

MAIDEN ERLEGH TRUST
MAIDEN ERLEGH SCHOOL IN READING
BASIC SKILLS: LITERACY AND NUMERACY
Good Practice Document



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RATIONALE

Maiden Erlegh Trust is committed to raising the standards of literacy and numeracy for all students. Together, these skills are necessary to cope with the demands of further and higher education, to meet the requirements of future employment and to access literacy and numeracy aspects of everyday life in modern Britain.

A Definition of Literacy	A Definition of Numeracy
<p>Literacy is the ability to communicate, to read and to write.</p> <p>It is also the ability to identify and use an appropriate register in spoken and written communications.</p> <p>Finally, it is the ability to recognise the need for accurate information and that complete and accurate information is the basis for intelligent problem-solving and decision making.</p>	<p>Numeracy is a proficiency which involves confidence and competence with number and measures. It is more than an ability to do basic arithmetic. It requires understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered and presented in graphs, diagrams, charts and tables. Finally it also involves high levels of problem-solving and reasoning skills.</p> <p>See rationale in Annex 1.</p>

PRINCIPLES

Maiden Erlegh Trust will adopt a whole school approach to literacy and numeracy to ensure that:

- Literacy and numeracy strategies build upon the work done in feeder primary schools.
- Literacy and numeracy strategies build upon students' cultural capital and aims to reduce as many differences as possible.
- Literacy and numeracy skills are embedded across the whole curriculum through the use of highly effective Quality First Teaching in each department.
- An environment is developed in which positive attitudes towards reading, writing, speaking, listening and numeracy skills are developed and monitored.
- All staff understand that they have a crucial role in the development of students' literacy and numeracy skills.
- Students reach and exceed their targets in reading, writing, speaking listening and numeracy skills.
- Appropriate interventions are used to support students who are not making sufficient progress in Foundation and KS4.
- Support strategies for English as an Additional Language (EAL) students are in place (eg: initial assessment, Rapid Reading, classroom strategies, Peer Tutoring, Linguascope, Lexia, use of bilingual dictionaries/glossaries etc) .
- Effective CPD is provided to develop literacy and numeracy skills and confidence in the context of Quality First Teaching and high quality inclusion strategies.

ROLES AND RESPONSIBILITIES

Departments will:

#numeracy 

#literacy 

- Encourage the use of #numeracy and #literacy to reinforce when cross-curricular and transferable skills are being used/developed
- Develop and use strategies to improve and support students in teaching vocabulary acquisition, creative and academic writing, oracy, listening, reading for pleasure and academic reading and numeracy skills.
- Teach and support the development of students' academic vocabulary acquisition, academic writing, critical thinking and reasoning.
- Ensure that schemes of work, and thus lessons, address key aspects of literacy and numeracy (including vocabulary schema and opportunities for numerical decision-making and reasoning).
- Ensure that schemes of work make connections between the literacy and numeracy in lessons and that needed for life in modern Britain, in further and higher education and in the world of work.
- Display, and draw regular attention to, keywords and second-tier vocabulary, writing conventions, data sources and subject-specific calculations.
- Have literacy aids (e.g. dictionary/thesauruses, writing frameworks, literacy mats) and numeracy aids (e.g. calculators) available for student use.
- Audit the literacy and numeracy knowledge and understanding in their teams (based on primary literacy and numeracy expectations) and provide training and support as necessary
- Audit the impact of their Literacy and Numeracy work as part of their Department Development Plan reviews each Summer term

Teachers and Tutors will:

- Model good literacy and numeracy skills, including speaking positively about English and Mathematics.
- Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relative to their own subject, and encourage students to use these correctly.
- Ensure that they are familiar with correct grammatical terms, punctuation rules and spelling conventions, and encourage students to use these correctly.
- Point out and encourage the transference of literacy and numeracy knowledge, skills and understanding across the curriculum.
- Point out and encourage the transference of literacy and numeracy knowledge, skills and understanding to the wider world, further and higher study and the world of work.
- Ensure that their lessons (including PSMSC lessons) address any literacy and numeracy requirements as required by the course and the wider application of that knowledge, skills and understanding in the wider world and for employment..
- Exploit every opportunity to teach and/or encourage numeracy skills of reasoning, problem solving, decision making and predicting/estimating.
- Exploit every opportunity to teach and/or encourage the development of accurate spelling punctuation and grammar, academic reading (including reading out loud and the techniques of skimming and scanning), academic vocabulary, academic writing, competent and confident oracy skills and the appropriate use of different registers when writing and speaking.
- Encouraging students to proof read and re-draft written work; checking students' understanding of what they have read and encouraging student check mathematical answers.

- Be aware of the appropriate expectations of students (using starting points and prior learning) and challenge them appropriately.
- Be aware of common misconceptions, as well as the specific difficulties that some students experience with literacy and numeracy (including recognising indicators of dyslexia and dyscalculia and alert the appropriate staff of their concern).
- Monitor student learning and progress in literacy and numeracy and provide feedback and DIRT activities which support progress in literacy and numeracy skills.

When reviewing students' work, teachers may wish to use the following SPaG codes:

C	Correct an error in the use of capital letters which should be used at the beginnings of sentences and for proper nouns (i.e. months, days of the week, names, and titles).
P	Correct an error in punctuation by adding one of the following which is missing: <ul style="list-style-type: none"> ▪ <i>a full stop at the end of a sentence</i> ▪ <i>commas in a list or as a break between clauses of a sentence</i> ▪ <i>apostrophes to show omission or possession</i> ▪ <i>speech marks</i> ▪ <i>semi-colons</i> ▪ <i>colons</i> ▪ <i>dashes</i> ▪ <i>hyphens</i>
Sp.	Correct your spelling and learn how to spell the word that you have spelt incorrectly.
//	Use paragraphs when changing topic or focus and for effect.
S	Read your work and rewrite this sentence/section so that your ideas are expressed clearly and make sense.
^	Add in missing words/letters and in future proof read your work carefully.

The Inclusion Team will:

- Assess Year 7 students' reading comprehension and spelling ages in their first half term using the New Group Reading and Vernon Spelling Assessments. The results will be forwarded to the SENCO and AHT
- Support intervention programmes, such as Reading Plus, through liaison with the SENCO and contribute to the update of the Intervention Log within SIMS
- Re-test Year 9, in the Spring Term, on the New Group Reading and Vernon Spelling Assessments to assess progress in literacy and as a screener to highlight students who could potentially qualify for examination access arrangements at Key Stage 4.
- Provide access to the LUCID LASS 11-15 software programme that offers 8 adaptive Literacy assessments in one sitting.
- Ensure appropriate students entering Year 7 get access to the Purple Pathway provision, a two year curriculum provision that facilitates accelerated learning within literacy and numeracy.
- Communicate with relevant staff regarding students who have difficulties in literacy and numeracy, as appropriate. This will be generally actioned via a Classroom Support Plan (CSP), in response to concerns raised via the school's reporting system, professional reports and Annual Review meetings.
- Be familiar with English and Mathematics requirements at Foundation and KS4
- Liaise with the English and Mathematics Faculties about individual student progress in literacy and numeracy, as required.
- Work with SLT to advise towards an alternative curriculum pathway for students requiring further literacy and numeracy support at Key Stage 4.
- Administer baseline testing for EAL students and invite them to access the Rapid Plus Reading Programme and / or Linguascope.

Senior Leadership Team (SLT)

- SLT will promote and monitor the impact of the policy through:
 - The SLT, faculty and pastoral meetings
 - The School Self-Evaluation

- Standards Strategy, especially English and Mathematics
- The school and departmental improvement plans
- Learning, Teaching and Assessment quality assurance (including learning walks and book reviews)
- Learning conversations with students and focus groups
- Schemes of Work and Scheme of Assessment reviews.
- Discussions with staff, parents and governors
- Providing CPD/INSET for whole school improvement of literacy and numeracy.
- Facilitating regular updates through staff briefing.
- Provide finance for material resources as appropriate
- Investing in literacy and numeracy catch-up programmes and intervention/inclusion provision for students where possible

The Assistant Headteachers with responsibility for standards in English and Mathematics are jointly responsible for:

1. The school's overall Literacy and Numeracy strategy
2. Ensuring appropriate CPD is available
3. Providing impact evaluations for the SEF and SIP reviews
4. key strategies are implemented and the impact of them evaluated
5. awareness days are exploited whole school to reinforce key messages with staff, students and parents (eg: National Poetry Day, Pi Day, National Numeracy Day)
6. the website is kept up to date including with a list of recommended websites, reading lists and termly focuses
7. there are regular information/update articles for parents in The Pulse
8. staff are provided with a helpbook of key terms in relation to literacy and numeracy through briefing and bulletins

The role of parents

The role of parents in raising standards of literacy and numeracy amongst students is a crucial one.

We are committed to the development of home-school partnerships. As part of this partnership, we aim to:

- Involve parents in literacy and numeracy strategies e.g.: through "Supporting my child's learning" evenings.
- Share keep skills and understanding with parents through The Pulse (eg: academic reading and writing, reasoning skills)
- Keep parents informed about literacy and numeracy initiatives within the school and the wider educational context through the website, The Pulse and letters home.
- Value parents' contributions, both formal and informal.
- Keep parents informed of student assessment and progress.
- Explain to parents the curriculum and other related issues.
- Invite parents to appropriate meetings.
- Promote local adult literacy classes.

We ask parents to:

1. Speak positively about literacy and numeracy and English and Mathematics.
2. Model the use of literacy and numeracy in their daily lives.
3. Encourage reading for pleasure and more formal/academic reading at home and discuss the material being read.
4. Encourage estimation and mental maths in the course of their daily lives.

Expectations of students

- Students should take responsibility for their own learning and are expected to:
- Read regularly, and widely, and take a personal reading book to every English lesson;
- Read a variety texts linked to the subjects they are taking (eg: articles, websites, blogs, books, critiques etc).
- Write in full sentences at all times unless explicitly instructed to make notes.
- Present all work neatly, taking care with their handwriting, spelling, punctuation and grammar.
- Proofread their work to check for accuracy prior to submitting it.
- Speak clearly, in standard English and in a way appropriate to audience.
- Include working, methodology and reasoning mathematical exercises or evidence and make corrections when requested to do so.
- Work independently or with appropriate support on any literacy or numeracy targets or DIRT they may have.
- Make use of resources provided on Google Classroom and school website where appropriate.

IMPACT CRITERIA

1. Literacy and numeracy will have a high profile across the curriculum and will be a central part of lesson planning rather than a bolt on element.
2. Attainment and progress in English and mathematics will be above the national average with negligible gaps between groups.
3. Students will be demonstrably able to cope with increasingly challenging and academic texts and problems as they progress through the school – and this across the curriculum.
4. Books and lesson observations will show effective literacy and numeracy learning over time and across the curriculum, including for those with lower starting points on entry and for different groups.

ANNEX 1 NUMERACY RATIONALE

Here at Maiden Erlegh School in Reading we consider numeracy to be a key skill which allows our students to achieve success in further education, employment and adult life. Teachers of all subjects at Maiden Erlegh School in Reading give students the opportunity to develop their numeracy skills and use these to support their learning in all of their lessons. We are all teachers of numeracy.

But what do we actually mean by Numeracy?

Numeracy doesn't mean working out mysterious equations, or doing unnecessary long sums. Neither does it mean that we are sandwiching in parts of the Mathematics curriculum in other subjects. We aren't suggesting students should be adding up random numbers all day for the sake of it.

Numeracy means teaching the type of skills we use in everyday life (perhaps without realising it!). It is basic mathematics in real-life situations. It means giving our students the confidence and competence to work numerically in lots of different ways.

There are three areas in which we highlight the Numeracy across the Curriculum here at Maiden Erlegh School in Reading:

Problem Solving

- Breaking down a problem or task into smaller parts.
- Interpreting solutions in context of a problem.
- Making mental estimates.

Decision Making

- Choosing appropriate strategies.
- Identifying relevant information.
- Choosing tools and equipment.

Reasoning

- Identifying structures.
- Being systematic.
- Searching for patterns.
- Developing logical thinking.
- Predicting and checking.
- Identifying information needed.

You can help to develop the students' numeracy skills at home easily; be positive about numeracy and encourage students to use and identify the numeracy in everyday life (for example: shopping and using money, looking at statistics, graphs and charts in newspapers or on TV, seeing patterns in nature, thinking logically about problems).

You can also ask students where they have been using Numeracy at school outside of their mathematics lessons – can they identify when they have needed their skills?

ANNEX 2: ENGLISH LANGUAGE USE IN SCHOOL

At Maiden Erlegh School in Reading we celebrate the many languages spoken here (typically over 50 among the student body and 21+ among the staff). The ability to use multiple languages is a huge enrichment academically, culturally and in terms of employability.

Our working language is English, however, and it is important that all staff ensure that this is the language used during the school day. It is important because it is the norm in schools and workplaces in Britain but also because it is through our teaching and general interactions we develop students' use of English as well as their cultural capital.

It is also important for EAL students that they hear and use English throughout the school day, especially academic and subject-specific language in lessons. Furthermore, it is respectful of others to speak the prevailing language and ensures equality of access to lessons and the wider life of the school.

If students are using other languages, of course we can, and should, show an academic and cultural interest in their language but we also remind them about the expectation that they use English in school.

At no time should the use of other languages detract from the quality of teaching, inclusion around school and/or the consistency of application of school policy and culture.