

Cantonian High School

Ysgol Uwchradd Cantonian



THE BEST FROM EACH
SUCCESS FOR ALL

Literacy & Numeracy Policy

October 2015
Revised May 2017
Revised June 2018

This policy was adopted by Governors on 05 July 2018

Philosophy

Cantonian High School is dedicated to raising the standards of literacy and numeracy of all of its learners, so that they develop the skills necessary to cope confidently with the demands of further education, employment and adult life. We aim to achieve this through high-quality teaching and learning opportunities and a rich extra-curricular programme to engage, develop and inspire learners. Cantonian High School is committed to helping everyone reach their potential, reducing inequality and improving economic and social wellbeing, and the development of excellent literacy and numeracy skills are at the heart of this commitment.

What is a literate pupil?

A literate pupil is able to make sense of the world around them, have an understanding of written and spoken language, be able to interpret what has been written or said, and draw inferences from the evidence that surrounds them. A literate pupil is also able to communicate – accurately, fluently and persuasively and apply these skills across the curriculum.

What is a numerate pupil?

A numerate pupil is able to apply mathematical skills in many more contexts than mathematics lessons and across several subject areas. They are able to identify and apply numerical reasoning skills in order to solve a problem, and to carry out numerical procedures, showing and explaining their solutions.

All learners at Cantonian High School will experience a rich literacy and numeracy learning environment and support in achieving their potential. In line with the Welsh Government Literacy and Numeracy Programmes and the Literacy and Numeracy Framework (LNF), it is our expectation that **all** teachers will be teachers of literacy and numeracy, and learners will have the opportunity to apply and progress literacy and numeracy skills across the curriculum in different subject areas, and in real life contexts. All teachers and support staff, alongside other stakeholders, have a role in supporting learners' progress in literacy and numeracy.

Aims of the School's Literacy and Numeracy Policy

Based on the findings of the Estyn follow-up report:

"...a minority of pupils make frequent errors in their spelling, punctuation and grammar."

"...pupils do not structure extended pieces of writing sufficiently well or demonstrate a secure enough grasp of purpose or audience."

"...a minority of pupils are not secure enough in their understanding of how to use inference to interpret texts."

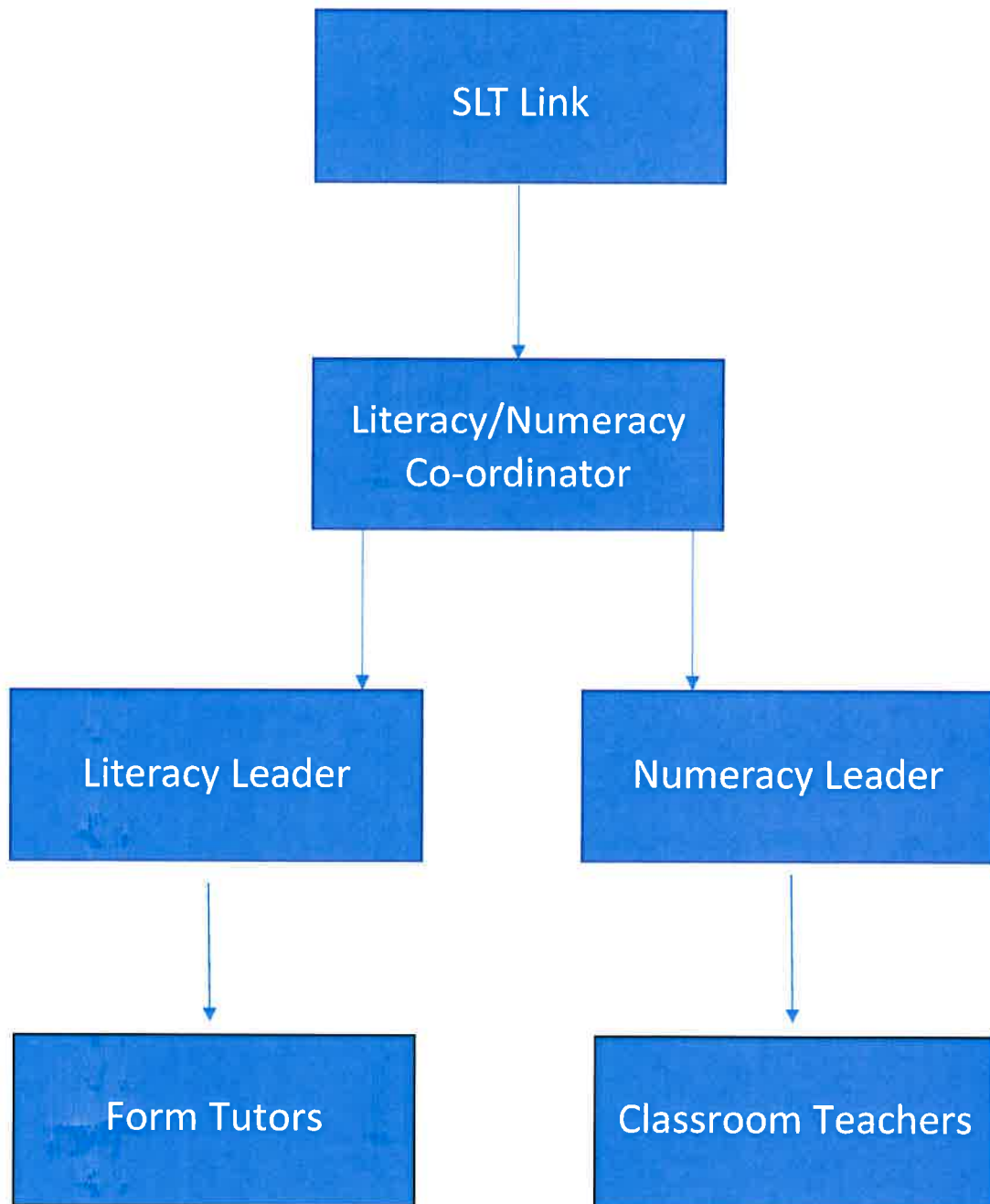
"... a minority of pupils lack confidence in performing mental calculations and are not sufficiently accurate when constructing graphs"

Report following monitoring
Estyn June 2017

To improve standards of literacy and numeracy across the school, through:

- enhancing the quality of learning and teaching through the implementation of the LNF across the curriculum;
- supporting all staff to become confident in developing the literacy skills of learners in oracy, reading and writing, and numeracy skills in developing numerical reasoning, using number skills, using measuring skills and using data skills;
- providing consistency of approach to the teaching of literacy and numeracy across subjects where appropriate, and assisting the transfer of pupils' literacy and numeracy skills;
- using literacy and numeracy across the curriculum in relation to developing learners' ability to think and learn in context;
- ensuring that teachers, learners and parents / carers are clear about literacy and numeracy progress, including next steps;
- identifying those who require support in literacy and numeracy and intervening with a graduated response;
- monitoring support for those who require intervention in their literacy and numeracy development to ensure it is effective and appropriate, and offering alternative support where accelerated progress is not made;
- ensuring provision meets the needs of those identified as more able and talented (MAT) learners in literacy and/or numeracy and monitoring the support and progress of this group; and
- offering opportunities, outside of curriculum time, to engage learners with numeracy and literacy.

Staffing Structure



The staffing structure shows that all staff are responsible for the delivery of literacy and numeracy within school

Role of the Literacy and Numeracy Co-ordinator

- Lead, develop, support and monitor the delivery of literacy and numeracy in all subjects;
- Monitor the implementation of the School's Literacy and Numeracy Policy through schemes of learning;
- Facilitate and deliver staff professional development and in-school coaching/support through development of Literacy and Numeracy Clusters;
- Raise the profile of literacy and numeracy across the school;
- Track intervention strategies for both literacy and numeracy;
- Ensure consistency in the tracking of the LNF across subject areas;
- Track the delivery of the LNF termly focus on basic skills;
- Monitor the progress of **all** pupils;
- Collaborate in the development of literacy and numeracy with their primary feeders;
- Equip parents with the knowledge and resources required to support their child's literacy and numeracy development through reporting and website communication;
- Present to Governors and SLT on the progress of the LNF within the school.

Role of the Literacy and Numeracy Leaders

- Deliver training sessions on Literacy and Numeracy to the clusters;
- Provide exemplar and resources for Literacy and Numeracy Clusters;
- Lead on teaching and learning briefings on LNF;
- Offer support and guidance to staff on the LNF;
- Produce trackers for the LNF;
- Model use of the LNF within their own subjects;
- Collate evidence from all staff on their use of Literacy and Numeracy strategies within their subjects;
- Literacy Lead to provide whole school templates on how to tackle specific aspects of writing;
- Numeracy Lead to ensure all Numeracy Cluster staff are following whole school SALUTE policy to improve consistency of Graphs
- Literacy Lead to continue to timetable DEAR

Literacy and Numeracy Structure

Delivery of the skills:

- English department to deliver Literacy within English lessons
- Maths department to deliver Numeracy within maths lessons

The aim is to allow pupils to master specific skills.

Tracking of the LNF across subjects:

- Trackers in assessment books to monitor progress of pupils across the LNF throughout KS3
- Individual trackers following LNF assessments in assessment books or class books

Assessment, Recording and Reporting

Assessment

All pupils now sit National Literacy and Numeracy tests annually.

The information from these tests will be used to identify pupils for intervention and next steps for learners' development.

The tests will be marked by teaching staff and recorded appropriately.

Recording

Staff are to track pupils' progress throughout Key Stage 3 with the use of an overall tracker in the assessment book

Staff record individual assessments for the LNF

- Termly for non-core
- Half-termly for core

Reporting

Subjects will report on different strands of the LNF. Subjects will provide feedback on what a pupil is able to do and what their next steps in terms of the LNF strand are.

A report on Literacy and Numeracy standards and benchmarking data will be provided to Governors and reported to parents annually.

Notification of test outcomes will be communicated to parents / carers on an annual basis following the National Literacy and Numeracy tests.

Monitoring

Cantonian High School will make use of available data to assess the standards of learners' literacy and numeracy, including:

- Sampling work – both pupils' work and department schemes of learning
- Observation – pupil tracking and literacy and numeracy teaching
- Scrutiny of subject area action plan and self-evaluation reports
- Encouraging subject areas to share good practice
- Peer observation


Rates of progress of groups of learners (e.g. basic skills intervention catch-up groups, additional learning, EAL, LAC, more able and talented, free school meals (FSM)) are compared and fed into school evaluations on a termly basis. This will allow for interventions to be refined as necessary. The School will, from this analysis, form a cohesive view of learners' progress according to groups, and act accordingly.

Intervention Strategies

Cantonian High School believes that the best progress is made in classrooms, with effective learning and teaching and feedback.

Policy Review

This policy will be reviewed annually.

Agreed by Headteacher: 

Agreed by Chair of Governors: 

Date of Issue: 

Date for Review: 