

# A Policy for Literacy and Numeracy

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## Child Centred Provision

### Planning

In All Children's IPS whole school planning takes place to ensure the needs of the pupils are met. This planning includes:

- Implementing long term planners in Literacy and Numeracy that fully reflect the CCEA lines of Progression in Literacy and Using Numeracy.
- Analysing data to identify the specific needs of a whole class and specific children and implementing plans to target these needs.
- Providing targeted provision through additional adult support.
- Differentiating in planning for all ranges of abilities:
  - target group ( underachievers and low progress children)
  - Middle group children
  - Gifted and Talented children (See SDP 2017-2018)
- Learning intentions are identified in planning
- Success criteria is specifically identified for Literacy and Numeracy in planners, including Topic Planners
- Planning is evaluated every half term
- P3-P7 teachers compare NFER English and Maths assessments and CAT to identify targeted children
- P1 and P2 teachers identify and support their target children in Literacy and Numeracy. The Middle Infant Screening Test (MIST) is used in Term 5/6 of Foundation Stage to identify individual difficulties in Literacy.
- Teacher evaluations identify problems arising and progress made for target children. These inform the next set of plans.
- Opportunities for children to contribute to planning outlining what they want to learn.
- Homework to support and reinforce learning, differentiated to the needs of the child.

### Culture of Improvement

In ensuring our high expectations are realised the teachers endeavour to create a culture of achievement. This has been developed through:

- Effective data analysis
- Target setting for Literacy and Numeracy which informs the SDP
- Targeting improvement in Standardised Scores
- Code of Practice - adequate provision for SEN children to access the curriculum within a mainstream setting. i.e. support assistants,

outreach support, ASCET, learning support for children on the SEN register

- Marking for improvement (see Marking Policy)
- Pupils of the Week reward system for children who have excelled or made good progress in an area they have been working hard at.
- Share achievements with parents for example: praise note, Pupil of the Week, reward stickers etc.
- Primary 7 children complete a 'Record of Achievement'
- Displays in corridors celebrate success in Literacy and Numeracy

### **Early Intervention**

In All Children's, to meet the additional needs of pupils, various interventions and support are in place.

- A part-time Learning Support teacher is employed to provide support through withdrawal, with particular focus on underachievement.
- Educational Psychologist referrals are made as soon as needs are identified
- ASCET support is provided for Speech and Language, physio, communication/social skills, behaviour etc.
- Through the Code of Practice- referrals are made to the appropriate agencies and outreach support services.
- Baseline Assessments are completed throughout Primary 1.
- In the 5<sup>th</sup> term of Foundation Stage the MIST test is administered to identify individual difficulties in Literacy.
- In Primary 3 and 6 CAT is used to determine ability and to compare with other assessment tools
- In addition to Parent / Teacher Consultations, teachers are available to discuss any individual difficulties their children are experiencing.
- SENCO and class teachers also meet with parents for SEN review meetings and IEPs are agreed.
- Parental Involvement is discussed and agreed at IEP meetings.

## High Quality Teaching and Learning

### Literacy and Numeracy provision

Class teachers use a yearly overview, and half-termly planner to ensure a broad and relevant curriculum is provided in Literacy and Numeracy with progression across year groups. Pupils are encouraged to incorporate their own experiences into their learning e.g. a Writing task in Literacy or connecting Maths to everyday life.

Literacy and Numeracy are incorporated into Topic plans and ICT tasks. Class teachers update their teaching to include new strategies and resources.

### Approaches to Teaching and Learning in Literacy and Numeracy.

In order to ensure optimum learning can take place in Literacy and Numeracy lessons, teachers use a range of classroom organisation structures such as whole class teaching, teaching in mixed ability groups, differentiated groups, paired and individual sessions as is appropriate to each lesson.

The teachers reflect on the individual learning styles of the children and are aware of kinaesthetic, visual and auditory learners. They use these learning styles to ensure each child achieves to their full potential.

A wide variety of practical materials are used in Numeracy lessons and a central Maths store houses shared and large equipment and apparatus. For example, weights, scales, Bee bots, Probots and trundle wheels etc. In Literacy, practical equipment such as Phonic and word building games are used to inspire children and reinforce learning.

In the Foundation Stage, teacher modelling is an integral part of many lessons. The teacher uses this as a scaffolding strategy to support the children's learning.

Modelled, shared and guided teaching occurs throughout the school in both Literacy and Numeracy.

In Foundation Stage and Key Stage 1, activity based play sessions link Literacy and Numeracy and other areas of the curriculum.



Literacy lessons the children are encouraged to use 'Hot seating', 'KWL' and 'Mind Maps' for example.

### **Digital Technology and ICT**

Digital technology and ICT support the Teaching and Learning in Literacy and Numeracy.

Cameras and digital photographs are used to record evidence of learning in the classrooms. All classrooms have an Interactive White Board fitted. The 'Active Primary' software and flipcharts are utilised.

The teaching and learning of Numeracy is supported through use of Primary games Vol 1-4, World Maths Day, Bee Bot, Pro bot, Digital Blue and various Handling Data software packages, such as Flexi Tree, Sort, Counting Pictures, Information workshop, Decisions 3.

iPads are used to support Numeracy and Literacy using a variety of software e.g. Book Creator, iMovie and Operation Math

### **Assessment**

Class teachers use data analysis to set appropriate and realistic targets. These are monitored and tracked for individual pupils.

It is the responsibility of the class teacher to include differentiation to cater for Underachievers, Low Achievers and Gifted and Talented (see SDP 2017-2018) where appropriate.

Underachievers are identified and targeted on planners and action plans (See Assessment folder) Individual circumstances are taken into account when making provision for these pupils. Support is sought from both parents and pupils involved and targets are shared with them. New resources will be used where appropriate to stimulate or challenge these pupils. They are given plenty of positive reinforcement to foster self-esteem and encouraged to self-evaluate their progress.

Low Achievers are supported and encouraged to reach their full potential through differentiated class teaching. Literacy and Numeracy support is also provided by the school Learning Support Teacher through withdrawal groups. Some pupils will also be entitled to Outreach Support in Literacy and Numeracy. Classroom assistants provide support for Statemented pupils.

Pupil learning is monitored in the Foundation Stage through Baseline Assessment at the beginning of Primary One.

## Self-Evaluation

Teachers self-evaluate in order to bring about improvement in teaching and learning. Half-termly evaluation of teaching is on-going. Teachers evaluate the success of their teaching by how and what the children have learned. There is also a focus on ensuring that evaluations influence future plans. Feedback from others is considered when appropriate e.g. Learning support teacher, outreach support, ASCET, pupils, classroom assistants or parents.

## Effective Leadership

### School Development Planning

Priorities for Literacy and Numeracy are identified in the School Development Plan through a process involving Co-ordinators, SLT and whole teaching staff. Assessment Data is analysed, Audits are carried out and Action Plans are evaluated. This information is passed on to the SLT for consideration and prioritising. External influences from the EA may also affect their judgement ( See SDP for list of new initiatives)

### Use of Data

Analysis of Data and Benchmarking are used to draw up a Baseline. This is used to set annual targets in Literacy and Numeracy. Targets are set for the end of Key Stage 1 and 2 in Literacy and Numeracy and these appear in the SDP.

Assessment	When		What happens? How/ Who analyses?
	Class	Term	
PTE	P3-P7	3	*see details below
PTM	P3-P7	3	*see details below
CAT	P3 & P6	2	Analysed by Assessment Co-ordinator, SENCO and class teacher. This data is Cross referenced with PTE and PTM analysis for identifying target groups, high, average, low and under achievers.
MIST	P2	3	P2 class teacher carry out this analysis at the beginning of term 2 to confirm children needing literacy support and as an indicator of the cohorts progress/achievement in Literacy at the end of P2. Results are reported to SENCO and Assessment Co-ordinator.
End of Key Stage Assessment	P4 & P7	3	Levels are assessed by P4 and P7 teachers and evaluated by Assessment co-ordinator. Levels are reported to parents in pupils' end of year report. Levels are used for Benchmarking and data analysis. Targets are set using these levels.

Single Word Spelling Test	P3-P7	Term 1 & Term 3	Teachers assess spelling ability in September and then again in June. Parents are informed at Parent Interview in October of any concerns. Any necessary intervention is arranged by class teacher and SENCO.
Salford Reading Test	P3-P7	Term 1 & 3	Teachers assess reading ability in September and then again in June. Parents are informed at Parent Interview in October of any concerns. Any necessary intervention is arranged by class teacher and SENCO.

## How/Who analyses? What happens?

### PTE and PTM

#### Class Teachers:

Class teachers analyse the data for their own class.

PTM and PTE are compared with CAT results to identify high, average and under achievers. This information is used to set individual targets in the first term and compared to actual performance at the end of the school year.

#### Literacy/Numeracy Co-ordinator:

Co-ordinators carry out whole school analysis. Strengths and weaknesses are identified within classes and throughout the school as a whole. The weakest and strongest strand in both Processes and Curriculum are recorded. Stanine groups are compared with the National Sample. Data is shared with Assessment Co-ordinator and SLT to set targets for the School Development Plan.

Co-ordinator uses data to evaluate the current Action Plan and set targets for a new Action Plan.

#### Assessment Co-ordinator:

Assessment Co-ordinator oversees whole-school assessment, including Literacy and Numeracy.

This role involves

- evaluating the school assessment policy and practice
- identifying areas for improvement as part of SDP
- identifying staff training needs for Literacy and Numeracy assessment
- leading school development in assessment-staff meetings, INSET days
- establishing clear, effective communication processes to keep teachers, SLT, the Principal and BOG informed
- managing day to day issues related to assessment, including AFL



**Management Team:**

Data analysis is shared with the Management Team to allow them to monitor progress in Literacy and Numeracy throughout the school. They prioritise and set targets for the future.

Staff are supported in addressing underachievement and low achievement pupils in Literacy and Numeracy by the Learning Support Teacher.

**Professional Development of Staff**

Opportunities for appropriate professional development in Literacy and Numeracy are offered to Co-ordinators through EA training. Co-ordinators inform staff of new developments in their subject area. SENCO and class teachers support classroom assistants in their use of Literacy and Numeracy in the classroom.

Classroom Assistants are included in all appropriate staff training and their professional development needs are catered for, when possible. Curriculum meetings are held to share good practice amongst teaching staff e.g. through internal moderation.

Principal and Co-ordinators monitor and evaluate effective practice through classroom observations , Book looks, and planning.

New teaching strategies and resources are disseminated by Co-ordinators.

Teachers choose an aspect of Literacy or Numeracy each year to focus on for their PRSD.

**Monitoring and Evaluating**

The progress of Literacy and Numeracy Action Plans is monitored throughout the year. Evidence is collated by Co-ordinators on Co-ordinator release days, when monitoring takes place, this could be through observation, book looks, analysis of planners and/or displays. This evidence is linked to the Success Criteria drawn up in the Action Plan.

Action Plans are evaluated by Co-ordinators annually and a self-evaluation report is written at the end of the year. These evaluations are shared with the SLT and the Board of Governors.

Evaluations are used to prioritise and set new targets for the following year.

The Board of Governors are kept informed of standards and achievements in Literacy and Numeracy through these evaluations and through an annual assessment presentation for Governors in Term 1.

### A School Connected to its community

#### Links with Parents

In All Children's there are different arrangements in place for reporting to parents on their child's progress in Literacy and Numeracy.

These include:

- Assessment Unit Levels at the end of Key Stages 1 and 2
- Parent / teacher consultation
- End of year Pupil Report

Parents are involved in Literacy and Numeracy homeworks in different ways and are given guidance in how to support their children through:

- Early in term 1 parents are informed of homework expectations through written communication.
- Some homework will involve parents for practical activities/online activities e.g. Sumdog
- In Primary 1 an Induction meeting and booklet is arranged, explaining the homework and expectations for the P1 year.
- A Friday Fortnightly newsletter keeps the parents informed of any important issues
- The school website has a page where work is displayed for parent to see.
- Children bring home library books from the school library.

#### Links with other schools.

All Children's has developed and maintained many Literacy and Numeracy links with other primary schools. These include:

- CASS Co-ordinator training days and cluster meetings
- On occasion the EA and CCEA will provide whole school training for new initiatives.
- Use of electronic communications

In relation to pre school transition our P1 teacher visits local nurseries/pre-schools to meet prospective pupils.

At post primary level, teachers from local post primary schools meet with P6 and P7 teachers and pupils for information sessions about each school. P7 teachers also share assessment data with relevant post primary schools. P7 children take their record of achievement to their new post primary school.

The P6 children are also invited to visit the post primary schools that they are interested in transferring to.

P7/Year 8 Transition projects

**Links with the Community**

In All Children's many links have been established to connect with and draw support for Literacy and Numeracy in the local community. These include:

- Use of the local library P4-P7
- Competitions
- Local authors visit the school for story telling sessions
- World book day events
- World Maths Day/Hundredth Day Challenge
- SUMDOG Maths Challenge
- PTA fund raising events
- Annual Open Day
- Educational visits

**Links with external agencies.**

Many other links exist in school with external agencies which helps to promote Literacy and Numeracy. For example:

- Educational psychologist
- Additional Support for Children in Education Team (ASCET)
- Looked after children (LAC)
- Out reach support
- Newcomer children.
- CASS advisors and support team

**Bibliography:**

- Every School a Good School (ESaGS)

- Better Numeracy in Primary Schools
- Better Literacy in Primary Schools.
- Count, Read, Succeed- A strategy to improve outcomes in Literacy and Numeracy.
- Together Towards Improvement
- ETI -The Reflective Teacher