



Lincoln Christ's Hospital School

Literacy and Numeracy Policy

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Literacy and Numeracy across the Curriculum

As easy as:



George Sampson: "Every teacher is a teacher of English because every teacher is a teacher in English."

Paul Halmos: "The major part of every meaningful life is the solution of problems; a considerable part of the professional life of technicians, engineers, scientists, etc., is the solution of mathematical problems. It is the duty of all teachers, and of teachers of mathematics in particular, to expose their students to problems much more than to facts."

Rationale

Literacy and Numeracy ensure that, when students leave LCHS, they are suitably prepared for success in the world outside. Literacy underpins the school curriculum and enables students to develop speaking and listening, reading and writing skills for a wide range of purposes using language to learn to communicate to think, explore and organise. Numeracy also underpins the curriculum and, implicit in its principles, asks students to be pro-active and methodical in their problem solving and exploration of topics across all subjects.

At LCHS, we believe that helping students to express themselves clearly, both orally and in writing, enhances and enriches teaching and learning in all subjects. We accept that Literacy is key to improving standards and raising attainment as well as improving student confidence and engagement in a range of subjects. It is intrinsic to the holistic and heuristic education that is at the heart of our school. Poor levels of Literacy impact negatively on student self-esteem, engagement and progress. All departments and all teachers have a crucial role to play in supporting students' Literacy development to ensure that outstanding progress is made by all of the students in our care.

The aims of our Literacy and Numeracy policy are to:

1. enable students to reach and exceed their potential in reading, writing, speaking and listening and Numeracy. Additional provision and intervention strategies will be used to ensure that support is provided for those students who are in danger of falling below their expected targets.
2. establish a cross curriculum Literacy and Numeracy working group to showcase and share ideas within their departments and across the school.
3. give all our students opportunities to progress in Literacy and Numeracy on joining the school.
4. engage all students in Literacy and Numeracy tasks across all subjects.
5. ensure that our students know how they are progressing in Literacy and Numeracy through judicious assessment and marking.
6. take opportunities to engage students in extra-curricular activities that promote and support Literacy and Numeracy in the school and throughout our school community.
7. challenge students to develop increasingly sophisticated skills in Literacy and Numeracy both in written and oral communication.
8. monitor students who have lower levels of Literacy and Numeracy.
9. monitor intervention strategies within school through effective use of line management meetings and ensure that the strategies in place have a positive impact on the levels of Literacy and Numeracy.
10. provide opportunities for CPD to include strategies to ensure outstanding teaching and learning in Literacy and Numeracy.

Aims Specific to Literacy

11. Adopt a whole school approach to Literacy across the curriculum, ensuring that overt teaching of key reading, writing and speaking and listening skills are consistent across subjects.
12. Develop staff awareness that Literacy is the key to all outstanding teaching and learning, with a clear link to success in public examinations.
13. Embed Literacy across the curriculum using a range of resources: ICT, SPaG mats, writing frameworks and the whole school Literacy marking policy.
14. Ensure that all staff across all areas of the curriculum are confident about teaching key Literacy skills to their students.

15. Support all students in their efforts to read, write and speak fluently and articulately.
16. Support students so that they feel confident in developing their self-expression in written and oral forms.

Aims Specific to Numeracy

17. Support all students in their efforts to use their skills to solve problems in a variety of contexts, handle data appropriately, reason logically and think in abstract ways.
18. Provide students with a variety of opportunities to develop and extend their Numeracy skills at each key stage.

The responsibilities of the Literacy and Numeracy co-ordinator/s include:

1. working with all curriculum areas to ensure that the teaching of Literacy and Numeracy becomes consistent across all departments and key stages.
2. advising and supporting colleagues in the development and implementation of the Literacy and Numeracy policy throughout the school.
3. evaluating and revising the Literacy and Numeracy policy at regular intervals.
4. regularly meeting with HODs in English and mathematics to assess new initiatives that are departmental and whole school.
5. working with feeder primary schools to promote Numeracy and Literacy.
6. auditing Literacy and Numeracy provision across the school.
7. ensuring that subject specialists, alongside the English and Maths departments, communicate their ideas about effective Literacy and Numeracy.
8. ensuring that departments identify the students with weak Literacy or Numeracy.
9. researching and developing the Literacy and Numeracy strategies to implement across the school.
10. helping co-ordinate Literacy and Numeracy specific CPD.
11. meeting regularly with the Literacy and Numeracy governors.

Departments will:

1. decide on the key Literacy and Numeracy skills in that subject and plot these across the schemes of work to ensure staff within the department are aware of them.
2. display keyword spellings and terminology in subject areas.
3. develop new strategies to encourage and support students in teaching writing, speaking and listening and reading skills.
4. promote a positive attitude towards both Numeracy and Literacy.
5. identify opportunities to develop students' Numeracy and Literacy skills in their schemes of work. Initially these could include:
 - opportunities that are already in place
 - those that could easily be put into practice
 - those that, with support, could be put into practice.

Once opportunities have been identified, departments should start to consider how these opportunities can be developed.

To support Literacy, staff will:

1. communicate differentiated success criteria and learning objectives to students emphasising the key speaking and listening, reading and writing skills being used in the lesson.
2. mark work using the whole school Literacy marking policy.
3. use constructive feedback to ensure that students know specifically how to progress in the subject.
4. continue to develop and use a wide variety of activities that promote independent learning using Literacy skills.
5. monitor student progress, using formative and oral assessment. They should inform strategies that can support students in their learning and provide them with support and feedback to make progress.

To support Numeracy and, where appropriate, staff will:

1. deliver lessons that engage students in the following Numeracy skills:
 - the development of mental strategies
 - written methods
 - practical work
 - investigational work
 - problem solving
 - mathematical discussion
 - consolidation of basic skills and number facts.
2. ensure that students always decide first whether a mental method is appropriate.
3. ensure that, before attempting any calculation, students estimate the approximate size of the answer.
4. ensure that students always check their answers, preferably using a different method e.g. the inverse operation, check percentages add to 100%, cross check totals in tables etc.
5. ensure that students check that their answers make sense in the context of the question. For example, the answer cannot be 2.6 people in a car, but could be a mean of 2.6 people per car.
6. encourage students to show their working clearly when using written methods of calculation. As an example to students, teachers should ensure that all working done on the board/ in worksheets etc. is clearly set out and uses appropriate methods.
7. encourage students to explain their methods.
8. use correct mathematical language where appropriate.

9. ask students who make persistent mistakes to return to the method that they can use accurately until ready to move on.

Literacy and Numeracy Guidelines

What do staff do?

1. Encourage group work in lessons.
2. Display a reading list in the classroom for each topic in a scheme of work.
3. Encourage any presentations where appropriate to the SOW and scaffold presentations in the lesson to build student confidence and to support differentiation.
4. Use writing frames to support written work.
5. Complete marking for Literacy using the focus sticker on the front of the books as a guide and the highlighter. This will ensure consistency for the students across all departments.
6. Encourage the drafting of work.
7. Include in all line management meetings an agenda for departmental progress in Literacy and one for departmental progress in Numeracy. These will be minuted and any significant progress that could benefit whole school development will be fed back to SLT and then shared via appropriate forums – T&L briefing, INSET day, twilight training.
8. Be proactive in their development of extra-curricular activities involving Literacy and Numeracy from recommended reading lists being sent home to setting up departmental extra-curricular activities.
9. Encourage students to peer mentor either across their year group or across key stages.
10. Create SOWs that show a strategy for Literacy and Numeracy development.
11. When lessons are observed, Literacy and Numeracy strategies are viewed as a strength and this will be documented on the observation form.
12. Department work scrutinies include evaluation of Literacy and Numeracy as a matter of course and department heads will promote good practice departmentally and whole school. This is fed back regularly during line management meetings.
13. SLT learning walks focus at least once a year on Numeracy and Literacy.

Marking for Literacy

The Rationale

Students get a similar way of marking across all subjects that consolidates targets set in English lessons and improves their literacy. Students' literacy here is below national average and improving it will make a difference to them across most subjects.

The Department for Education is clear and emphatic – the curriculum should offer opportunities for pupils to:

- 'engage in specific activities that develop speaking and listening skills as well as activities that integrate speaking and listening with reading and writing'
- 'develop speaking and listening skills through work that makes cross- curricular links with other subjects'
- 'develop reading skills through work that makes cross-curricular links with other subjects'
- 'develop writing skills through work that makes cross-curricular links with other subjects'
- 'work in sustained and practical ways, with writers where possible, to learn about the art, craft and discipline

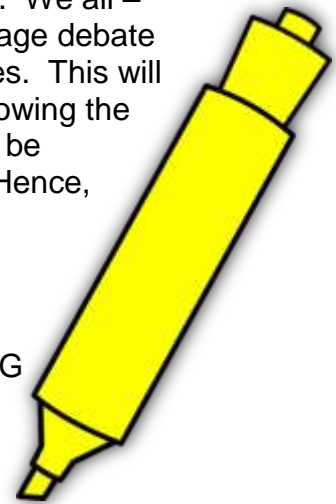
The aim is that all staff mark as effectively as possible so that it will have a positive effect on the student, thereby improving his/her work. We also need to mark efficiently so that ideally students spend twice as much time acting upon the marking as the member of staff does marking. This is an ideal and the premise that students look back over their work and acknowledge the comments and targets is the starting point.

The expectation is that 'Every Teacher is an English Teacher'. We all – except possibly MFL – teach through English and can encourage debate and discussion and correctly written sentences that follow rules. This will benefit the students in the long run. With this in mind and following the advice of staff, we have adopted the idea that Literacy should be marked across all subjects in as efficient a way as possible. Hence, we have the yellow highlighters for literacy marking.

The Expectation

The expectation is that all staff use the markers for basic SPaG marking:

you're not going to believe this



We can then use a starter to allow students to make corrections, write out spellings, redraft, or anything that acknowledges what they need to do to progress. Equally, we do not need to mark every mistake on every page. There may be a focus on keywords, punctuation, tenses, apostrophes, for example, or, for a longer piece of work, only a few lines may be SPaG marked.

In addition, if staff wish to add other codes or strategies either as individuals or departmentally, this is fine:

Marking Guidelines

Introduction

It is the responsibility of every subject teacher to be aware of and actively involved in students' use of English.

In order to encourage the development of students' language skills a whole school approach to literacy and language use is recommended. Issues relating to the use of speaking and listening and reading should be addressed; however, the following policy focuses on writing skills.

Drafting, Planning and Editing

Students are taught to recognise the most appropriate form for communicating information and ideas, for example, a report, list, grid etc. They are given the opportunity to practise different forms of recording and communication and are also encouraged to check their work once completed for errors, as outlined below.

Spelling

- a. Students are given a list of subject specific vocabulary which they are encouraged to use and spell correctly. Activities such as word searches are used to encourage learning.
- b. When marking a piece of written work, a specific number of incorrectly spelt words is identified and written out correctly for the student, the number of words and their level of challenge being selected according to their appropriateness for the ability of the student. These words are also recorded by the student (for instance, at the back of his/her book), learnt and revised from time to time.

Punctuation

The sentence is the most obvious organisational tool used in chronological and non-chronological writing. Students who do not identify the sentence by the use of a capital letter and full stop will have a number of their mistakes corrected, for example, on the first four occasions, or in the first paragraph.

Paragraphing

Students are encouraged, if using continuous writing, to organise their ideas into paragraphs. Where these are missed, they can be indicated by the teacher.

Use of Symbols

Symbols can be used to support the highlighting of text if the member of staff feels that it will benefit the student in his/her learning.

s = spelling error

p = punctuation error

// = new paragraph needed
g = grammatical error

Presentation

For best work, students should be instructed to:

1. write the title and date
2. underline title
3. leave a line after the title

Language Guidelines

APOSTROPHES

There are only ever two reasons for using an apostrophe:

- 1) **OMISSION**- to show a contraction- where a letter(s) is missing e.g. *do not = don't*
- 2) **POSSESSION**- you are showing that something belongs to someone e.g. *Adam's pen*

However, if you are talking about more than one person then the apostrophe moves after the s.

the student's hands are dirty = one pupil *the students' hands are dirty* = more than one pupil (NOTE: If a word already ends in s then it is acceptable to either put the apostrophe after the s or to add another s e.g. Thomas' pen or Thomas's pen.)

EXCEPTIONS: Possessive apostrophes are not used for possessive pronouns e.g. *his house* does not need an apostrophe. This is to avoid confusion with words like *it's* which only ever means *it is* and never shows possession e.g. *It's time to feed the dog; fetch its bowl.*

SEMI-COLONS AND COLONS

Colons (:) are used to introduce or amplify something like a list, explanation or some direct speech. There is an example at the top of the page in the apostrophe section.

Semi-colons (;) are used to either show a relationship between two independent clauses that make sense on their own e.g. *The weather was wet; I took out my umbrella* or to punctuate complicated lists. Look at the example in the classifications section.

SENTENCE STRUCTURE

A **simple sentence** contains a subject and a verb and expresses a complete thought e.g. *This sheet should help us all.*

A **compound sentence** contains two independent clauses that are joined together by a co-ordinating connective or conjunction e.g. *This sheet should help us all **so** keep it at your side as you mark.*

A **complex sentence** has an independent clause joined by one or more dependent clauses e.g. *Once you've used this sheet, I hope you will agree that it helps. Or This sheet, which isn't meant to be patronising, should help us all so keep it at your side as you mark.*

NOTE: The underlined parts of these sentences do not make sense on their own and add extra information so we call them **subordinate clauses** and they are usually marked by **subordinating conjunctions** such as *which, so, because* etc.

HOMOPHONES

Homophones are words that sound the same or similar when said out loud but have different spellings and meanings. Students (and adults) can sometimes use the wrong spelling for these words e.g. To, two, too or there, their, they're e.g. *Those two pupils over there have forgotten to pick up their stuff. They're going to be late too.*

CLASSIFICATIONS

Noun types refer to the way we organise nouns: **common nouns** (person, place or thing) e.g. *car, man*; **proper nouns** (person, place or thing with its own name and a capital letter) e.g. *Africa, George, The Red Lion*; **collective nouns** (a group of people or things) e.g. *choir, team, class*; **pronouns** (replaces a noun) e.g. *he, it, they*; **verbal nouns** (things formed from verbs) e.g. *swimming, thinking*; **compound nouns** (made of two or more words) e.g. *mother-in-law, paper-clip*.

Adverbs change or qualify the meaning of other words. **Adverbs of manner** do this by describing the way verbs happen and typically end with –ly. e.g. *cautiously, slowly, tentatively*.

Numeracy

The numeracy guidelines will be incorporated in the numeracy poster displays. Each department will use these both as a guide and a teaching tool for numeracy. There will also be a numeracy (and literacy) starter poster in each room.