



'Every Child Matters'

St Mary's High School Downpatrick

Principal: Ms R McLaughlin



Celebrating 60 Years of
Education

Literacy & Numeracy Policy

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1.1 Introduction

St. Mary's High School's Literacy and Numeracy Policy is supported by its close links to all other departments within the school. Every teacher within the school must promote and

model high standards of literacy and numeracy. This should be reflected in subject area schemes of work and relevant whole school policies.

1.2 Rationale

In St. Mary's High School students are encouraged to develop their ability to use literacy and numeracy skills effectively across all subject areas. The three main strands of Literacy: Reading, Writing, Talking and Listening and the four main strands of Numeracy: Number, Algebra, Shape, Space and Measures and Data Handling are promoted across the curriculum.

In March 2011 DE published **Count, Read: Succeed – A Strategy to Improve Outcomes in Literacy and Numeracy** which states:

- *'Literacy and Numeracy are at the very heart of the revised curriculum' (paragraph 2.3);*
- *'Developing literacy and numeracy therefore must be central elements of a school's delivery of the revised curriculum, and of the support and professional development for teachers in implementing the curriculum' (2.5); and*
- *'Schools should have a literacy and numeracy policy, linked to the School Development Plan and annual targets' (5.7)*

1.3 Definitions of Literacy and Numeracy

Count, Read: Succeed (paragraph 1.7) defines literacy as:

'The ability to read and use written information and to write appropriately and legibly, taking account of different purposes, contexts, conventions and audiences. It involves the development of:

- a. An integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum;*
- b. Knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;*
- c. Formal and informal language across all area of social interaction; and the ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material'.*

Paragraph 1.10 defines Numeracy as:

'The ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves the development of:

- a. An understanding of key mathematical concepts and their inter-connectedness;*
- b. Appropriate reasoning and problem-solving;*
- c. The proficient and appropriate use of methods and procedures (formal and informal, mental and written); and*
- d. Active participation in the exploration of mathematical ideas and models'.*

1.4 Aims of the Literacy and Numeracy Policy

- To promote the importance and provision of high literacy and numeracy standards throughout St. Mary's High School.
- Highlight that all teachers in St. Mary's High School are facilitators of literacy and numeracy through their individual subject areas. All staff should act as role models in their use of written and spoken English language and in their use of basic numeracy skills.
- Raise literacy and numeracy standards throughout the school and ensure that all staff understand that they have a vital role to play in numeracy and literacy provision.
- Set out St. Mary's High School's principles and practices for the promotion and development of literacy and numeracy, both across the curriculum and within the areas of English/Communication and Mathematics/Using Mathematics.
- Clarify the responsibilities for all stakeholders in ensuring the support and development of literacy and numeracy skills.
- Support any department in facilitating literacy and numeracy. Promoting the effective use of data to benchmark, set targets and raise literacy and numeracy standards.

1.5 St. Mary's High School's Provision for Literacy and Numeracy

In order to raise whole school Literacy and Numeracy standards every Key Stage 3 student will be timetabled for one additional period of Literacy and Numeracy each week.

During their Literacy classes students will focus on:

- Spelling
- The Point / Evidence / Explain strategy
- Punctuation
- Public speaking to include individual presentations

During their Numeracy classes students will focus on:

- Times tables,
- Mental Maths tasks
- Specific areas pupils are struggling with in maths and maths related subjects
- TIPS strategy when completing problem solving activities to reinforce understanding.

The impact of these additional Literacy and Numeracy classes will be evaluated by an upward trend in PTE / PTM standardised scores.

If a teacher, in a subject other than English or Maths, has concerns about the literacy or numeracy of any pupil, then the teacher should ensure that this is raised with the member of staff with designated responsibility for literacy (Mrs D Dornan) or numeracy (Mrs L Dolan). The class or subject teacher should monitor for, identify and address underachievement as soon as it begins to emerge by:

- a. identifying those pupils who are failing to fulfil their potential through classroom observation, assessment of pupils' outcomes and robust tracking of progress; and
- b. intervening to provide support to address emerging underachievement as soon as possible after a pupil of any age begins to experience difficulties with her learning.

St Mary's provision for literacy and numeracy ensures:

- A clear understanding that skills acquired in the English and Maths classrooms should be developed across all subject areas. *"...every teacher, regardless of the subject they teach, must promote and model high standards of literacy and numeracy."* (**Count, Read: Succeed** paragraph 4.29).
- A broad and relevant curriculum promoting all three interdependent modes of language i.e. Talking & Listening, Reading and Writing and the knowledge, understanding and application of mathematics;
- A variety of teaching approaches which meet the requirements in paragraph 5.3 of *'Count, Read: Succeed' Teachers, drawing on their professional expertise, will use a variety of teaching strategies including whole-class teaching, co-operative small group work and individual work, differentiated where appropriate'*;
- The use of the three key strategies (modelled, shared and guided) for developing language and literacy;
- The use of practical materials, language development and mental strategies in developing mathematical concepts;
- Effective use of all data, including qualitative and quantitative to inform teaching and learning;
- Rigorous self-evaluation to promote improvement;
- Effective use of digital technology to support learning;
- Infusion of Assessment for Learning strategies, Thinking Skills & Personal Capabilities, activity-based learning strategies and collaborative working

1.6 Relevant Personnel

St. Mary's High School's Literacy and Numeracy team include:

- Chairperson of the Board of Governors, Mr E McGrady;
- Principal, Mrs S Darling;
- Numeracy Coordinator, Mrs L Dolan;
- Literacy Coordinator, Mrs D Dornan;
- SENCO, Mr D Wylie;
- Head of the Learning Support Unit, Mrs R Gorman.

1.7 Roles and Responsibilities

Board of Governors

The Board of Governors will approve the Literacy and Numeracy Policy. The policy will be reviewed regularly in accordance with whole school policy guidelines.

Senior Leadership Team

The SLT will ensure that the School Development Plan has baseline positions, clear outcomes, annual SMART targets for literacy and numeracy, linked to action plans setting out the strategies that will deliver the intended improvements. The SLT will also ensure that literacy and numeracy are an essential part of school strategic planning by creating links between the School Development Plan, teachers' professional development, including where appropriate Performance Review and Staff Development (PRSD) objectives, individual lesson plans, assessment techniques and data collection. In this way a literacy and numeracy "thread" will run through all aspects of the work of the school, ensuring it is viewed as a priority.

Head of English/Mathematics, Literacy/Numeracy Co-ordinators

The Literacy and Numeracy Coordinators will lead and plan target setting and the monitoring of pupils' progress in literacy and numeracy. They will provide support to teachers and use their expertise to co-ordinate and promote the sharing of best practice in the interests of staff development. The Literacy Coordinator will ensure that effective use is made of the school library.

Heads of Departments

Other school staff in St. Mary's High School with leadership roles must ensure a focus on literacy and numeracy in their area of responsibility, in line with the whole-school approach. They must hold their staff to account, and be accountable, for their contribution to developing and promoting literacy and numeracy. They must ensure that all staff have high expectations for pupils.

SENCO

Pupils who continue to underachieve and experience difficulties with their learning should receive additional support from within the school. Subject teachers may decide to seek additional support from the SENCO when:

- a. after several cycles of review and support the pupil is still underachieving;
- b. the extent of the underachievement has increased; or
- c. there has been an increase in the degree of special educational or pastoral needs of the pupil.

All Teachers

St. Mary's High School adopts a whole-school approach to the development and promotion of literacy and numeracy skills which is broad and balanced and promotes progression. Teachers should have flexibility to develop their classroom practice within the whole-school approach.

Communication and Using Mathematics are cross-curricular requirements at Key Stages 3 and 4 and every teacher, regardless of the subject they teach, must promote and model high standards of literacy and numeracy.

1.8 Monitoring and Evaluation of Policy

The Literacy and Numeracy Policy will be:

- regularly reviewed and updated in consultation with staff, particularly the Senior Leadership Team and SENCO;
- presented to the Board of Governors regularly;
- shared with parents;
- in line with whole school learning and teaching policy