



Trinity School and College



Literacy and Numeracy Policy

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 3: the best interests of the child must be a top priority; Article 23: children with a disability have the right to live a full life with dignity and, as far as possible, independence; Articles 28-29: the right to a good quality education, which develops every child's talents and abilities to their full potential.

Trinity School and College is committed to raising the standards of literacy and numeracy for all students. Students should develop their literacy and numeracy skills effectively in all areas of the curriculum. These skills are necessary to cope with the demands of further education, employment and life. Trinity School and College regards these skills as fundamental in empowering students to reach their maximum potential.

Definitions

Literacy is the ability to use text to communicate, to read and write. It is also the ability to recognise the need for information that is accurate and that complete information is the basis for intelligent decision making. There should be an understanding of the texts (written material; electronic or hard copy) and its purpose.

Numeracy is a proficiency which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic. It requires

understanding of the number system, a repertoire of mathematical techniques and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered, by counting and measuring and presentation in graphs, diagram, charts and tables.

Procedure

- Trinity School and College has a whole school and college approach to literacy and numeracy to ensure that literacy and numeracy strategies build upon the work completed by students on their progressive pathways.
- Literacy and numeracy skills are embedded across the whole school and college curriculum.
- There is an environment of positive attitudes towards reading, writing, speaking, listening and numeracy skills.
- English and mathematics lessons are timetabled to ensure each student receives a minimum of 4 of these core lessons a week.
- Every student from Year 9 works on a progressive pathway leading to accreditation in English and Mathematics.
- All staff have a crucial role in the development of students' literacy and numeracy skills.
- Students have personalised learning targets identified against statement objectives.
- Workshops in Literacy, Numeracy, Speech, Language and Communication, Social Use of Language, Dyslexia and Dyscalculia and mentoring, target personalised learning programmes which support literacy and numeracy skills.
- Trinity Youth Award supports Key Skills and Wider Key Skills programmes of study support the development of literacy and numeracy skills e.g. use of number, literacy, ICT and communication.

Literacy

The aim is that all students will be able to

- Identify potential sources of information
- Develop successful search strategies
- Effectively access sources of information, including computer based and other technologies
- Accurately evaluate information
- Organise information for practical application
- Integrate new information into an existing body of knowledge
- Use information in critical thinking and problem solving

- Use speech to clarify and present ideas
- Develop their research and study skills
- Comprehend what they have read
- Use writing as a tool for thought
- Structure and organise writing
- Develop clear and appropriate expression
- Develop increasing confidence and competence in speaking and listening
- Clarify and present their ideas, explain and develop their thinking
- Develop their ability to listen actively and respond sensitively and appropriately
- Adapt their speech to suit a wide range of circumstances and audiences
- To present information in one to one situations, small groups and in assemblies
- Provide an explanation or commentary which links words with actions, images and develop things about complex issues and ideas
- Explain, explore or justify ideas
- Identify the underlying themes, implications and issues raised in relevant texts
- Discuss and evaluate conflicting evidence to arrive at a considered personal viewpoint.
- Read fluently, accurately and with understanding
- Become independent and critical readers who make informed and appropriate choices
- Select information from a wider range of texts and sources including print, media and ICT and to evaluate those sources
- Apply techniques such as skimming, scanning and text marking effectively in order to research and appraise texts.
- Apply taught spelling patterns and strategies
- Develop handwriting skills

Numeracy

The aim is that all students will be able to

- Develop a sense of size of number and where it fits into a number system.
- Recall mathematical facts confidently.
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies.
- Use proportional reasoning to simplify and solve problems.
- Use calculators and other ICT resources appropriately and effectively to solve mathematical problems and select from the display the number of figures appropriate to the context of a calculation.
- Use simple formulae and substitute numbers in them.
- Measure and estimate measurements, choosing suitable units, and reading numbers correctly from a range of meters, dials and scales.

- Calculate simple perimeters, areas and volumes, recognising the degree of accuracy that can be achieved.
- Understand and use measures of time and speed, and compound measures such as per hour or miles per litre.
- Draw plane figures to given specifications and appreciate the concept of scale in geometrical drawings and maps.
- Understand the difference between the mean, median and mode and be able to identify a good measure of average.
- Collect data (discrete and continuous) and draw, interpret and predict from graphs, diagrams, charts and tables.
- Have some understanding of the measurement of probability and risk, explain methods and justify reasoning and conclusions, using correct mathematical terms.
- Judge the reasonableness of solutions and check them when necessary and give result to a degree of accuracy appropriate to the context.
- Identify operations and apply correctly to solve worded problems.
- Apply mathematical skills to find solutions to practical everyday problems

The Trinity Role

Trinity School and College will

- Personalise all learning programmes focusing on literacy and numeracy.
- Provide therapies and interventions to support progress towards literacy and numeracy targets, which will be identified on the Intervention Schedule.
- Enable opportunities for students to progress onto the accreditation progressive pathways from Year 7.
- Review progress against intervention schedule termly, and literacy and numeracy targets on the SEN statement objectives.
- Ensure that the Literacy and Numeracy coordinator works within the senior leadership team of the school and college.

The Role of the Senior Management Team (SLT)

The SLT will

- Monitor the policy through the School Development and Improvement Plans
- Lesson Observation
- Learning Walks
- Sampling pupils work
- Assessment

- Learning conversations with student council, tutor groups and individual students
- Schemes of Work, Specifications and Lesson plans will identify literacy and numeracy as a cross curricular learning opportunity within differing subjects
- Staff teaching and learning targets focused on literacy and numeracy
- Providing literacy and numeracy training and consultation with all education and therapy/intervention staff
- Providing opportunities for effective communication through the social use of language programme, community events and activities
- Provide assemblies every half term to provide speaking and listening opportunities
- Set challenging targets in English and Mathematics (see referral form in appendix 1)
- To identify learners for the Stretch and Challenge Programme (see referral form in appendix 1)

The Executive Headteacher together with the Head of School, will

- Establish lines of communication with the Deputy and assistant Headteachers that will ensure that there is constructive liaison between the therapies, intervention and dyslexia teams
- Evaluate effectiveness of various strategies to raise literacy and numeracy levels
- Coordinate therapies and interventions to improve literacy and numeracy
- Ensure that there is CPD and training addressing key literacy and numeracy skills development
- Plan creative writing weeks every term in order to promote literacy
- Plan functional skills English programmes within the classroom and in the community
- Plan functional skills Numeracy programmes linked to problem solving exercises within the classroom and in the community
- Timetable reading each morning for 15 minutes in order to promote independent reading skills
- Promote speaking and listening through discussion scenarios in the classroom, community projects and within the student council
- Promote school events which practice literacy and numeracy activities within real life situations
- To enable access to the Stretch and Challenge Programme

Head of School, Deputy Head Teacher (Head of English), Tutors and Assessors will

- Encourage the development of literacy and numeracy skills through all key stages
- Provide a weekly focus on Literacy and Numeracy skills
- Encourage the use of books and internet to support research skills
- Support the development of whole school projects, activities and events and identify opportunities to develop literacy and numeracy skills
- Work collaboratively with the therapy, intervention and dyslexia teams
- Teach and provide opportunities to develop skills in literacy and numeracy
- Encourage the use of these core mathematical and English skills across the curriculum
- To make referrals to the Stretch and Challenge Programme and the EHC Targeted Support Programme

Classroom Tutors will

- Develop and use approaches which are relevant to all curriculum areas and pupils of all attainment levels
- Use differentiation to support progression in literacy and numeracy
- Display and draw regular attention to key words and vocabulary
- Develop and use writing frameworks pertinent to their subject
- Use dictionary/thesaurus in their area which students can access
- Monitor pupil progress, using formative and summative assessment
- Work towards improving teaching and learning provision
- Work to develop cross dimensional learning opportunities to support transference of literacy and numeracy skills
- Ensure pupils develop their ideas and communicate meaning to a reader using a wide range of technical vocabulary and effective style, by organising and structuring sentences grammatically and whole texts coherently
- Present writing clearly using accurate punctuation, correct spelling and legible handwriting
- Apply literacy and numeracy conventions when using word processing and spreadsheet programmes
- Celebrate achievements in literacy and numeracy and present good work on Key Skills boards within the classroom
- To make referrals to the Stretch and Challenge Programme and the EHC Targeted Support Programme

Stretch and Challenge Provision

Trinity has created a personalised Stretch and Challenge Intervention to support both those students who are require one to one support to gain key concepts within English or Mathematics, and those who are requiring differentiation and extension beyond the classroom teaching. The programme is to support an ethos of ambition, aspiration and create a passion for learning which is personalised to the learner. The work completed within Stretch and Challenge is recorded within the Intervention Schedule and is provided within a reviewing cycle of six weeks.

All staff are able to refer to the Stretch and Challenge and indeed to the EHC further support programme by using the referral document in appendix one.

Rebecca Kennedy, Head of School
Emily Stone Deputy Head Teacher (Head of English)



Elizabeth Baines, Executive Headteacher

Reviewed : September 2019

To be Reviewed : September 2020

Appendix 1

Stretch and Challenge/Numeracy and Literacy Support Referral Form

Name of Student:	Class/Year:
Reason for referral:	
Target for end of intervention:	
Member of staff making referral:	Date: