



Lincoln Christ's Hospital School

Literacy and Numeracy Policy and Guidelines

Link member of staff: Literacy & Numeracy Coordinators

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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. give all our students opportunities to progress in literacy and numeracy on joining the school;
3. engage all students in literacy and numeracy tasks across all subjects;
4. ensure that our students know how they are progressing in literacy and numeracy through judicious assessment and marking;
5. take opportunities to engage students in extra-curricular activities that promote and support literacy and numeracy in the school and throughout our school community;
6. challenge students to develop increasingly sophisticated skills in literacy and numeracy both in written and oral communication;
7. monitor students who have lower levels of literacy and numeracy;

8. 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;
9. provide opportunities for CPD to include strategies to ensure outstanding teaching and learning in literacy and numeracy.

Aims specific to literacy

10. 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;
11. promote a shared reading experience across year groups;
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, 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-ordinators 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 tier 2 and 3 words spellings in subject areas;
3. develop new strategies based on whole school literacy training 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 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. Encourage any presentations where appropriate to the SOW and scaffold presentations in the lesson to build student confidence and to support differentiation;
3. Use writing frames to support written work;
4. Encourage the drafting of work;
5. Include in 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;
6. 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;
7. Encourage students to peer mentor either across their year group or across key stages;
8. Create SOWs that show a strategy for literacy and numeracy development;
9. When lessons are observed, literacy and numeracy strategies are viewed as a strength and this will be documented on the observation form;
10. 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;
11. Provide targeted vocabulary instruction;
12. Develop students' ability to read complex academic texts;
13. Break down complex writing tasks;
14. Combine writing instruction with reading in every subject;
15. Provide opportunities for structured talk.

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 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 where appropriate.

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.

Staff Training

We have focused our training this year on the *Improving Literacy in Secondary Schools* Seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>