



Trinity High School

& S I X T H F O R M C E N T R E

An Independent State Funded Academy

LITERACY AND NUMERACY POLICY

Reviewed:	Jun 2015
Adopted by Governing Body:	tbc
Review date:	Jun 2017
Policy Responsibility:	Mr Jordan



LITERACY AND NUMERACY POLICY

LITERACY AND NUMERACY ACROSS THE CURRICULUM

The purposes of this policy

- Improve, develop and sustain standards in literacy and numeracy across the curriculum through reading, writing and verbal communication skills and basic arithmetic, interpreting data, logical thinking and problem solving skills.
- Ensure consistency of practice across the school.

Context

Ofsted 2012 puts Literacy and Numeracy at the forefront of school achievement and development, with new specifications for GCSE Geography, History and English Literature containing specific marks for spelling, punctuation and grammar. In addition to this, literacy was raised as an area of concern in Trinity's 2011 Ofsted inspection. This is not just in terms of policies, but in terms of teaching and learning observations, assessment for learning and marking.

Aims

For effective literacy, students should:

- understand spelling strategies and use them to spell, read and write accurately
- write legibly and fluently
- have a growing vocabulary to aid expression and comprehension and develop specialist words
- enjoy reading, writing and verbal communication
- plan, draft, revise and edit their work
- read a range of texts and develop critical opinions
- respond to and develop higher order questions
- learn independently
- be able to write cohesively in a range of forms in an increasingly sophisticated style, using varied punctuation, sentence structures, paragraphs and technical devices
- adapt writing to suit different audiences and purposes
- research independently, using a range of sources
- use appropriate reading strategies
- develop in confidence and self-expression

For effective numeracy, students should:

- Understand arithmetic strategies and use them to multiply, divide, add and subtract

- The ability to make sense of more than just number
- Developing mental strategies as well as pencil and paper methods
- Be able to read and interpret data
- Deal with money
- Structure work both logically and effectively
- Tell the time both on an analogue clock and digitally
- A confidence and competence in using and applying mathematics, recognising that skills are transferable across different subject areas and in a variety of contexts
- The ability to use the correct mathematical language

The 'Literacy and Numeracy Community'

A community of dedicated and inspirational 'Literacy and Numeracy Leaders' has been developed to span all aspects of life at Trinity. Amongst staff, the English and Maths faculty leads representatives from all other faculties in literacy and numeracy across their subjects. Amongst students, Literacy and Numeracy Leaders continue to be developed to support in lessons, contribute to resources and teach literacy skills to their peers.

The Literacy and Numeracy Community is based on a successful model that has been developed by Graham Tyrer, Headteacher of Chenderit School in Northants (Ofsted 2012 - 'Outstanding'). 'Chenderit School delivers training in Learning to Lead and Literacy Across the Curriculum for the National College for School Leadership, the National Breakthrough Trust, and the Specialist Schools and Academies Trust. The Learning to Lead Programme has been adopted by many schools across the country as a result of this training.' Graham Tyrer, 2011. In 2011, the TES gave Chenderit School the 'Outstanding Literacy Initiative' award.

Literacy & Numeracy Box

All faculties look to enhance the students' literacy skills through homework as well as classwork. To support this, every classroom has a 'Literacy & Numeracy' box. This box is regularly added to with materials that can be used in the classroom to support activities that make use of literacy and/or numeracy skills. Some examples of the content are: speaking and listening cards; spelling strategy sheets; common errors in literacy and numeracy (in the form of placemats), connectives cards, times table grids, key fact sheets and 'how to' worksheets.

In addition to these practical resources, all classrooms have class sets of green pens, which are used for peer and self-assessment with an emphasis on promoting good standards of literacy in all subjects.

All faculties are encouraged to add to the boxes with their own subject-specific resources. Many of these are created in liaison with the English and Maths faculty, with ideas being shared between different subjects. The boxes and their contents exist to support students in individual subjects with literacy and numeracy but they also have a key role in ensuring consistency across the curriculum.

Stage 1: Literacy and Numeracy Leaders - Students

Students who have the confidence and high-level literacy and numeracy skills to demonstrate and train others with, are given the opportunity to excel and to lead in this area. They are identified by the English and Maths faculty from their work in the classroom and they are selected

to ensure that the whole student community is represented. It is essential that literacy and numeracy leading is used to raise the aspirations and skills of students from all backgrounds.

Student leaders are categorised into Bronze, Silver and Gold and their roles will differ accordingly.

Bronze Leaders

Selected Year 9-11 students will have a role in supporting literacy or numeracy in the subjects that they study across the curriculum. Typically, they might support their peers in terms of the specific literacy or numeracy skills that are required to complete a certain task, progress towards a certain level or achieve a specific goal. Faculties have their own literacy policies that outline how the leaders are used within each subject; these are included at the end of this whole school policy.

Silver Leaders

Selected Year 11-13 students who have the appropriately high level of literacy or numeracy skills, mentor students lower down in the school who are struggling to express themselves through writing. This is then extended to incorporate students who study different subjects. The mentors meet their mentees on a structured, once-per-week basis and they work together in producing a piece of work that promotes excellence in areas highlighted as weaknesses. The benefits of this are great as this process has been proven to enhance the confidence of all involved.

Further to this mentoring, during the Spring term, targeted Year 11 students nearing their GCSE examinations are paired with a literacy and numeracy mentor for further preparation. The focus is to develop and consolidate learning made in both English and Maths lessons.

Gold Leaders

Selected Year 12-13 students who study A Level English or Maths, support lessons across the curriculum lower down in the school. It is to the class teachers' discretion as to when they require a leader in a particular lesson. The leaders are to support their peers with any literacy or numeracy skills that are required to complete a certain task.

Literacy and numeracy leaders are identified by pin badges and displays - all teachers are aware of which leaders they have in each of their classes and students are aware of who, amongst their peers, the leaders are. At Trinity, we believe that all students should concentrate on one area of expertise across the curriculum, to ensure that a wider range of students are involved in leading in some way.

Stage 2: Teacher Leaders

English and Maths faculties: The English and Maths faculties are at the heart of literacy and numeracy across the curriculum and are keen for their skills to be shared across the school. To this end, the production of resources, training sessions and support for literacy and numeracy all come from English and Maths. The basic skills are taught explicitly in Year 9, with schemes of work and resources being based around the practice of these skills. This continues throughout the GCSE years and on into A Level, with assessment and examinations having literacy and numeracy at their core.

Cross-curricular: 'Working Groups' - Regular meetings take place where any information can be shared across faculties. The meetings also provide the perfect forum for monitoring to take place, through work sampling and the raising of concerns. Staff ensure that their own faculties are staying up-to-date with current literacy developments and that they are creating and using resources, including student literacy leaders, effectively.

Accelerated Reader

The Accelerated Reader scheme is available for all students in Year 9 to access through their English lessons. This is supported by additional, dedicated reading time being available during tutor time. Through the library, students are able to select books that will stretch their reading ability and enable them to progress up to the next level.

Literacy and Numeracy Challenges

On a weekly basis, a literacy and numeracy based challenge is presented to all students during tutor time. The puzzles will be cross curricular, with the aim to enhance a variety of skills including knowledge of key terms, problem solving and range of vocabulary.

Additional Resources

- **Classroom Displays**

All departments have literacy and numeracy displays throughout, which are relevant to the subjects taught in those rooms and are updated on a regular basis. These include key word charts, spelling and reading strategies, PASCOE (a frame for effective writing) and any key formula. The classroom displays are used by teachers to promote high standards of literacy and numeracy across the curriculum, providing a fast, easy-to-use guide for students to refer to during lessons. As best practice, they are used to promote independence.

- **The Library**

The Library is essential to the literacy work across the school. Every faculty is encouraged to use the Library for research and include this into schemes of work. The Library provides resources and a calm, productive environment in which to work. Reading is encouraged through the Library, building on the work undertaken in Year 9 tutor times and all subjects; one hour per fortnight of English lesson time is devoted to reading in Year 9. Year 9 tutor groups are encouraged to read at least once a week from a selection of books from the Library or their own choice; staff are encouraged to read at these times too. Furthermore, the Library staff run after school clubs for students who are interested in developing their reading and writing skills, through 'Manga' comics and board games. In addition to this, a large number of students use the Library to read and select books during break and lunchtimes, supported by the Library staff.

- **SEN**

Students with SEN are supported very closely with their literacy and numeracy needs. They have Learning Support Assistants in their lessons and attend 'booster' classes throughout the week. In addition to this support, specific literacy and numeracy lessons are taught by the SENCO and Assistant Headteacher with responsibility for SEN. Students with an identified reading need work on the Rapid Reading or the Step Up programmes. Students also work on the literacy progress units which are targeted to specific needs. One to one support is in place for students who are struggling with literacy and numeracy at a level higher than that which would require literacy trained teaching assistants. The results of this have proved very positive in terms of preparing students for the demands of GCSE.

- **Gifted & Talented**

The Literacy and Numeracy Leaders that are being developed in all year groups are gifted and talented in English and Maths. By progressing through the different awards and through the mentoring of other students, their own learning is being stretched to its fullest capacity. The focus of literacy and numeracy across the curriculum being based around independent learning and the effective transfer of skills across subjects enables students to set their own challenges and to progress towards the highest grades at a faster rate.

- **Planners**

All students at Trinity have a planner which contains pages devoted to both literacy and numeracy skills. PEEL, the 10 Golden Writing Rules and a method for peer assessment form the basis of this for literacy. The times table grid and key fact sheets are available to support students numeracy needs. Teachers are encouraged to promote the use of planners within lessons, whilst students are encouraged to use them independently to support their homework and additional activities.

Assessing Literacy Across the Curriculum

Teachers are expected to be aware of the literacy and numeracy policy and to be using appropriate strategies for addressing literacy and numeracy in their subject(s). Training is provided by the both the English and Maths faculties on a regular basis, particularly when additions are made to the Literacy & Numeracy Box.

Assessment of teachers' use of literacy in lessons is conducted through faculties monitoring themselves and sharing good practice through working group meetings. This good practice is demonstrated through lesson observations, feedback, sharing resources and work scrutiny.