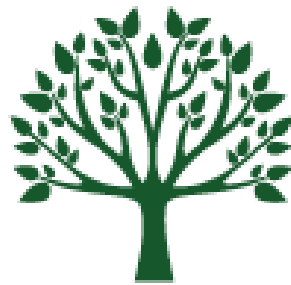


Literacy and Numeracy Policy



FAIRFIELD
HIGH SCHOOL

Approved by:	Board of Directors	September 2021
Signed by:	Chair of Directors	September 2021

Written by:	Ann Meredith, Literacy Co-ordinator	September 2021
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Literacy and Numeracy Policy

Fairfield High School is committed to raising the standards of literacy and numeracy of all of its students, so that they develop the ability to use literacy and numeracy skills effectively in all areas of the curriculum and have the skills necessary to cope confidently with the demands of further education, employment and adult life.

Definition of Literacy

“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. 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 information document 120/2013)

Expected characteristics of a literate student:

Literate pupils have essential life skills, and are able to apply these skills across the curriculum in different subject areas and in real-life contexts. They can understand the world around them. They have an understanding of written and spoken language. Literate pupils can interpret what has been written or said, and can draw inferences from the evidence around them. They can communicate accurately, fluently and persuasively.

Development of Literacy Skills:

Speaking and Listening:

We aim to encourage and develop opportunities to discuss, evaluate, explain, listen and respond with confidence.

Reading:

We aim to give students a level of literacy that will enable them to cope with the increasing demands of reading in all subjects in terms specific skills, knowledge and understanding and also ways of responding to texts. This applies to the reading of a variety of texts including fiction and non-fiction (including the use of ICT). We will teach students strategies to help them to:

- read with greater understanding
- locate and use information
- follow a process or argument
- summarise, synthesise, challenge and adapt what they learn from their reading

Writing:

We aim to give students a level of literacy that will enable them to cope with the demands of writing in all subjects. We will teach them specific writing skills, develop their ability to write in different styles and also teach them to recognise the importance of audience. It is important that we provide for co-ordination across subjects to recognise and reinforce students’ language skills through:

- making connections between students’ reading and writing, so that students have clear models for their writing
- using the modelling process to make explicit to students how to write without scaffolding
- being clear about audience and purpose
- providing opportunities for a range of writing, including sustained writing
- using and referring to evidence to support and reinforce thinking
- enabling students to respond critically to texts through effective and clear writing approaches

Embedding Literacy across the Curriculum:

Subject area	Examples
Maths	Teaching mathematical vocabulary and technical terms, by asking students to read and interpret problems to identify the mathematical content, and by encouraging them to explain, argue and present their conclusions to others.
Spanish /French	Learning new vocabulary by making links to words they are familiar with; speaking and listening tasks in the classroom.
Humanities	Extended writing; research; debates supported by factual information, encouraging students to explain, argue and present their conclusions to others.
ICT	Keywords embedded into lessons; opportunities to learn new vocabulary; ‘reading’ and interpreting coding languages.
Art, Design & Technology	‘Reading’ visual work and formulating spoken and written responses; research; annotating and labelling own and others’ work.
PE	Learning of new vocabulary and key terms; spelling by making cross curricular links, eg. to Science; formulating responses to movement; communication in team sports.
Science	Learning and spelling of key terms; debates and presentations around controversial issues, encouraging students to explain, argue and present their conclusions to others.
Performing Arts	Speaking and listening opportunities in role play; formulating responses (spoken and written) to music, movement and theatre; research

Literacy through Assessment

To ensure consistency across the school, students have ‘Literacy Marking Codes’ stickers on the front of their exercise books. Staff will use these codes to mark for spelling, punctuation and grammar errors in students’ work. These are to be followed in conjunction with the whole school ‘Marking, Literacy and Assessment’ policy.

In longer pieces of written work, staff will only closely mark the first two paragraphs for spelling, punctuation and grammar errors. For students with specific learning needs, such as dyslexia, marking the whole piece could damage their confidence in writing and lead to an unmanageable number of corrections to make. Where possible, we want to support students in a positive way with their writing.

In practice, staff will circle errors with red pen and mark in the margin the code of the error. If there are repeated errors in spelling of key words or high frequency words (words students will use regularly) staff may write the correct spelling of the word in the margin. When students receive their marked work, they are expected to act on the feedback and correct their errors in purple pen. This includes writing out each spelling error 3 times.

Marking, Literacy and Assessment Policy Codes:

Whole school marking codes:	
FS	Full stop
CL	Capital letter
P	Punctuation
A	Apostrophe
Sp	Spelling mistake
//	Paragraphing
CR	Illegible – can't read- re-do
DMS	Doesn't make sense – re-write

Ann's Codes for this policy: Which is the correct one?! Will need to change the Marking Assessment policy if it is this one.

Marking Codes	
FS	Full stop missing
CL	Capital letter missing
P	Punctuation
A	Apostrophe missing
Sp	Spelling
//	Paragraphing

Definition of Numeracy

Numeracy is the confidence and competence to apply mathematical skills in routine and unfamiliar contexts. It involves having the mathematical skills necessary to be a full contributor to society and the economy, including those central to personal financial literacy, and having the disposition to think mathematically in everyday situations, including those arising in future employment. It involves the development of an understanding of key mathematical concepts and inter-connectedness, the systematic development of reasoning and problem-solving skills, the proficient and appropriate use of methods and procedures

(formal and informal, mental and written), and active participation in the exploration of mathematical ideas and models.

Expected characteristics of a numerate student:

A numerate student would have an 'understanding how maths is used in the real world and being able to apply it to make the best possible decisions.

It's as much about thinking and reasoning as about 'doing sums'. It means being able to:

- Interpret data, charts and diagrams
- Process information
- Solve problems
- Check answers
- Understand and explain solutions
- Make decisions based on logical thinking and reasoning.'

(National Numeracy: nationalnumeracy.org.uk/about/what-numeracy 17/08/2021)

Development of numeracy skills:

We aim that all students should be able to:

- have a sense of the size of a number and where it fits into the number system;
- recall mathematical facts confidently;
- calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;
- use proportional reasoning to simplify and solve problems;
- use calculators and other ICT resources appropriately and effectively to solve mathematical problems, and select from the display the number of figures appropriate to the context of a calculation;
- use simple formulae and substitute numbers into them;
- measure and estimate measurements, choosing suitable units, and reading numbers correctly from a range of meters, dials and scales;
- calculate simple perimeters, areas and volumes, recognising the degree of accuracy that can be achieved;
- understand and use compound measures of time and speed, and rates such as £ per hour or miles per litre;
- draw plane figures to given specifications and appreciate the concept of scale in geometrical drawings and maps;
- understand the difference between the mean, median and mode and the purpose for which each is used and the use of range;
- collect data, discrete and continuous, and draw, interpret and predict from graphs, diagrams, charts and tables;
- have some understanding of the measurement of probability and risk;
- explain methods and justify reasoning and conclusions, using correct mathematical terms;
- judge the reasonableness of solutions and check them when necessary using estimation;
- give results to a degree of accuracy appropriate to the context.

Numeracy Across the Curriculum

- All teachers should give opportunity for students to access tasks which improve numeracy skills.
- All teachers should be aware of where numeracy is an essential part of their curriculum.
- All teachers should understand the following 5 aspects of numeracy; algebra, data handling (including probability) and geometry.
- All teachers should refer to the numeracy policy to aid effective teaching of certain aspects of maths within their subject areas.

Subject	Examples
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 children 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 (bearings) , 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 all students are familiar with.
ICT	Children 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.
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(for example the golden ration. When food is prepared a great deal of measurement occurs, including working out times, adapting recipes proportionally , and calculating cost; this may not be straightforward if only part of a packet of ingredients has been used.
PE	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.
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

Literacy and Numeracy Whole School Aims:

- To develop a whole school approach to addressing literacy and numeracy needs across the curriculum.
- To enable all pupils to develop their skills in numerical reasoning, using number, measuring and data skills (Numeracy) and in reading, writing and oracy [Literacy].
- To be able to transfer and apply these skills in order to enable them to access learning across all areas of the curriculum.
- To encourage staff to take responsibility for the development and implementation of the National Literacy and Numeracy Framework in their subject areas through inclusion in schemes of work and lesson plans.

Commitment:

- Literacy and numeracy is the responsibility of all staff.
- All staff are responsible for acting as role models in the use of literacy and numeracy skills.
- All staff are expected to promote the value of literacy and numeracy skills in learning.
- Staff must actively identify, intervene and support pupils who display difficulty in any or all areas of literacy or numeracy.
- Effective use is to be made of literacy and numeracy intervention.
- Staff must actively intervene, support and challenge pupils who display particular talents in any/all aspects of literacy and numeracy.
- If staff are uncertain about the best course of action they should seek the advice of their line manager, any member of senior staff or the Literacy or Numeracy co-ordinator.
- All staff will utilise the range of literacy stickers / marking codes available to promote skills in grammar and punctuation.

In order for both literacy and numeracy ability to rise we will have:

Effective Teaching – characterised by committed, enthusiastic and highly skilled teachers, fully supported by their school leaders, parents and the education system, who have high expectations of their pupils, enjoy positive working relationships with them and with other school-based staff and who are dedicated to challenging and improving the attainments of the learners; to sharing and learning from their experiences and successes and who employ teaching strategies appropriate to the needs of the learner.

A Positive Culture – evidenced by an ethos which promotes equality of opportunity, high quality learning, a concern for individual pupils, an openness to democracy within schools and respect for others, together with a culture of achievement and aspiration.

Strong Leadership – characterised by high-quality leadership at all levels that provides clear and realistic direction, based on a sound knowledge of, and vision for, the school, and makes effective use of financial and other resources. This is coupled with effective support and challenge from the Board of Governors in the role of “critical friend”.

An Effective Planning and Resource Framework – appropriate school development plans, formulated following a rigorous and honest self-evaluation that includes the effective use of school performance data and other evidence and informed decisions on how budgets are used to support school improvement.

Effective Intervention and Support – characterised by systems to identify pupils at risk of failing, organising interventions using external support where appropriate; supported by effective pastoral care systems; and developing strong links with parents and the wider community to support and underpin the work of the school.

The Role of the School:

- To identify students with low levels of ability in literacy and numeracy.
- Provide intervention strategies for students with low levels of attainment, across the curriculum, due to their literacy and numeracy ability utilising quality teaching.
- Ensure that pupils who enter in Year 7 with levels below 4 in either Literacy and/ or Numeracy receive an intervention programme/s to ensure that they ‘catch up’.
- Ensure that intervention and positive discrimination is targeted primarily at pupils who are not making three levels of progress, FSM, PP and other key indicators that may have restricted students.

Learning Support:

- To carry out reading tests to ascertain reading age and identify potential issues with literacy;
- Students who have low levels of literacy and mathematics are identified and information is accessible on Go4schools to provide targeted interventions;
- To communicate with staff regarding students who have difficulties in literacy and mathematics;
- To support intervention programmes to develop literacy within the Phonics and Toe-by-Toe programmes;
- To withdraw KS3 students from MFL to join small groups for literacy and mathematics where and when required;
- To provide specific 1:1 lessons, small group intervention where appropriate;

Pastoral Opportunities:

- To use tutor times on a regular basis for literacy, mathematics and brain skills activities;
- HOD and SLT to supply timetable of activities to support literacy and mathematics
- Assemblies to address key issues and the importance of key skills
- Careers interviews to address speaking, listening, reading and writing
- To ensure all students are regularly reading and being heard in form times

- To ensure students with low levels of reading have access to interventions

Library facility:

- Students to develop their enjoyment of reading and to have access to a range of texts
- A positive reading culture to be fostered in school with staff as role models ;
- Students to have an account in the library (and be trained in using this) so they will have the opportunity to access good quality and varied reading material;
- Positive images of reading will be displayed throughout the school;
- A wide range of high quality reading material, which is up to date, relevant and balanced in its presentation of ethnicity, culture and gender;
- Dictionaries, thesauruses and subject specific glossaries are readily available and students are encouraged to use them.