



LITERACY AND NUMERACY POLICY

REVIEW: MAY 2022

Policy approved by Shadow Governing Committee
on 16th May 2022

Signed by the CEO (in absence of Chair):

A handwritten signature in black ink that reads 'Julie Hollis'. The signature is written in a cursive, flowing style.

Mrs Julie Hollis

NEXT REVIEW SUMMER 2024

THE BRIAN CLARKE CE ACADEMY
c/o The Blue Coat School, Egerton Street, Oldham, OL1 3SQ

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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.

2. Objectives of the Policy

- To outline the importance of literacy and numeracy at The Brian Clarke Academy.
- To outline our universal offer for students in relation to literacy and numeracy.
- To outline our targeted offer for students in relation to literacy and numeracy.

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.

3. 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 to add, subtract, multiply and divide. It encompasses the aptitude to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. 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 of problem, estimating to check likelihood of 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.

4. 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.

A well-stocked and resourced library is our focal point to promote reading for pleasure, and age-appropriate scholarly reference materials to contextualise on-line information. A skilled librarian and literacy lead organise competitions that reward, promote and celebrate all aspects of literacy.

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 through opportunities such as Debate Mate.

Writing: Powerwrite is the consistent cross-curricular pedagogy to develop students' fluency in writing and their ability to write for extended periods of time. The Brian Clarke Church of England Academy will display and celebrate students' writing throughout the building and through on-line platforms including the newsletter.

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 the Media 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 through the Powerwrite.

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 Media 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.

5. A Common Numeracy Language

Pedagogy for teaching mathematical concepts which apply in a range of subjects (e.g., drawing graphs, statistical testing) will be shared through staff professional development so that students learn from consistent approaches and understanding is reinforced and consolidated.

6. 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.
- Students who score below their chronological age on reading diagnostic tests.

- Students who have not engaged appropriately with the transition task.
- Students identified by teachers as appearing to struggle with accessing texts, articulating ideas, writing.
- 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.

7. Types of Interventions and Assessing their Effectiveness

- 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 those below age related expectations in Maths we use Hegarty maths to support students inside the classroom and also using the early morning facility. The learning platform is set up with videos and practice tasks as well as online tasks. Hegarty maths has content from the primary and secondary curriculums, allowing it to be used at all levels of catch up for students.
- 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.

8. Communications with Parents

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

Parent newsletters 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 parents support evening is calendared during the first two weeks of term. Parents 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.