPENDIX 2: Numeracy Strategy

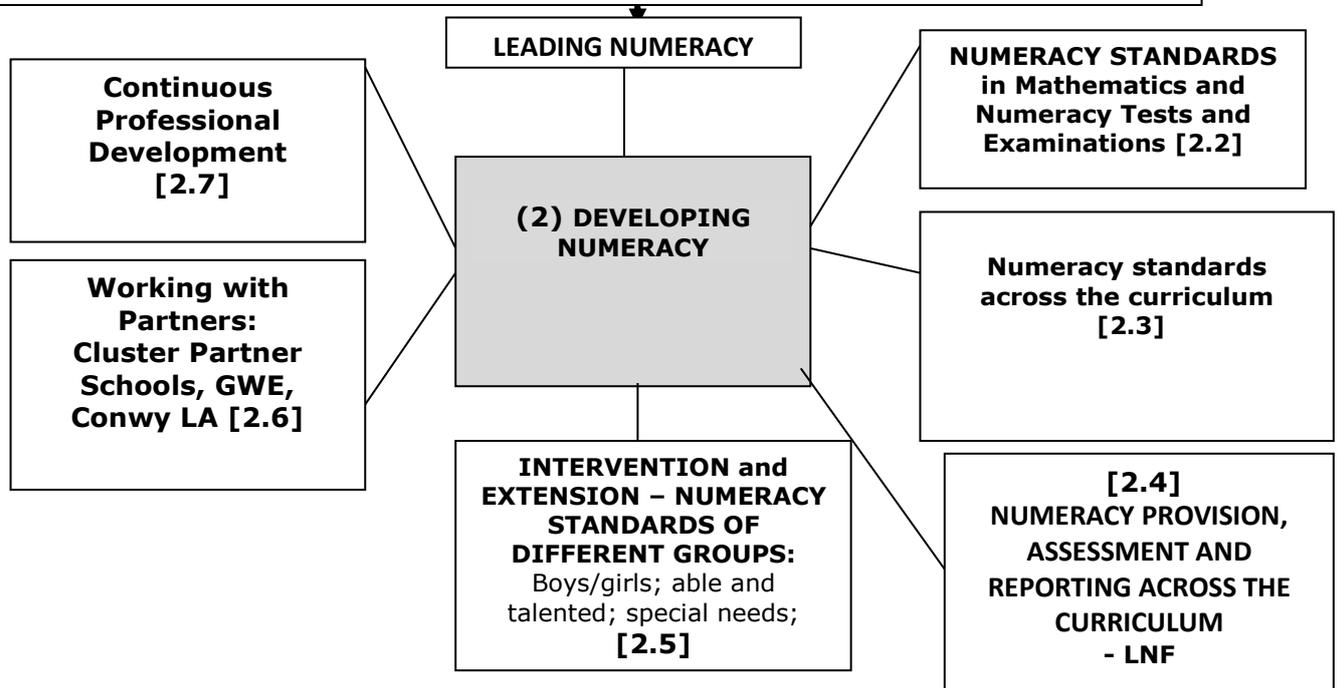
AIMS:

- Raising standards of **numeracy** across the curriculum;
- Raising standards within Mathematics;
- Raising subject standards by making more effective and purposeful use of number skills.

OBJECTIVES:

(1) REVIEWING AND ADAPTING THE WHOLE SCHOOL NUMERACY STRATEGY

- Self-evaluate the school's current strategy and procedures to recognize aspects that need attention.
- Ensure that there's whole school guidance e.g. through the Numeracy Leader/Coordinator
- Create and implement a numeracy strategy on a whole school and departmental level.
- Include priorities from the self-evaluation in the SDP/DDP.
- Monitor and evaluate the implementation of the strategy/development plan.



(3) FURTHER MONITORING, EVALUATION AND STRATEGIC PLANNING

- The implementation of the strategy being monitored carefully.
- Choosing aspects of numeracy as one of the focus areas for self-evaluation to identify strengths and areas for further development.
- Share results with the staff and plan progression including priorities in the SDP/DDP in numeracy.