



THE
Boswells
SCHOOL

Literacy and Numeracy Policy

A member of the Chelmsford Learning Partnership

Committee Responsible	Local Governing Body
Lead Staff Member	Deputy Headteacher (Teaching Learning and Progress)
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BOSWELLS ACADEMY TRUST – LITERACY AND NUMERACY POLICY

This policy is to provide students with a consistent experience of literacy and numeracy across the curriculum, allowing pupils to see links between these core skills and other subject areas.

The Boswells School is committed to raising the standards of literacy and numeracy of all its students. We aim to develop a pupil's ability to use these core skills effectively in all areas of the curriculum and to cope confidently with the demands of further education, employment and adult life.

The Relevance of Developing Literacy and Numeracy Across the Curriculum

Literacy has been identified as a key skill that is integral to raising achievement across the curriculum as well as to equipping young people for the workplace. Literacy supports learning in a number of ways, providing students with the vocabulary and the organisational control that is needed to progress across all subjects (see OFSTED Annual Report for 2017/2018).

This literacy and numeracy policy outlines how literacy is to be developed at The Boswells School with the aim of promoting a shared understanding of how to enable students to transfer their literacy and numeracy skills between different subjects.

Reading, manipulating information and problem solving is fundamental to all subjects. As such, literacy and numeracy is inherently bound up with the development of reading, writing, communication and maths skills. Consequently, all departments and all teachers have a role to play in supporting students' literacy and numeracy development.

Developing literacy and numeracy across the curriculum will require all teachers to understand that they are a teacher of literacy and numeracy and to acknowledge how different subjects can contribute to the development of literacy skills. They also need to develop an awareness of the language and mathematical demands made upon students in different subject areas.

A whole school approach will also require a consistent approach to literacy and numeracy, whilst enabling specific subjects to develop their own resources as appropriate.

Whole school and departmental CPD will ensure that teachers are able to facilitate the development of literacy and numeracy skills within subjects.

LITERACY

Defining Literacy

Literacy involves the ability to read and write; however, it also involves recognising, reproducing and manipulating the conventions of a range of texts as well as developing speaking skills. There are also new forms of literacy which relate to the development of digital technology and the use of multimedia which also require consideration. The Department for Education has suggested a range of ways in which literacy should be encouraged within the curriculum including the development of:

Oracy and Listening Skills: Oracy encourages students to organise and structure ideas, while active listening is key to picking out important information.

Reading Skills: This should include being able to interpret a range of different text types as well as demonstrating an ability to comprehend, summarise and evaluate information. .

Writing Skills: In conjunction with grammar, punctuation and spelling, students should also learn about the craft and different styles of writing for different purposes. Students need to be able to write for a variety of purposes and audiences, organise ideas and write accurately across all subjects.

What Literacy Looks like at The Boswells School

Reading

- Staff should create an environment where reading is promoted across the school. Whilst regular reading activities need to be undertaken within lessons, students should be given opportunities to read for pleasure in order to promote a love for reading.
- Where appropriate, students need to be encouraged to read aloud to build confidence and communication skills.
- Teachers are required to teach the reading skills appropriate to their subject and expose students to a range of texts with challenging vocabulary in order to improve students' reading fluency.
- Encourage reading around the subject through reading lists and research homework tasks.
- Where necessary, differentiate reading materials to support the learning requirements of individual students.
- Encourage reading around the subject through reading lists and research homework tasks.
- Learning support staff will provide additional scaffolding for students with literacy weaknesses.
- Where possible, questions about reading material should go beyond comprehension so that students begin to evaluate 'how', 'why' and formulate their own opinions.

Writing

- Teacher should model and expect high standards of presentation. All work is to be presented with a date and title.
- Teachers should model how to write in the form they request (analytical essay, opinion article, description, information piece) through the use of WAGOLL responses.
- Where necessary, teachers should also use writing frames so that students understand how they are expected to structure their writing.
- Be explicit about what vocabulary/subject terminology they expect students to use within their subject.
- Promote high levels of technical accuracy in relation to punctuation, spelling and grammar.

- Where possible, writing tasks should allow students to express themselves creatively and practice using writing techniques for a particular effect.

Oracy and Listening

- Staff should model Standard English when communicating around the school.
- Staff are expected to challenge students when ill-suited colloquial language is used in the classroom.
- Pupils should be given the opportunity to undertake paired and group work to encourage formal discussion where possible.
- Formal speeches, debates, role plays and other activities should be used where possible to build confidence and communication skills.

NUMERACY

Defining Numeracy

Numeracy is a proficiency which involves confidence and competence with numbers and measure. 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 are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables. The aim of the national curriculum is to ensure that all pupils:

- develop **fluency** in the fundamentals of mathematics through varied and frequent practice with increasing complexity over time, building conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- apply **reason mathematically** by following a line of enquiry, generalising, developing an argument and justification
- can **solve problems** by applying their knowledge to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

What Numeracy Looks like at The Boswells School

- Staff should create an environment where numeracy is promoted across the school. Whilst regular Mathematical activities need to be undertaken within lessons, students should be given opportunities to investigate and solve problems for pleasure in order to promote a love of numeracy.
- Teachers are required to teach the numeracy skills appropriate to their subject and expose students to problems with a varying degree of challenge in order to improve students' numeracy ability.
- Where necessary, differentiate activities to support the learning requirements of individual students.
- Encourage reading around the subject through topic and content lists and research homework tasks.
- Learning support staff will provide additional scaffolding for students with numeracy weaknesses.
- Where possible, question students regarding problems to extend the depth and understanding so that students begin to evaluate 'how', 'why' and formulate their own opinions.

Mathematical Fluency

- Lessons are planned to encourage the use of numeracy in all subject areas, where applicable.
- Teachers promote good numeracy skills in a positive manor.
- Use of different numerical, algebraic, graphical and diagrammatic representations.

Reasoning

- Students are given opportunities to make and test conjectures.
- Generalisations and justifications become a natural part of students' explorations.

- Teachers ask for full explanations and students develop how to express their arguments formally.

Problem Solving

- Students develop confidence in solving problems and evaluating outcomes, including multistage problems across subject areas.
- A range of formal mathematical representations are used.
- Students are guided to select appropriate concepts, methods and techniques to apply to unfamiliar problems.

Responsibilities of Staff Regarding Numeracy:

- Correct use of a range of mathematical terminology.
- Creating opportunities for students to experience mathematical language within complex problems.
- Key word definitions given and used in context.

ASSESSING, MARKING AND MONITORING OF LITERACY AND NUMERACY

There is an expectation that all teachers within the school will provide feedback on general literacy skills including spelling, punctuation and grammar using the literacy marking code published in the school's 'Teaching and Learning Feedback Policy'. Likewise, subjects that assess numeracy will provide feedback on general numeracy skills including mathematical fluency, reasoning and problem solving using the numeracy marking code published in the school's 'Teaching and Learning Feedback Policy'.

As such, feedback and marking may take different forms. It is expected that teachers use verbal and written feedback to encourage high levels of articulacy and numeracy. Furthermore, specific areas may be targeted in different assessments so that the feedback given to students is concise and specific.

Departments will monitor the implementation of the marking for the literacy and numeracy policy via observations, departmental meetings work scrutiny and learning walks.

Leadership will monitor the implementation of the marking for the literacy and numeracy policy via observations, learning walks and departmental reviews.