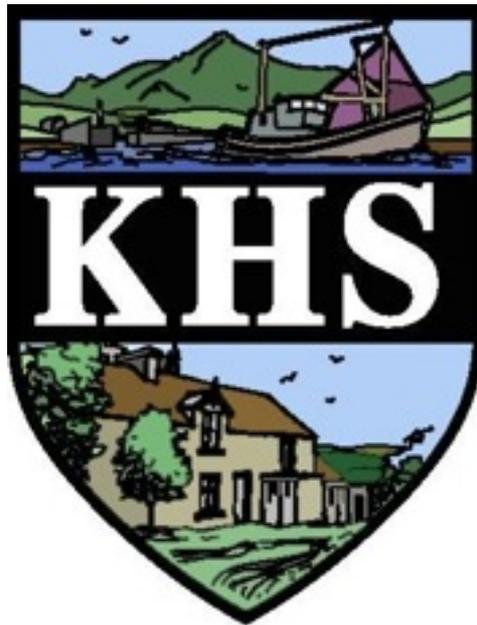


KILKEEL HIGH SCHOOL



LITERACY AND NUMERACY POLICY

**2014
(Updated)**

CONTEXT

The stated vision of DE is: *“To ensure that every learner fulfils his or her potential at each stage of his or her development.”* (DENI 2010)

This has been enunciated in the overall aim of the Northern Ireland Curriculum (DENI 2008) which states: *“The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.”*

The School Improvement Policy document, **‘Every School a Good School’**, (DENI 2009) outlined characteristics of what will be recognised as **effective performance** under four headings:

- Child centred provision
- High Quality teaching and learning
- Effective leadership
- A School connected to its local community.

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;
- Developing Literacy and Numeracy 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;
- The aim is to raise the levels of attainment for all young people and to close the gap between the highest and lowest achieving pupils;
- This will be achieved through high quality teaching for every child, along with early intervention and additional support for those children who are struggling with literacy and/or numeracy;
- Schools should have a Literacy and Numeracy Policy, linked to the School Development Plan and annual targets.

INTRODUCTION

In Kilkeel High School we are committed to raising standards in Literacy and Numeracy through our learning and teaching styles, designed to help our pupils acquire and develop core literacy and numeracy skills. Our School Policy ensures that both subjects remain a priority in the School 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.”*

Increasing pupils’ opportunities to apply their knowledge, understanding and skills in both Literacy and Numeracy across all subjects should better equip them to integrate these into their everyday understanding and help raise overall standards.

LITERACY

DEFINITION

'Count, Read: Succeed' defines Literacy (para 1.7) 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:

- an integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum;
- knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;
- formal and informal language across all areas of social interaction; and
- the ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material."

AIMS

Our school aims encourage our pupils to

- develop enquiring minds which will see learning as a lifelong experience
- achieve their full potential
- develop the attitudes and skills which will enable them to take their place as responsible citizens in an ever-changing world.

The KHS Literacy and Numeracy Policy supports these aims through a co-ordinated and effective cross-curricular emphasis on Literacy, aiming to ensure that

- all pupils should be independent readers, skilled writers, confident speakers and effective listeners
- all pupils will be encouraged to achieve to the very best of their ability in Literacy.

CHILD CENTRED PROVISION

- We aim to 'develop the whole person through a broad education pathway which includes a co-ordinated and effective cross-curricular emphasis on Literacy'.
- A school culture of achievement and continuous improvement exists in school - with clear expectations that all pupils can and will achieve to the very best of their abilities.
- Pupils' progress in Literacy will be tracked using English scores as well as MidYis and PIE scores which include vocabulary scores.
- Liaison of Year 8 Year Head with feeder Primary Schools to identify literacy issues
- Effective interventions and support are in place to meet the needs of our pupils in Literacy.
- All Year 8 pupils are assessed using the Access Reading Test which provides Reading Ages, standard scores and percentiles; these are used to select pupils for specific literacy support. Pupils are re-tested in Year 10 to assess progress and if examination concessions are required as they enter KS4.
- Pupils with Literacy issues are placed on SEN Register to ensure all staff are aware

- Specific Literacy periods are timetabled for lower ability KS3 classes
- Reverse Integration for pupils with Literacy issues are now available for those who would benefit from the LSC environment
- Some of our pupils deemed to have poor Literacy skills have additional time with a specialised teacher to try to improve these skills; this may be timetabled through the school day or, in some cases, after school.
- A Reading Partnership Programme is implemented in KS3 to aid individual progress in Literacy; this programme aims to help pupils overcome barriers with reading and to promote the importance of reading across the school. Parents are encouraged to be involved.
- Graded Word Spelling Test used across KS3 & 4
- KS3 Levels of Progression in Reading, Writing, Speaking and Listening are used to assess pupil progress in Literacy – standardised approach.
- Differentiation at KS4 – Essential Skills, especially for LSC pupils, may be chosen rather than GCSE
- Each pupil is encouraged to set personal targets twice yearly; these may include Literacy targets.
- Effective use is made of the school library to encourage reading and information finding; some Literacy classes will make more use of our town library when the new building re-opens early in 2014.
- All pupils of English, especially in KS 3, are encouraged to order books from the Book Club organised by staff in the English Department.
- Pupils are also encouraged to enter competitions – writing essays, public speaking, Youth Speak, etc – to assist with literacy skills and development.
- Articles for the school newspaper and to the local newspapers play an important part in the KS 3 curriculum, ‘Writing for a purpose’.
- Displays in classrooms and around the school will always model the most effective uses of Literacy.

HIGH QUALITY TEACHING and LEARNING

- Literacy is promoted through high quality learning and teaching which focuses on all four interdependent strands of language – talking, listening, reading and writing across the curriculum.
- Kilkeel High School recognises that ‘the primary responsibility for raising standards in Literacy...lies with teachers in schools’ (ESaGS). All teaching staff in KHS recognise that ‘every teacher, regardless of the subject taught, must promote and model high standards of Literacy’ (‘Count, read: Succeed’) – this is so important to help raise Literacy standards across the school.
- Teachers engage in staff training on Literacy and Communication, including CCEA inset days
- Reading and Spelling data from MidYis, etc. is used at KS 3 to inform teaching and learning across the school and in the classroom
- All teachers will address under-achievement in Literacy as soon as it emerges and will support pupils to improve their learning and their skills.
- Teachers will liaise with the Literacy Co-ordinator and other specialist English teachers for additional in-school support.
- Teachers have high expectations of all pupils and will endeavour to ensure that positive relationships are established.

- Teachers are reflective practitioners who will monitor and evaluate their own practice, adapting it to meet the needs of all pupils in Literacy.
- Teachers also adopt a personalised approach to learning, using a good variety of differentiated teaching strategies in their delivery of Literacy.
- All Schemes of Work must address Communication as a cross-curricular skill; designated departments - Employability and History – will assist the English department to report on progress in Literacy in KS 3 using the new Levels of Progression.
- Assessment for Learning strategies are used to support the learning.

EFFECTIVE LEADERSHIP

The Board of Governors will:

- Support all attempts to improve the Literacy skills of pupils and promote 'the achievement of high standards of educational attainment'.
- Support the Literacy Co-ordinator /Head of English in her work in improving standards in Literacy – the Literacy Policy / Action Plan is mapped to the School Development Plan

The Senior Leadership Team will:

- Set and expect the highest possible standards for Literacy
- Set clear and measurable targets for continuous improvement in Literacy
- Provide adequate staff training for the assessment of Literacy and Communication
- Emphasise the importance of various resources, including the library, to promote Literacy

The Literacy Co-ordinator/Head of English will:

- Lead in all aspects of Literacy
- Support departments and colleagues to ensure adequate provision is made for Literacy
- Ensure appropriate active intervention is used when pupils with Literacy difficulties or delays are identified – assisted by SENCO and Support Teacher
- Encourage those pupils who are particularly gifted in Literacy
- Create greater and more meaningful links between all departments as far as Literacy is concerned in order to raise standards
- Plan and liaise with other departments/staff to ensure a cross-curricular and effective approach is used with the development of Communication
- Co-ordinate with relevant colleagues Literacy support within the school
- Help staff to track progress of pupils, highlighting underachieving pupils and the means of support needed for them – assisted by SENCO
- Ensure that the profile of Literacy is raised throughout the school
- Participate in further training as offered by ALC, etc.

Other Heads of Departments will:

- Help develop the Literacy skills of all our pupils; plan for Literacy and implement Literacy tasks into Schemes of Work.
- Encourage all teachers in departments to recognise that in Kilkeel High School 'all teachers are teachers of Literacy'

- Ensure that pupils have the opportunity in all their subjects to improve their standards of Literacy
- The Heads of Careers/Employability and History will assist the Literacy Co-ordinator/Head of English with the assessment and reporting of Communication in Years 8 and 9 respectively. The English department is responsible for the assessment and reporting of Communication in Year 10.

All Subject teachers will –

- Be teachers of Literacy no matter their particular subject expertise
- Implement the whole-school and Department Literacy Policies
- Promote meaningful opportunities for pupils to extend and develop their Literacy skills within their subject area.

Sixth-Form pupils through the Peer Tutoring Programme will –

- Work with junior pupils in different subject classes, helping them to read and write well (under the guidance of the subject teacher)

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY

The school is dependent on the local community for its whole-hearted support where Literacy is concerned. Through its close links with the Primary and other Schools, with parents and with the wider community it will do its best to highlight the importance of Literacy as far as all young people are concerned. It is promoted as an essential life skill in KHS and numerous opportunities are offered for pupils to become involved in using their literacy skills in as wide a context as possible, both within and outside the school environment.

Links with Parents –

- Parents are advised through the school's twice-annual reporting system of the progress of their children in Literacy
- Parents may discuss their children's progress or lack of it with English/Literacy teachers during the Annual Parent Teacher Meetings held for each Year Group
- Parents are encouraged to become involved in reading to their children and taking a real interest in their children's progress in Literacy. This may or may not involve the Reading Partnership for Year 8 pupils.

Links with Primary and Other Schools –

- Links already exist between KHS and all feeder Primary Schools as far as the sharing of relevant information is concerned; this allows KHS staff to take prior learning into consideration and continue the pupils' development in Literacy
- KHS sixth-formers in conjunction with sixth-formers from SLGS through the SEP programme have been engaged in a Mentoring Programme with two of our local Primary Schools with emphasis on help/support for Literacy and Numeracy
- Links also exist with all schools in the ALC; Literacy initiatives/training are available to all those schools and staffs and have proven very useful

- Schools have been trained and continue to work in clusters regarding KS3 assessment and the new Levels of Progression in Communication.

Links with the Community –

- Pupils are encouraged to make maximum use of the new local library
- The school has participated in various reading competitions/marathons and quizzes to raise funds for local charities
- Pupils are entered for a wide variety of competitions each year – poetry and writing competitions as well as spelling and public speaking events
- Attendance at drama and other events to promote the arts is encouraged and visits to the theatre are organised regularly for all year groups
- The school's annual London trip for Years 10 pupils always includes a live theatre performance and visits to the Globe theatre and other places of literary significance
- The bi-annual trip to Stratford for Sixth-formers to visit all matters Shakespeare
- Visits to school of writers and drama experts to encourage our pupils to develop their literacy/drama/performance skills
- The school's annual entry to the Schools' Shakespeare Festival with the opportunity to perform in a Belfast Theatre
- The school's annual school musical affords many of our pupils, especially in the senior school, to develop talents, confidence, character building, etc
- External links with fellow professional organisations such as the Education Psychology Service, allied Health professionals, sensory support services and autism support services all assist many of our pupils to develop and become more confident in their speaking and listening skills and develop their particular individual needs.

NUMERACY

DEFINITION

'Count, Read: Succeed' defines Numeracy (para 1.10) 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:

- an understanding of key mathematical concepts and their inter-connectedness;
- appropriate reasoning and problem-solving
- 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."

AIMS

Our school aims encourage our pupils to

- develop enquiring minds which will see learning as a lifelong experience
- achieve their full potential
- develop the attitudes and skills which will enable them to take their place as responsible citizens in an ever-changing world.

The KHS Literacy and Numeracy Policy supports these aims through a co-ordinated and effective cross-curricular emphasis on Numeracy, aiming to ensure that

- all pupils have the mathematical skills necessary to be a full contributor to society and the economy
- all pupils have the disposition to think mathematically in everyday situations, including those arising in future employment
- all pupils develop an understanding of key mathematical concepts and inter-connectedness as well as good reasoning and problem-solving skills
- all pupils have a positive attitude to Numeracy in all situations.

CHILD CENTRED PROVISION

- We aim to 'develop the whole person through a broad education pathway which includes a co-ordinated and effective cross-curricular emphasis on Numeracy'.
- A school culture of achievement and continuous improvement exists in school - with clear expectations that all pupils can and will achieve to the very best of their abilities.
- Pupils' progress in Numeracy will be tracked using Maths' scores as well as MidYis and PIM scores.
- Clear and measurable targets are set for improvement in Numeracy.
- Each pupil is encouraged to set personal targets twice yearly; these may include Numeracy targets.
- Effective interventions and support are in place to meet the needs of our pupils in Numeracy.
- Extra Numeracy classes during school are organised in KS3 to aid individual progress in Numeracy; this programme aims to help pupils overcome barriers

with basic Maths and to promote the importance of Maths across the school. Parents are encouraged to be involved.

- Some of our pupils deemed to have poor Numeracy skills have additional time with a specialised teacher to try to improve these skills; this may be timetabled through the school day or, in some cases, after school.
- Pupils are also encouraged to enter competitions to assist with numeracy skills and development.
- Displays in classrooms and around the school will always model the importance of Numeracy for every pupil, not only through school but in life after school.

HIGH QUALITY TEACHING and LEARNING

- Numeracy is promoted through high quality learning and teaching which focuses on mathematical knowledge and concepts, problem-solving, decision-making, the development of financial capability and the exploration of mathematical ideas.
- All teaching staff in KHS recognise the importance of Numeracy skills and knowledge and will assist within their subjects, where appropriate, to help raise Numeracy standards across the school.
- Teachers engage in staff training on Numeracy and Using Maths, including CCEA inset days
- Maths' data from MidYis along with PIM results are used at KS 3 to inform teaching and learning across the school and in the classroom
- All subject teachers will address under-achievement in Numeracy as soon as it emerges in their subjects and, with advice from Maths' staff, will support pupils to improve their learning and their skills.
- Teachers will liaise with the Numeracy Co-ordinator/Head of Maths and other specialist Maths' teachers for additional in-school support.
- Teachers have high expectations of all pupils and will endeavour to ensure that positive relationships are established.
- Teachers are reflective practitioners who will monitor and evaluate their own practice, adapting it to meet the needs of all pupils in Numeracy.
- All Schemes of Work, where appropriate, must address Using Maths as a cross-curricular skill; designated departments – Geography and Science – will assist the Maths' department to report on progress in Using Maths in KS 3 using the new Levels of Progression.
- Assessment for Learning strategies are used to support the learning.

EFFECTIVE LEADERSHIP

The Board of Governors will:

- Support all attempts to improve the Numeracy skills of pupils and promote 'the achievement of high standards of educational attainment'.
- Support the Numeracy Co-ordinator /Head of Maths in her work in improving standards in Numeracy – the Numeracy Policy / Action Plan is mapped to the School Development Plan

The Senior Leadership Team will:

- Set and expect the highest possible standards for Numeracy

- Set clear and measurable targets for continuous improvement in Numeracy
- Provide adequate staff training for the assessment of Numeracy and Using Maths
- Emphasise the importance of various resources to promote Numeracy

The Numeracy Co-ordinator/Head of Maths will:

- Lead in all aspects of Numeracy
- Support departments and colleagues to ensure adequate provision is made for Numeracy
- Ensure, with department colleagues, appropriate active intervention is used when pupils with Numeracy difficulties or delays are identified
- Encourage those pupils who are particularly gifted in Numeracy/Maths
- Create greater and more meaningful links between all departments as far as Numeracy/Using Maths is concerned in order to raise standards
- Plan and liaise with other departments/staff to ensure a cross-curricular and effective approach is used with the development of Using Maths
- Co-ordinate with relevant colleagues Numeracy support within the school
- Help staff to track progress of pupils, highlighting underachieving pupils and the means of support needed for them
- Ensure that the profile of Numeracy is raised throughout the school
- Participate in further training as offered by ALC, etc.

Other Heads of Departments will:

- Help develop, where appropriate, the Numeracy skills of all our pupils; plan for Numeracy and implement Numeracy/Using Maths' tasks into Schemes of Work.
- Encourage all teachers in departments to recognise that in Kilkeel High School all teachers need to ensure good Numeracy/Using Maths' skills where their pupils are concerned
- Ensure that pupils have the opportunity in all their subjects to improve their standards of Numeracy
- The Heads of Geography and Science will assist the Numeracy Co-ordinator/Head of Maths with the assessment and reporting of Using Maths in Years 8 and 9 respectively. The Maths' department is responsible for the assessment and reporting of Using Maths in Year 10.

All Subject teachers will –

- Encourage the development of Numeracy skills no matter their particular subject expertise
- Implement the whole-school and Department Numeracy Policies
- Promote meaningful opportunities for pupils to extend and develop their Numeracy skills within their subject area.

Sixth-Form pupils through the Peer Tutoring Programme will –

- Work with junior pupils in different subject classes, helping them to work well with Maths (under the guidance of the subject teacher)

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY

The school is dependent on the local community for its whole-hearted support where Numeracy is concerned. Through its close links with the Primary and other Schools, with parents and with the wider community it will do its best to highlight the importance of Numeracy as far as all young people are concerned. It is promoted as an essential life skill in KHS and numerous opportunities are offered for pupils to become involved in using their numeracy skills in as wide a context as possible, both within and outside the school environment.

Links with Parents –

- Parents are advised through the school's twice-annual reporting system of the progress of their children in Numeracy
- Parents may discuss their children's progress or lack of it with Maths'/ Numeracy teachers during the Annual Parent Teacher Meetings held for each Year Group
- Parents are encouraged to become involved in taking a real interest in their children's progress in Maths/Numeracy.

Links with Primary and Other Schools –

- Links already exist between KHS and all feeder Primary Schools as far as the sharing of relevant information is concerned; this allows KHS staff to take prior learning into consideration and continue the pupils' development in Numeracy
- KHS sixth-formers in conjunction with sixth-formers from SLGS through the SEP programme have been engaged in a Mentoring Programme with two of our local Primary Schools with emphasis on help/support for Literacy and Numeracy
- Links also exist with all schools in the ALC; Numeracy initiatives/training are available to all those schools and staffs and have proven very useful
- Schools have been trained and continue to work in clusters regarding KS3 assessment and the new Levels of Progression in Using Maths.

Links with the Community –

- We have many visits into school from members of our local community who stress the importance of Maths in everyday life; this is organised by the Careers' dept in conjunction with the Maths' dept. – e.g. Year 12 Interview Skills' Day, Young Enterprise Year 10 'Learn to Earn' Day
- The Dansk Bank for many years organised the School Bank and ran it with the help of Sixth-Form volunteers
- Pupils in the senior school connect to local businesses for their Work Experience Programme – Years 11, 12 and L6
- The school has participated in various maths' competitions to help raise the skills of those participating e.g. UK Junior Mathematical Challenge
- The Maths' dept organises Maths' Fun Days for Year 9
- The Maths' dept organises visits to W5 for Maths' Workshops
- After-school classes are held for those pupils in the senior school who need extra help with their understanding of Maths

- After school KS3 Support Classes for pupils who have been identified as being weaker than their peers within their classes – use of ‘My Maths for these pupils
 - Lower ability pupils are timetabled for an extra period of Maths/Numeracy each week; the Maths’ dept are presently developing a Scheme of Work and resources specifically for this as part of the PRSD Scheme
 - Many of our pupils have temporary jobs over the summer season in local businesses and caravan parks where they are dependent on good numeracy skills
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RELATED WHOLE-SCHOOL POLICIES

The Literacy and Numeracy Policy is set within the broader school context of the curriculum and as such should be implemented in conjunction with the following school policies:

- Curriculum Policy
- Learning and Teaching Policy
- Assessment and Marking Policy
- SEN Policy

All policies are available in Staff Resources; many may also be viewed on the school website

MONITORING, EVALUATION and REVIEW

The Literacy and Numeracy Co-ordinators are responsible for monitoring, evaluating and reviewing the promotion of Literacy and Numeracy across the curriculum. Policies and Action Plans will be revised as necessary on an annual basis in line with statutory requirements.

Heads of Departments will ensure that both Literacy and Numeracy are incorporated in Schemes of Work and that Action Plans are revised in line with school policy.

Teachers will ensure that Literacy and Numeracy are incorporated in their everyday teaching as appropriate and in line with the Department’s Scheme of Work.

The Curriculum Team will monitor and evaluate the implementation of the Literacy and Numeracy Policy and report to SLT.

The Senior Leadership Team will review and update the Literacy and Numeracy Policy each year after consultation with all staff and stakeholders. The Policy will be presented to the Board of Governors regularly and shared with parents as and when necessary.