



part of the



Literacy & Numeracy Policy

Creation Date	February 2016
Implementation Date	May 2016
Review Frequency	Annual
Last Reviewed	March 2017
Approval	Full Academy Council
DfE Status	Non Coded

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1. History of most recent Policy Changes

Date	Page	Change	Origin of Change (eg TU Request, Change in Legislation)	Actioned By
March 2016	Whole Document	Creation of new policy following review of existing policies and changes to legislation.		Colleen Litchfield Associate Assistant Principal
March 2017	Whole Document	Review of Policy		Cameron Shaw Vice Principal

2. Aims and Objectives of this Policy

Bristol Brunel Academy strongly believes in the fundamental principle that literacy and numeracy are key to improving learning and raising standards of children's education; they enable students to gain access to the subjects studied, to read for information and pleasure, and to communicate effectively in both written and spoken contexts. Numeracy is a proficiency with involves confidence and competence with numbers and measures. It requires an understanding of the number system, recalling Mathematical techniques and an ability to solve problems in a variety of contexts. A practical understanding of graphs, charts, tables and diagrams is an important part of numeracy. Poor levels of literacy and numeracy impact negatively on student learning and self perception. These skills are necessary to cope with the demands of further education and employment.

“In the secondary schools where teachers in all subject departments had included an objective for literacy in all the lessons, senior managers noticed an improvement in outcomes across all subjects as well as in English.” Ofsted: Removing Barriers to Literacy 2011. All teachers and staff share and recognise responsibility for the teaching of literacy and numeracy across the curriculum. Crucially, the Academy believes that literate and numerate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work. We regard these skills as fundamental in empowering students to reach their maximum potential.

Research has shown that where a broad and balanced curriculum is provided, there is a stronger chance of standards in Literacy and Numeracy being raised, as opposed to schools where there has been a concentration of effort in only Literacy and Numeracy (Count, Read: Succeed). Staff at Bristol Brunel are aware of the need to provide a meaningful context for Literacy and Numeracy learning through a broad and balanced curriculum. Our Academy Policy ensures that both subjects remain a priority in the Academy Development Plan with all staff playing an important part in the promotion of both Literacy and Numeracy across the curriculum. It is, therefore, the responsibility of all teachers to ensure that Literacy and Numeracy skills should be developed across all subject areas: “every teacher, regardless of the subject he/she teaches, must promote and model high standards of literacy and numeracy” (‘Count, read: Succeed’). “All teachers should have a better understanding of the role literacy plays in their subject... and...[this will] enable them to understand how improved reading, writing and speaking and listening skills would help them make more progress in their own subject” Ofsted (2012), *Moving English Forward* (p. 54).

3. Role of Bristol Brunel Academy

During inspections, Ofsted will place a stronger emphasis on effective whole-school literacy policies and their successful and systematic implementation across the school.

Ofsted (2012 April). The framework for school inspection: Ofsted inspectors will judge how well pupils develop/teaching enables a range of skills, including reading... and how well they apply these across the curriculum. Therefore, at Brunel, we will:

- Identify students who have low levels of Literacy and Numeracy upon entry to the Academy.
- Raising Achievement Teams for each year group provide targeted and differentiated support strategies for students underachieving in literacy and numeracy through reading and maths support groups.
- Provide intervention strategies to support students with literacy and numeracy across the curriculum.
- Ensure students who enter KS3 with levels below L4 in English/and/or Maths have an intervention programme that ensures they progress to a level in line with their peers.
- Consistent development of literacy and numeracy through the use of the whole school marking policy and Department Feedback Policies.
- Yr 7 and 8 Teaching Assistants in Eng and Maths for L3 and low L4 students
- Ensure intervention targets students who are not making expected progress, Free School Meals or Looked After Children and other key indicators which may hinder student progress in numeracy and literacy.
- New EAL arrivals to the country receive in-class and withdrawal support for literacy and numeracy.
- Provide Professional Development opportunities on literacy and numeracy issues to support the teaching of whole school literacy and numeracy aims.
- Monitor departmental implementation of the literacy and numeracy policy within schemes of work through SLT line management.
- Literacy/Numeracy Coordinator to work with SLT and Curriculum Leaders to promote and develop literacy and numeracy skills across the curriculum.

Ofsted (July 2014), *School Inspection Handbook*. Part 1: How schools will be inspected. "Inspectors will consider the impact of the teaching of literacy and the outcomes across the range of the school's provision.... Inspectors will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially those pupils at risk of underachieving" (p. 18).

To be judged as Outstanding, there must be "excellent practice that ensures that all pupils have high levels of literacy... appropriate to their age" (p. 48) and that "Excellent policies underpin practice that ensures pupils...are making excellent progress in literacy" (pp. 49-51). Leadership must tackle poor literacy urgently to ensure pupils' progress.

4. Definitions and Aims

Writing

- High expectations of the presentation of written work. “Every page is your first page”
- Provision of writing frames to assist students scaffold their own work.
- Clear modelling of writing techniques by teachers and sharing of best student practice.
- Clear strategies for planning or redrafting written work.
- Teaching of subject specific essay writing skills.
- Spelling strategies are taught explicitly in the classroom when appropriate.

Reading

Integral in developing pupils' wider reading and reading for enjoyment is how teachers facilitate reading for meaning through using a range of teaching methods and approaches. Therefore:

- Reading material in all subjects is of high quality, up-to-date and relevant.
- Reading and deconstructing of texts (beyond reading instructions / questions) is regular throughout the curriculum.
- Reading material in all subjects is appropriate for the age and ability of the students.
- A range of Directed Activities Related to Texts (DART) activities are used to teach students to skim, scan, select and take notes from texts, as well as the skills of inference and deduction.
- All students are assessed for their reading age.
- Students with low reading ages at KS3 access regular support to improve their reading
- Students with very low reading ages access Reading Support from the SEN department.
- Students are encouraged to read for pleasure through the Accelerated Reader programme.

Speaking and Listening

- Use of basketball questioning and Bloom's Taxonomy to develop talk that questions, hypothesises, speculates, evaluates, solves problems and develops thinking about complex issues and ideas. Students should be challenged to re-draft verbal responses and speak with conviction every lesson (failing to do this lowers expectations of oracy and encodes bad habits).
- Ensuring a range of opportunities to use the spoken word to work collaboratively with others, and express ideas, feelings and opinions.
- Create opportunities for students to listen for a specific purpose.
- Use specific strategies to ensure students learn to listen to others, and to respond and build constructively on the ideas and views of others.

Numeracy

At Bristol Brunel Academy we understand that Numeracy is not synonymous with Mathematics. All our students need to be numerate so that they can calculate in real-life situations, so that they can work logically to solve problems and so they can interpret commonly used representations of data. Therefore, we will:

- Ensure that all students know their times tables up to 12×12 .
- Recognise the importance of Numeracy in all subjects across the curriculum.
- Be proactive in familiarising ourselves with standard methods of calculating and representing data. Be proactive in ensuring that we have the necessary numerical knowledge to support students with any numerical work relevant to our subject. The Maths Department will help provide support to teachers who seek advice / revision.
- Ensure that numerical concepts / methods are taught with a common approach across all subjects.
- Ensure that we talk positively about 'Maths'; the culture permeated by the media that Maths is difficult and only for a select few is very damaging to students' mindsets. Support parents and carers and home to use the same positive language around Maths.
- To encourage learners to think carefully when solving problems. Reminding them that the answer won't arrive straight away and that it requires deep thinking. Teachers to use Growth mindset language to encourage students to be resilient.
- Verbalise our thought processes when modelling numerical concepts, and/or solving problems.
- Give students the opportunity to discuss different ways of doing a calculation that all give the correct answer. e.g. there are several different ways of thinking about calculating 24×5 ($24 \times 10 \div 2$, 12×10 , etc) .
- Give students understanding of measures by highlighting units used and conversions between them in practical subjects.
- Raise the profile of Numeracy throughout the school promoting the use of numbers and measures whenever possible.

5. Roles and Responsibilities

5.1 Academy Council

- Hold the Academy accountable for raising standards of Literacy and Numeracy through reporting of data and the Principal's performance management.

5.2 Senior Leadership Team

- Ensure whole-school focus on raising standards of Literacy and Numeracy through development planning and staff training.
- Create a long-term strategic model for sustainable literacy improvement.
- Liaise with Literacy/Numeracy Coordinator and all members of the Academy Council when monitoring impact
- Quality assure the explicit teaching of literacy skills through lesson observations/drop-ins/blinks.
- Quality assure the explicit teaching of numeracy skills through lesson observations/drop-ins/blinks.

5.3 The SENCO

- Communicate with all subject staff about those students who have literacy and numeracy difficulties and give advice on what staff can do to help these students in their subject.
- Evaluate effectiveness of various strategies to raise literacy and numeracy levels
- Coordinate therapies and interventions to improve literacy and numeracy

5.4 Curriculum Leader

- Regular review of the department's action planning, through department SEFs, for developing literacy and numeracy through their subject.
- Ensure literacy and numeracy are embedded in their department's schemes of work.
- Quality assure the marking of literacy and numeracy through work scrutinies.
- Quality assure the explicit teaching of literacy and numeracy skills through lesson observations and drop ins.
- Model their own literacy and numeracy teaching in lesson observations.
- Regularly facilitate sharing of good literacy and numeracy practice in the department.

5.5 Classroom Teacher

The new Teachers' Standards (2012) require for all teachers to "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English." Ofsted (2012 March), *Moving English Forward*: "All teachers should have a better understanding of the role literacy plays in their subject... and...[this will] enable them to understand how improved reading, writing and speaking and listening skills would help them make more progress in their own subject" (p. 54). DfE (September 2013), *The national curriculum in England: Key Stages 3 and 4 framework document* " Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching all subjects".

Teachers across all subject areas will:

- Adopt a consistent approach to teaching Literacy and Numeracy skills in lessons.

- Be familiar with and implement a range of strategies aimed at equipping students with the necessary Literacy and Numeracy skills to succeed.
- Indicate in schemes of work where Literacy and Numeracy skills will be explicitly taught.
- Ensure that they are familiar with the specific literacy and/or numeracy demands of their subject and ensure sufficient coverage of these skills in their lesson planning
- Use a range of reading, writing, speaking and listening strategies and tools to explicitly teach literacy wherever appropriate e.g. DARTs activities, writing frames, speaking frames, spelling strategies etc.
- Use IEPs and Mint Class to inform planning for literacy and numeracy in lessons.
- Be able to identify a student's literacy and numeracy strengths and weaknesses and know how to build upon these in order to promote student progress.
- Mark for literacy and numeracy give time in lessons for students to respond to literacy marking.
- Provide glossaries, and explicitly teach and assess the spelling of subject-specific keywords.
- Model good writing of extended answers.
- Teach skills to decode exam questions.
- Have consistently high expectations of students' written and presentation work, addressing concerns where expectations are not met.
- Display key words and key question stems around classroom

5.6 **Parents** will:

- Be encouraged to discuss the use of Accelerated Reader and reading for pleasure with their children and to use the range of strategies they have learned at parent teacher nights throughout the year.

5.7 **Pupils** will:

- Take increasing responsibility for recognising their own strengths and weaknesses and identifying next steps for improvement

6. Monitoring and Evaluation

The Brunel Literacy and Numeracy Policy is set within the broader school context of the curriculum and daily working practices and as such should be read in conjunction with the following school guidance:

- Precision for Progress
- Teaching and Learning Policy
- Inclusion Policy
- Assessment and Feedback Policy
- Curriculum Policy

The Literacy/Numeracy Co-ordinator and SLT will monitor progress regularly and report to staff, parents, pupils and governors using the following methods:

Book scrutinies
Drop Ins and Observations
Data analysis
Pupil Voice
Department SEFs and IPs

7. Professional Development Opportunities for all Staff

The Literacy/Numeracy Coordinator, class teachers and classroom assistants are encouraged to continue their professional development by attending appropriate CPD (LSAs have training opportunities which include specific steps for improving their support to pupils in Literacy and Numeracy).

The Literacy/Numeracy Co-ordinator, Curriculum Leaders and SLT conduct lesson observations and share the good practice observed, with all teachers.

Appendix 1: Literacy Policy Summary

Bristol Brunel Academy Literacy Policy

Bristol Brunel Academy strongly believes in the fundamental principle that literacy is key to improving learning and raising standards of children's education for it enables students to gain access to the subjects studied, to read for information and pleasure, and to communicate effectively in both written and spoken contexts. Crucially, the Academy believes that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work. We regard these skills as fundamental in empowering students to reach their maximum potential. Therefore, at Brunel, we will:

- Identify students who have low levels of Literacy upon entry to the Academy.
- Raising Achievement Teams for each year group provide targeted and differentiated support strategies for students underachieving in literacy through reading and maths support groups.
- Provide intervention strategies to support students with literacy across the curriculum.
- Ensure students who enter KS3 with levels below L4 in English have an intervention programme that ensures they progress to a level in line with their peers.
- Consistent development of literacy through the use of the whole school marking policy and Department Feedback Policies.
- Yr 7 and 8 Teaching Assistants in English for L3 and low L4 students
- Ensure intervention targets students who are not making expected progress, Free School Meals or Looked After Children and other key indicators which may hinder student progress in numeracy and literacy.
- New EAL arrivals to the country receive in-class and withdrawal support for literacy.
- Provide Professional Development opportunities on literacy issues to support the teaching of whole school literacy aims.
- Monitor departmental implementation of the literacy policy within schemes of work through SLT line management.
- Literacy Coordinator to work with SLT and Curriculum Leaders to promote and develop literacy skills across the curriculum.

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Appendix 3: Literacy Improvement Plan Exemplar

Literacy Improvement Plan

Department: Expressive Arts

Good practice that can already be seen in our department	Evidence (<u>where this can be seen</u>)	Impact (<u>how this improves the literacy of the students in our subject</u>)
Key word displays, hand-outs and evaluation forms.	On classroom walls. Hand-outs and evaluation forms.	Constant visual reinforcement of key vocab.
Oracy development through use of progress wall in Art and speaking frames in Drama.	Progress Art sows.	Development of ability to analyse work orally leads to more confident writing skills.
Writing frames.	Essay and exam questions in Art, Music and Drama.	Helps less confident writers to structure their work and prepare exam answers.

As a team we want/need our students to (WHY)...

As class teachers, we have a responsibility to ensure this (HOW)...

We will do this by (WHAT) in the following ways (outlined in table below):

ACTION for the future	Ownership	Timeframe	How we will know it has had IMPACT
GCSE revision task around groups of words – possible answers. KS3 – higher dependency on keywords during questioning/discussion. Oracy – peer assessment.	GW1		
Make use of workshop writing frame at KS3/4. Develop laminated literacy starters.	DWZ		
Create starter resources then integrate visual and text stimuli which relate to student projects.	ETW		
Ensure keywords are visible and used. Consider use of homework planner specific vocab section for Sept 2013.	AHU		
Ensure pupils, as well as having had copies of the drama key words, are consistently encouraged to use them in discussion.	LHA		
I will provide a variety of artwork, in completed and preliminary stages, along with written explanations.	RTA		
Reinforcement of key vocabulary embedded into each lesson – Regular practice of written structures until students embed this within their work.	ASH		