

# SHS



## Shevington High School

### Literacy and Numeracy across the Curriculum Policy

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COMMITTEE:	<b>Standards Committee</b>
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#### **SHEVINGTON HIGH SCHOOL**

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## **1 Introduction**

### **THE NEED FOR A WHOLE SCHOOL APPROACH**

Shevington High School believes that developing literacy and numeracy skills is a whole-school matter. Literacy and Numeracy across the curriculum support all pupils in securing a solid basis on which they can build their competencies in a range of subject areas and prepare for their next steps in education. Each faculty can and should make a contribution towards the teaching of literacy, numeracy and other mathematical and language skills, so that pupils become confident in tackling mathematics and literacy in any context. Furthermore it will enable them to comfortably use their literacy and numeracy skills by transferring knowledge across the curriculum.

The teaching of literacy and numeracy is the responsibility of all staff but should not be forced into lessons where it is not relevant or appropriate. Shevington High School believes that a positive and consistent approach to literacy and numeracy will improve all pupils' life chances.

### **Raising Standards**

Raising standards in Literacy and Numeracy across the school cannot be solely judged in increased test percentages. There is a need to evaluate the pupils' ability to transfer literacy and mathematical skills into other subject areas, applying techniques to problem solving. Their confidence in attempting this is initially as important as achieving the correct solutions.

English is a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Command of both literacy and numeracy skills are crucial both in and beyond the school setting. According to research we know that adults with good literacy and numeracy skills are more likely to be in work than those with lower levels of literacy and numeracy. Without strong literacy and numeracy skills a young person's life chances are severely diminished, their employability, health, confidence and happiness are all compromised.

We believe that our Whole School Literacy and Numeracy Policy must be implemented across the curriculum. We will guide all our teaching and non - teaching staff to view themselves as teachers of literacy and language, regardless of their subject specialism and we must do everything possible to ensure pupils can read, write, orally communicate and use numeracy in a range of situations including problem solving so that they can access the whole curriculum and the wider demands of our modern society.

## **2 Implementation of Literacy at whole - school level**

All staff have a vital role to play in enabling pupils to develop and extend their literacy skills.

### **a) Roles and Responsibilities:**

- Senior Managers should: give a high profile to literacy. SLT Link Mrs L Johnson

- Governors should: be involved in the development of Literacy. **Literacy Governor to be confirmed.**
- English Faculty should provide pupils with the knowledge, skills and understanding they need to read, write and speak and listen effectively. The English faculty leads the 'Reading Lions' programme. This is a reading intervention programme targeted at our Lower School pupils and takes place during registration. Pupils also have access to IDL reading programme during this time.
- Teachers across the curriculum should contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.
- SEND Faculty: should support the development of literacy in all areas of the curriculum. The SEND Faculty has a commitment to continuous professional development enabling support staff to deliver the most appropriate and successful literacy interventions.
- Literacy Co-ordinator should support faculties in the implementation of effective Literacy strategies A Key Strategy group representing all faculties will be formed. This focus group will drive whole school Literacy development.
- Pupils: should be encouraged to read regularly and to develop a sense of responsibility for improving their own levels of literacy.
- Parents should: support their young person's literacy development by reading together and checking reading logs.

### **3 Key Literacy Strategies**

All faculties should give every encouragement to pupils using literacy techniques but must also ensure that they are guided towards ways to make written and spoken communication clear and meaningful. All teachers will share the termly literacy and numeracy focus and support pupils in understanding the importance of finding strategies to develop their skills in these areas.

#### a) Reading Strategies:

- Pupils should be encouraged to read independently and with support and to work out the meaning of words from the context of the sentence
- Teachers in their planning should consider the readability of texts whilst still providing opportunities for stretching and challenge.

#### b) Vocabulary Strategies:

The following are all important aspects of helping pupils with the technical vocabulary of literacy:

- Use of display of subject specific key words
- Encourage pupils to be less dependent on simple words e.g. exposing them to more sophisticated word choices
- Discuss words that have different meanings in subjects using everyday examples such as: multiply/product/take-away
- Highlight the roots of words so that pupils can use them to help to remember meaning:

#### c) Spelling Strategies:

- Teachers should encourage pupils to check their own spelling.

- Key spellings should be corrected in line with the Marking Policy and pupils should record their common spelling errors in their Planner and learn them.
- d) Writing Strategies
- Pupils should be encouraged to write in full sentences wherever possible
  - Pupils should be encouraged and supported to use a range of structures
  - Pupils should be encouraged and supported to use a range of punctuation
  - Pupils should be encouraged to check their own writing
- e) Oracy Strategies
- Pupils should be encouraged to listen to others and to speak clearly, taking into account audience and purpose.

#### 4. Implementation of Numeracy Across the Curriculum.

a). All staff and pupils must understand what being numerate means:

Shevington High School's definition of Numeracy:

**Numeracy - often called 'mathematical literacy' – is a life skill.**

**It means having the confidence and competence to use numbers and other mathematical skills in areas of life. It is the ability to reason with numbers and other mathematical concepts and to use and apply these in a range of contexts to solve a variety of problems.**

**To be numerically literate, a person has to be comfortable with logic and reasoning**

b). Roles and Responsibilities:

#### *Responsibilities within school:*

Numeracy Across the Curriculum Lead and SLT Link – L Johnson. Responsibility for leading and managing the Numeracy Across the Curriculum.

Governors: Governors should: be involved in the development of Literacy. **Numeracy Governor to be confirmed.**

Maths Faculty – Responsibility for quality teaching of numeracy skills, updating and review of 'How to Guides..' and liason with subject teachers outside of Maths faculty regarding numeracy delivery.

- Be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments so that a correct and consistent approach is used in all subjects.

All Teaching and Support Staff – Responsibility for supporting and promoting numeracy across the curriculum and using 'How to Guides...' for specific high demand numeracy skills. Year 7 and Year 8 form tutors also deliver Numeracy Ninjas during form time on a weekly basis. Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly.

- Provide information for the Maths team about the times when pupils will be using specific mathematical skills in other subjects so that reference to this may be made in the 'How to...' guides and in maths lessons to develop cross curricular links.
- All staff should aspire to provide Consistency of Practice

## **5. Key Numeracy Strategies.**

### **a). Mental Arithmetic Techniques**

- All departments should give every encouragement to pupils using mental techniques but must also ensure that they are guided towards efficient methods and do not attempt convoluted mental techniques when a written or calculator method is required.

### **b). Vocabulary**

The following are all important aspects of helping pupils with the technical vocabulary of Mathematics.

- Use of display of key words.
- Using a variety of words that have the same meaning e.g. add, plus, sum etc.
- Encouraging pupils to be less dependent on simple words e.g. exposing them to the word multiply as a replacement for times
- Discussions about words that have different meanings in Mathematics from everyday life e.g. take away, volume, product etc.
- Highlighting word sources e.g. quad means four, lateral means side, so that pupils can use them to help remember meanings.

### **c). Showing Workings out when using numeracy skills**

- Ensure pupils know that showing workings can be just as important as the answer.

### **d). Consistent approaches to teaching numeracy skills**

- Using the 'How to Guides' to deliver the numeracy skills in a consistent way and encouraging pupils to discuss the different ways that they have applied numeracy skills across a number of subject areas

### **e). Encouraging problem solving and reasoning.**

- Giving pupils opportunities to problem solve using their numeracy skills and applying them. This can include processes including pattern sniffing, experimenting, describing, tinkering, inventing, visualising, conjecturing and guessing as described in the 'Mathematical Habits of Mind.'