



LITERACY AND NUMERACY POLICY

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1. Policy Statement

We want all our students to be everything they can be and everything they are meant to be – to be able to live life in all its fullness (John 10.10).

At Brian Clarke all our students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes will lead to recognised qualifications.

A rigorous and academic curriculum requires high levels of literacy and numeracy proficiency to be able to access the demanding and challenging content. Literacy and numeracy skills are crucial to a student's ability to develop fully as an individual, to live a satisfying and rewarding life and to participate fully in our society.

2. Definitions

Literacy is not just the ability to read and write; it includes the capacity to read, interpret and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

Numeracy is more than the ability to use numbers, it encompasses the aptitude and confidence to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living. Identifying structures and relevant data, being systematic, searching for patterns, thinking logically, predicting and checking, breaking down problems into smaller parts, interpreting solutions in context and estimating to check the likelihood of an answer.

All teachers at Brian Clarke are teachers of literacy and numeracy, regardless of their subject.

The strategies we use on to develop our cross curricular pedagogies to inform literacy and numeracy draw extensively on those outlined in:

- Metacognition and Self-Regulated Learning (2018), EEF.
- Improving Literacy in Secondary Schools (2018), EEF.
- Closing the Vocabulary Gap (2018). Alex Quigley.
- Closing the Reading Gap (2020). Alex Quigley.
- Improving mathematics in Key Stages 2 and 3 (2017) (EEF)

Brian Clarke adopts a graduated approach to supporting literacy and numeracy.

3. Universal Offer

The school ethos and building. A well-stocked and resourced library is the focal point of the school to promote reading for pleasure, and age-appropriate scholarly reference materials to contextualise on-line information. A skilled librarian and literacy lead across curriculum area lead competitions that reward, promote and celebrate all aspects of literacy.

Through teacher induction and staff development all teachers and teaching assistants are trained in the numeracy and literacy strategy including the components of **reading, oracy** and **writing**, enabling all students to make maximum progress whatever their start point.

Reading: There is a deliberate approach to developing a reading culture at Brian Clarke. This starts at transition. As part of the transition process all year 6 students joining the school are given a copy of Homer's *Odyssey*. This book has been chosen to engage students and has explicit links to the English

curriculum they will be meeting in year 7. There is also a structured package of support to ensure all pupils can engage over the summer with the text and tasks associated for example key role models in the school reading aloud a chapter per week which can be accessed through the school's transition section on the website.

Each form in every year group has two 20-minute structured, pre-planned reading activities, led by their form tutor. This reading pathway supports and builds on learning in English lessons.

Disciplinary literacy is embedded across every curriculum area. Subject leads choose texts which both challenge and extend students' reading, modelling how to read and how to deconstruct complex and subject-specific vocabulary. Staff also read texts aloud to pupils to model prosody and fluency.

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Oracy: Staff model for and support students to speak clearly and convey ideas confidently using standard English, enabling students to clarify their thinking as well as organise their ideas for writing. The core and co-curricular opportunities champion activities for oracy development.

Writing: Students are taught how to write as a subject discipline expert. They are taught how to write in different disciplines, with staff modelling what good writing looks like in their subject through the 'I do, we do, you do' approach. The Brian Clarke Church of England Academy will display and celebrate students' writing throughout the building and through on-line platforms including the newsletter.

Vocabulary: Staff at the Brian Clarke Academy teach vocabulary through the 'Quick method of teaching vocabulary'. This consistent, cross curricular approach supports students' fluency development and word recognition.

Academic Transition Skills (ATS): Students have ATS once a week in year 7 and once a fortnight in year 8.

Students come to Brian Clarke from a variety of primary schools. They have been taught a variety of ways and to different levels of depth and confidence to structure extended pieces of writing, learn new vocabulary and analyse texts. It is vital that a consistent approach to these skills is developed so all students understand the language and techniques they will encounter across the secondary curriculum. Lessons in Academic Transition Skills in years 7 and 8 support students with this transition to successfully access the secondary curriculum. Through the topic of History of Medicine in year 7 and History of Crime and Punishment in year 8 students are taught metacognitive strategies including how to plan, monitor and evaluate their own learning; how to effectively summarise information; how to understand and deconstruct new vocabulary, and how to produce extended pieces of writing.

The principles of Accelerated Reader (AR) are embedded in the ATS curriculum as part of the rigorous and robust reading strategy where reading is embedded into lessons, form time, and targeted interventions for those who enter year 7 with reading ages below their chronological reading age. A recent (June 2019) study by the Education Endowment Foundation (EEF) found that students who were offered Accelerated Reader were able to make 3 months' additional progress in reading compared to other similar students. For students eligible for free school meals the figure was 5 months' additional progress.

Each time period across the History of Medicine and History of Crime and Punishment topics includes at least one extract (typically fiction and where possible linked to the AR list of books). Key comprehension tasks are selected in line with the identified learning principles to access these texts and these will be drawn from the AR curriculum and the English department. It also incorporates the 'uninterrupted reading' strategy where

the class teacher reads to the pupils. Students have the opportunity to read the whole book through the AR programme and 'quiz', as well as completing reading homework on short stories which they can 'quiz' on.

The internet-based AR software assesses reading age and suggests books that match students' needs and interests. Students then take computerised quizzes on the books and earn AR points as they progress.

A common numeracy language: Pedagogy for teaching mathematical concepts which apply in a range of subjects (e.g. formulae in Science, using graphs & interpreting data in Geography) will be shared through staff professional development and collaborative planning of the curriculum so that students learn from consistent approaches and understanding is reinforced and consolidated. Where there are necessary differences in pedagogical approaches or mathematical methods these will be clearly communicated and highlighted to pupils.

Targeted Literacy and Numeracy Support: As well as the comprehensive universal offer to support students' literacy and numeracy, The Brian Clarke Academy also provides a graduated response for pupils who might require extra support. Students' literacy and numeracy levels on entry are evaluated through appropriate diagnostics and identified cohorts include:

- Students who have not achieved Age Related Expectations at Key Stage 2 in Reading and Mathematics.
- Students who score below their chronological age on reading diagnostic tests.
- Students who score below average on nationally benchmarked mathematics progress assessments.
- Students who have not engaged appropriately with the transition task.
- Students identified by teachers as appearing to struggle with accessing texts, articulating ideas, writing.
- Students identified by teachers and using internal assessment scores who struggle to access and/or retain the key skills and concepts covered at the beginning of our KS3 mathematics curriculum.
- EAL students at proficiency levels C and D where there are gaps in inferring, comprehension of more complex curriculum material, structural accuracy, abstract vocabulary and refining English usage.

Types of Interventions

- Interventions are evidenced-based for the relevant diagnostic. They are bespoke, group based and where necessary, individual student based, dependent upon the child's needs. Interventions will be delivered by a trained member of staff.
- The structure of the school day and early start 7.45 – 8.15 allows for targeted interventions for low readers and those who struggle with areas of numeracy. All interventions are age-appropriate, short, frequent and evaluated for impact. Interventions are delivered by the Director of Maths (with responsibility for numeracy catch-up) Director of English (with responsibility for literacy catch-up), SENDCo and Literacy Lead.
- For Numeracy Catch-Up intervention we use Complete Mathematics Tutor to support students during their weekly morning sessions. The online system is an intelligent tutor system which breaks down concepts in to goals and ideas, each with video lessons and online assessments which adapt to the pupil's individual needs and successes. Initial diagnostic quizzes allow pupils to start at a level appropriate to them and teachers are able to set bespoke courses based on internal assessment information as the sessions progress.
- For those below age related expectations in English, we use targeted approaches to interventions, such as: Fresh Start Phonics, Lexia, Reading buddies and targeted comprehension activities. Students are targeted for interventions based on diagnostic testing and KS2 data.

- Teachers are advised about appropriate in-class strategies to support the student in class through provision maps/one-page profiles.
- All staff have access to Key Stage 2 student data and are trained in specific pedagogy to support reading and literacy.

Communications with Parents and Carers

At parent/carer transition and information evenings the importance of literacy and numeracy skills for accessing the curriculum and progression are emphasised.

Newsletter and social media platforms celebrate all aspects of students' achievements, including those associated with literacy and numeracy.

For those who are targeted for additional literacy and numeracy support, a parent/carer support evening is calendared during the first two weeks of term. Parents/carers of targeted students are invited into school to discuss the curriculum and the support in place and are kept informed about their child's progress in relation to the relevant interventions.