



# Ormiston SWB Academy

## Literacy and Numeracy Policy

## Introduction

We have a commitment to developing the literacy and numeracy skills of all students, as part of our determination to remove barriers to learning and progress. Proficiency in literacy and numeracy is essential to academic success and to effective participation in the wider world. All staff in the academy share a responsibility for the modelling and explicit teaching of literacy and numeracy skills across the curriculum.

To be effective, this policy must be applied on a whole school level. This includes:

- Governors and Senior Leadership – ensuring that literacy and numeracy are academy priorities
- Directors and Subject Leaders – ensuring that literacy and numeracy are embedded in schemes of learning, teaching and learning and feedback.
- Form Tutors – promotion of literacy and numeracy through form time activities and promoting independent reading.
- Teachers – embedding, modelling and promoting literacy and numeracy skills within their everyday practice.
- SENCO and the Learning Support Team – deliver high quality support and intervention to students with lower levels of literacy and numeracy.
- Reading Co-ordinator – promoting reading for pleasure, managing and supporting the Accelerated Reader programme, supporting curriculum areas and student self-study time with suitable non-fiction resources.
- Support Staff – modelling the use of standard English, good listening, numeracy skills and being a Reading Role-Model.
- Students – taking responsibility for recognising their own literacy and numeracy needs and making improvements.
- Parents – supporting and encouraging students to embed literacy and numeracy skills at home through homework and reading.

# LITERACY

## Rationale

- A minimum level of literacy needs to be attained by all students before they are able to access the curriculum effectively and independently.
- Literacy skills need to be taught explicitly to students of all ages and abilities.
- Reading ability is a crucial indicator of academic success, prosperity and emotional wellbeing in adult life; all staff have a role to play in promoting and celebrating reading for pleasure.
- The most effective approach to cross-curricular literacy is one whereby staff explicitly teach language features relevant to their own subject specialisms; all staff should model and teach how a scholar speaks, listens, reads and writes in their subject discipline.
- Oracy and spoken language are the foundation of all literacy skills and an essential precursor to effective written communication.

## Speaking and Listening

All staff will:

- Model good oracy skills and the use of standard English in their own communication.
- Encourage students to respond and contribute in full sentences and to use standard English.
- Plan structured opportunities for talk in lessons, providing clear guidance, support, roles and outcomes.
- Explicitly place value on oracy work, as well as written work, and ensure that students' oral contributions are included in teacher assessment and rewarded appropriately.
- Recognise that talk and discussion are essential scaffolds for writing.
- Promote the use of appropriate vocabulary, relevant to the purpose and audience of specific tasks and to the subject.

- Promote oracy skills through the academy's form time programme.

## **Reading**

All staff will:

- Be a Reading Role-Model by displaying a RRM Poster in outside their classroom or work area.
- Promote reading for pleasure through D.E.A.R. time and form-time reading.
- Provide students in their classes with texts that are appropriate to their reading ability and ZPD.
- Employ a range of strategies to ensure that students are active readers in their subject.
- Consult with the academy's Reading Co-ordinator to review resources likely to be accessed by students through work in their subject area.

In addition:

- The weakest readers in Years 7 and 8 will be allocated a staff Reading Mentor to support them with reading.
- The weakest readers in Years 7 and 8 will receive withdrawal intervention using the Ruth Miskin phonics programme. This will be delivered by specialist teaching assistants.
- All students in Years 7 and 8 will have a weekly reading lesson and be enrolled in the Accelerated Reader programme.
- All students in Year 7 and 8 will have a weekly reading homework.

## **Writing**

All staff will:

- Use the modelling cycle to make the writing process in their subject explicit to students.
- Provide opportunities for a range of writing, including extended writing.
- Use strategies and scaffolds to assist students in the development of their writing skills.

- Promote the use of appropriate vocabulary, relevant to the purpose and audience of specific tasks and to the subject.
- Encourage and train students to proofread their written work before submitting it.
- Mark work in accordance with the academy feedback policy, identifying literacy errors using the symbols below and expecting students to make corrections.

### Literacy Marking Symbols

Sp	Spelling error.
C	Capital letter error
P	Punctuation
*	Refer to the note below.
~~~~	Does not make sense
//	Start a new paragraph
√	Good Point

- Set appropriate literacy targets/next steps as part of their feedback to students.

## NUMERACY

### Rationale

#### Why is numeracy important?

Poor numeracy costs the UK dearly; research estimates poor numeracy skills cost the economy £20.2 billion every year. That cost is borne jointly by individuals, employers and the public purse. Within this, the average cost to individuals with poor numeracy is £460 a year. The UK needs a numerate population in order to build a strong economy and compete globally – especially with those countries, which outstrip us in numeracy performance.

There is substantial evidence that low numeracy skills are associated with poor outcomes:

Employment	Wages	Health
People with poor numeracy skills are more than twice as likely to be unemployed	Recent data by the OECD show a direct relationship between wage distribution and numeracy skills	In OECD and UK basic skills reports, the correlation between poor numeracy and poor health is clear; data from the British Cohort Studies have shown that there is also a link

		between depression and poor numeracy
<b>Social, emotional and behavioural difficulties</b> Children with these problems are more likely to struggle with numeracy, even taking into account factors such as home background and general ability	<b>School exclusions</b> Pupils beginning secondary school with very low numeracy skills but good literacy skills have an exclusion rate twice that of pupils starting secondary school with good numeracy skills	<b>Crime</b> A quarter of young people in custody have a numeracy level below that expected of a 7-year-old, and 65% of adult prisoners have numeracy skills at or below the level expected of an 11-year-old.

The digital age presents us with more numerical data than ever before and puts a new premium on numeracy skills.

Computers can do the mathematical processing for us, but we need good numeracy in order to use them effectively – to enter the right data and decide whether the answer seems approximately right. Right now around 90% of new graduate jobs require a high level of digital skills (Race Online 2012), and digital skills are built on numeracy.

## How are we going to tackle Numeracy?

In order to be numerate there are two strands: Numerical Thinking and Numerical Application. Thinking about numbers involves the systems we use in order to be able to solve problems whereas the application is the method of maths to solve the problem. Below is a table that shows the two sets of skills:

Numerical thinking	Numerical Application
<ul style="list-style-type: none"> <li>• Being systematic, Thinking logically, Breaking down problems into smaller parts</li> <li>• Predicting &amp; checking, Estimating to check likelihood of answers</li> <li>• Identifying structures &amp; relevant data</li> <li>• Searching for patterns</li> <li>• Interpreting solutions in context of problem</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Operations &amp; calculations</li> <li>• Shape, space &amp; measures</li> <li>• Data handling</li> </ul>

## What is the strategy for tackling numeracy?

Common approach and language used across the curriculum when teaching Numerical Application in appropriate subjects



Promotion of Numeracy with staff, students and parents



Develop the use of Numerical Thinking across all subjects at KS3

## What are the responsibilities of the stakeholders?

Staff	<ul style="list-style-type: none"><li>• Use the instructional videos to ensure the correct teaching method is be used [Staff Portal]</li><li>• Use of the glossary to ensure correct terminology is being taught [Staff Portal]</li><li>• Ensure students are aware when a calculator should be use or whether a mental approach is suitable</li><li>• Highlight in schemes of learning when numeracy is being taught and where applicable to the subject</li><li>• Consult with a maths teacher if unsure as to the correct approach</li><li>• Actively promoting numeracy skills in their subjects with links to careers</li></ul>
Students	<ul style="list-style-type: none"><li>• Have a positive attitude towards numeracy</li><li>• Be able to spot numeracy opportunities across the various subjects they study</li><li>• A willingness to improve their numeracy skills throughout school</li></ul>
Parents	<ul style="list-style-type: none"><li>• Engage with support their child at home with numeracy skills</li><li>• Use the website and videos in order to support their child with numeracy skills</li><li>• Support the promotion of numeracy at home</li><li>• Continuation of developing their own numeracy skills by attending numeracy sessions within the Academy</li></ul>

## Further Reading

<http://www.learningspy.co.uk/featured/secret-numeracy/>

<https://www.nationalnumeracy.org.uk>

[OFSTED Report 2010 - Numeracy](#)

[A Mathematician's Lament](#)

[Dan Meyer - TED](#)

[Dan Meyer Blog](#)

