

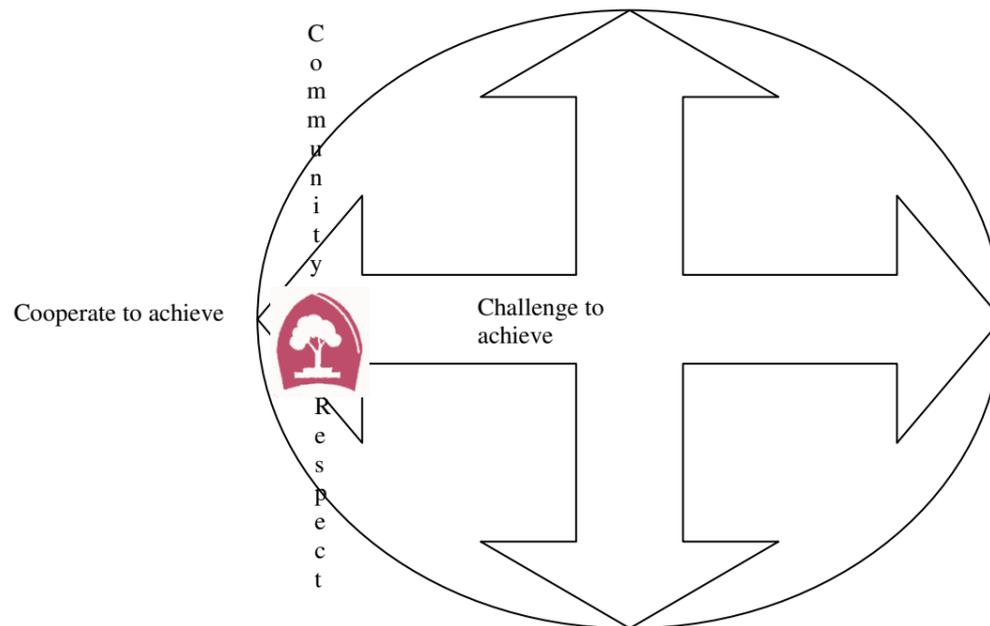
Ysgol yr Esgob Church in Wales VA Primary School



Literacy and Numeracy Policy 2015



"Respect, respond, be brave, rejoice!"



**Learning and growing together in a happy, Christian Community
where all are equally valued.**

At Ysgol yr Esgob, we aim to create the best conditions possible for every child to succeed by developing self-esteem, confidence and a true feeling of self-worth.

We offer a safe, caring, Christian environment where children flourish both academically and creatively, through a varied and stimulating curriculum.

We aim to nurture respect involving self, each other, belongings and the environment.

We support staff, parents, carers and governors to participate actively in the children's' learning and the life of the school.

We develop skills and knowledge and aim to inspire a love of learning so that all our children many develop as independent and collaborative lifelong learners.

We give staff job satisfaction and the opportunity for career development, sharing expertise throughout the school and wider community.

Through strong links with those in our community, we aim to help children to appreciate the importance of their contribution, develop a sense of citizenship and a healthy lifestyle.

We aim to develop an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.

We aim to develop pride in our Welsh heritage and culture.

We aim to help children recognise their roles and responsibilities in the care of the environment.

Children, Staff and Governors, September 2014

Ysgol yr Esgob Church in Wales (Aided) Primary School Policy for the Literacy and Numeracy Framework

Ysgol yr Esgob Church in Wales (Aided) Primary School is committed to raising the standards of numeracy and literacy of all of its pupils, so that they develop the ability to use these skills effectively in all areas of the curriculum and to cope confidently with the demands of everyday life and lifelong learning.

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Aims of LNF:

- to help teachers of all subjects to identify and provide opportunities for learners to apply numeracy and literacy across the curriculum in accordance with the requirements of the LNF.
- to help determine learner progress in numeracy and literacy and what the next steps are.
- to ensure effective cross curriculum planning for skills
- to provide a framework for continued development, clearly setting out annual expected statements in numeracy and literacy and progression indicators for learners with additional learning needs

Implementation of the LNF became a statutory curriculum requirement from September 2013, with assessment against the LNF becoming a statutory requirement from September 2014.

Definition of Literacy

“Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English and Welsh.

Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively.

Literacy is based on reading, writing and oral language development across all subject areas.”

(National Literacy and Numeracy Framework information document 120/2013)

Literate pupils have essential life skills, and are able to apply these skills across the curriculum in different subject areas and in real-life contexts. They can understand the world around them. They have an understanding of written and spoken language. Literate pupils can interpret what has been written or said, and can draw inferences from the evidence around them. They can communicate accurately, fluently and persuasively.

Definition of Numeracy

‘Numeracy is not the same as mathematics. Numeracy is proficiency with number that is acquired through being taught mathematics well. Although pupils usually learn their numeracy skills during mathematics lessons, to be fully numerate they must be able to apply these skills in other subject areas and real-life contexts.’

(Estyn Report: Improving numeracy in KS2 and KS3, April 2010)

‘Numerate individuals are able to function responsibly in everyday life and contribute effectively to society.’

Numerate pupils are able to handle numbers fluently in mental, oral and written work, exploit patterns within number when calculating and approximating; measure and calculate accurately and estimate reasonably, using appropriate units of time, length, area, volume, mass, capacity, angle and related compound measures; use calculators accurately and appropriately; use an increasing range of skills to identify, analyze and describe practical problems or tasks involving numerical data; read, extract, interpret and analyze numerical and statistical data from a range of sources and presented in a variety of forms; and select appropriate techniques to represent data.’

Curriculum Planning

The LNF is first and foremost a curriculum planning tool that supports all teachers to embed numeracy and literacy in their teaching of the curriculum.

Current curriculum planning has been adapted to support cross curricular planning using the LNF and tasks are set that aim to introduce, consolidate, apply and make progress in specific numeracy and literacy skills.

Although the LNF identifies age-appropriate numeracy and literacy skills, planning will need to take into account the different abilities of the pupils.

The development of skills should be progressive with each skill, having been taught in English or mathematics lessons, then practised and consolidated elsewhere as required by the skill itself or the individual child.

Responsibilities of the school Numeracy/Literacy Co-ordinator

- Attend training in order to implement the Literacy and Numeracy Framework (LNF) and keep up to date on any new initiatives
- Ensure implementation of the school policy
- Regularly audit the current use of numeracy and literacy across the curriculum
- Work with staff to ensure that all teachers are aware of the content of the LNF and the teaching and learning strategies in numeracy and literacy that are appropriate to the whole curriculum
- Assist classroom teachers in identifying opportunities for the application of numeracy and literacy skills from the LNF, within their schemes of work
- Raise awareness of the resources available to support and challenge pupils of all abilities
- Monitor and evaluate the delivery of the LNF throughout the school
- Highlight the need and arrange for any necessary training
- Develop the use of rich tasks to embed and assess literacy and numeracy skills.

Responsibilities of the subject coordinators

- Consider how your subject can contribute towards the LNF
- Ensure that schemes of work include the relevant skills from the LNF
- Ensure that the skills from the LNF are delivered consistently within the subjects of English/Welsh and mathematics
- Ensure all staff are aware of the numeracy and literacy resources available and how they might link to specific subjects

Responsibilities of the class teacher

- Use the LNF as a starting point for medium term and weekly planning
- Reinforce and develop pupils' numeracy and literacy skills
- Be aware of individual pupils' numeracy and literacy needs and address those needs appropriately
- Develop and update own skills, knowledge and understanding of mathematics
- Use the numeracy methods that are agreed within the school's mathematics policy
- Use the literacy methods that are agreed within the school's English policy
- Gauge the level of difficulty of a task in terms of numeracy and literacy and differentiate appropriately
- Provide feedback to the Co-ordinator where an individual pupil's progress in numeracy or literacy is causing concern
- Provide a narrative report to parents on pupil's numeracy and literacy progress across the curriculum, (assessed against the expectations of the LNF from September 2014)
- Provide many and varied opportunities for pupils to develop their literacy and numeracy skills across the school day and across all subjects in the curriculum

Involving governors

- Governors are made aware of the LNF and of any developments within the school in respect of its implementation. This is done through Head's reports, governor monitoring of lessons and governor meetings with Co-ordinators.

- The school has a named Governor for literacy and numeracy across the curriculum

- Governors are given an opportunities to observe good practice in the delivery of the LNF across the curriculum

Assessment

The LNF is primarily a curriculum planning tool. It is also an assessment tool and is intended to be used formatively by schools and individual teachers to support learner progress and curriculum planning. It is used to identify learners' current strengths and areas for development, to be shared by teachers. Progression through the LNF will demonstrate how learners are performing against the expectations for numeracy and literacy at the end of each academic year.

From September 2014 teachers use the LNF to assess and report to parents on individual progress. These reports will be narrative, not a 'best-fit' approach, will form the basis for informed discussion with learners, parents/carers and will identify the next steps for improvement.

The LNF and the national tests

In addition to the LNF and the formative, narrative assessments made against it, national numeracy and literacy tests are in place. The numerical processes and numerical reasoning tests and the reading test will be taken by all pupils unless there are exceptional circumstances. The school will inform the parent/carer of any disapplied pupils, giving reasons, and in accordance with Welsh Government guidelines. Similarly, if it is considered appropriate that a child takes the test of an age group below that of his/her peer group, the decision will follow discussion with parents/carers, as a progress score will not then be available for that child.

The numerical processes and literacy tests will provide summative data, which will be collected and analysed in school, using the diagnostic tools available, and nationally (as part of the national accountability model.) This data will give teachers clear indicators of skill development and progress, and will contribute to the annual judgements teachers make about learners' skill acquisition. The data will also be used to inform school improvement.

Assessment against the LNF and the outcomes of the two numerical and the literacy tests will give different perspectives on learners' progress, reflecting the fact that they are assessing slightly different aspects of the same skills. For example the processes test is a snapshot, summative view while the reasoning test and assessment against the LNF will draw on a far broader range of evidence. Where test results seem to contradict outcomes against the LNF or the reasoning test, teachers will need to consider the reasons for any difference and address them appropriately. Teachers will carry out question analysis of the tests and this will inform future teaching.

Other related policies

This policy should be used in conjunction with the following policies:

- English policy
- Mathematics policy
- Assessment, Recording and Reporting Policy
- Policy for children with Additional Learning Needs
- Calculation policy
- Marking policy