The Skills Hub

Literacy and Numeracy Policy

2020-21

"Providing the tools for mastery"

Our Vision

The Skills Hub is committed to raising the standards of literacy and numeracy for all students. Students should develop their literacy and numeracy skills effectively in all areas of the curriculum. These skills are necessary to cope with the demands of further education, employment and life outside of school. The Skills Hub regards these skills as fundamental in empowering students to reach their full potential.

PRIDE principles

Perseverance – we keep trying, no matter what

Respectful – we care about each other's' feelings

Integrity – we are honest and fair

Diversity – we recognise our individual differences

Equality – we all have the same rights and responsibilities

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. Numeracy also demands understanding or recognised situations where mathematical reasoning can be applied to solve problems.

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

Intention, Implementation, and Impact

Intention

- To raise the profile of literacy and numeracy across the school;
- To ensure consistency in practice methods, vocabulary, notation, etc;
- To indicate areas of collaboration between subjects;
- To assist the transfer of pupil's knowledge, skills and understanding between subjects

Implementation – Literacy across the curriculum

Speaking and listening

- To understand that talk (and not just reading and writing) is a valuable means of learning in itself
- To value and respect the speak of others
- To be confident contributors in a wide range of oral activities, in individual, paired and group situations
- To understand the differences in task, purpose and audience require different registers

Reading

- To guide in accessing a wide range of challenging, high quality texts related to their curriculum area
- To encourage extended reading as well as reading in short bursts
- To provide opportunities for students to access texts independently (ie. Internet, library, works of reference)
- To help students to develop a range of active reading strategies – skimming, scanning, close reading – for a range of contexts and purposes
- To help students acquire a variety of comprehension skills – literal, inferential and evaluative
- To teach students how to select/note/synthesise information from their reading
- To draw students' attention to the way texts are organised in different subject areas

Writing

- To develop writing skills through work that makes cross curricular links
- To develop knowledge about the art, craft and discipline of writing

- To draw students' attention to the importance and the techniques of the drafting, editing and proof reading process
- To encourage students with their handwriting, spelling and presentational aspects of their writing
- To teach students to spell key subject vocabulary and to understand their meaning and correct usage

Embedding literacy across the curriculum

Subject area	Examples
Maths	Teaching mathematical vocabulary and technical terms, by asking students to read and interpret problems to identify the mathematical content, and by encouraging them to explain, argue and present their conclusions to others
Humanities/History/REP	Extended writing; research; debates supported by factual information, encouraging students to explain, argue and present their conclusions to others
ICT/Computer Science	Key words embedded into lessons; opportunities to learn new vocabulary; 'reading' and interpreting coding languages
Science/Biology	Learning and spelling of key terms; debates and presentations around controversial issues, encouraging students to explain, argue and present their conclusions
Child Development	Child development uses literacy in all forms and includes labelling on leaflets and posters and also when completing coursework. Students recently had to complete written on the advantages and disadvantages of bottle and breast feeding, they had to read and use information given on worksheets which included quotes so also had to distinguish between fact and opinion. Key words are also referred to consistently.
PSHE	Literacy is delivered in PSHE as students are expected to complete written work in their books, this is also used when completing posters or leaflets as titles and descriptions are required. Tables in books are completed by students such a table on sexual health had to be completed with the relevant information.

Marking for Literacy

In order to promote consistency, the marking and assessment policy should be adhered when correctly and identifying any literacy errors. All staff are aware of the marking and assessment policy and the use of the 'SPaG' stamp. The 'SpaG' stamp is a tool used allow students to reflect on their spelling, punctuation and grammar and actively been shown ways to address this in their books.

SPaG

Numeracy across the curriculum

- Teachers should be given the opportunity for students to access tasks which improve numeracy skills
- Teachers should be aware of where numeracy is an essential part of their curriculum
- Teachers should understand the following 5 aspects of numeracy; 'handling information', 'number', 'shape, space and measure', 'operations and calculations' and 'being numerate'
- Teachers should refer to the numeracy policy to aid effective teaching of certain aspects of maths within their subject areas

Handling Information

- To understand the use and importance of handling information effectively within your specific area
- To give students access to a range of information formats (tables, graphs, charts, diagrams and lists) for students to interpret within lessons
- To encourage presentation of information in various forms (tables, charts, diagrams, questionnaires, graphs) within lessons

Numbers (and the number system)

- To encourage students to count reliably or develop methods by which to aid counting reliably
- To encourage students to read, write order and compare numbers where applicable across the curriculum
- To encourage effective use of approximations and estimations to allow effective communication in real life situations

Shape, space and measure

- To promote students' use of language associated with time (eg. before, after, today, tomorrow, later etc.) and encourage students to use the measure of time where possible
- To promote students to understand the use and importance of money (especially for independent living)
- To promote students correct use of language associated with space (eg. under, over, in front, behind, turn, clockwise, anti-clockwise)

Operations and Calculations

- To encourage students to develop their mental arithmetic (where applicable)
- To encourage the development of calculator skills (where applicable)

Being Numerate

- To promote students reasoning and problem solving skills across the curriculum

Embedding Numeracy across the Curriculum

Subject area	Examples
English	For example non- fiction texts can be chosen in which mathematical vocabulary, graphs, charts and tables have to be interpreted
Humanities/History/REP	In Humanities, in particular history, students could collect data by counting and measuring and making use of measurements of many kinds. The study of maps includes the use of co-ordinates and ideas of angle, direction, position, scale and ratio. Historical ideas require understanding of the passage of time which can be illustrated on a time line, similar to the number line that most students will be familiar with
ICT/Computer Science	Students will apply and use mathematics in a variety of ways when they solve problems using ICT. For example, they will collect and classify data, enter it into data handling software, produce graphs and tables, and interpret and explain their results. Their work in control includes the measurement of distance and angle, using uniform non-standard then standard measures. When they use computer models and simulations they will draw on their abilities to manipulate numbers and identify patterns and relationships
Science/Biology	Almost every scientific investigation or experiment is likely to require one or more of the mathematical skills of classifying, counting, measuring, calculating, estimating and recording in tables and graphs. In science students will, for example, order numbers, including decimals, calculate means and percentages, use negative numbers when taking temperatures, substitute

	into formulae, re-arrange equations, decide which graph is the most appropriate to represent data, plot and interpret and predict from graphs.
Child Development	Statistics are used in a number of ways to present information such as the ages of parents varying across the world. Numeracy is used when discussing weights and lengths of babies and again when looking at feeding options for different ages. Child development uses information from graphs for example, looking at vaccination programmes and the effects of inoculation. In child development there are often discussions regarding "age appropriate" toys, food, bedding or routines so students need to aware of ages and sizes so they can make informed choices.
PSHE	In PSHE we look at statistics such as mental health figures among young people. There are opportunities to explore personal finance where students are required to think about money. This includes tasks surrounding the breakdown of their future expenditure and look at how their money would be spent in terms of priority and non-priority payments .

Responsibilities

Whole School

- All staff are responsible for promoting and delivering literacy and numeracy either in the classroom or within the wider school
- All students will be assessed on literacy and numeracy upon induction and baselined in core and enrichment subjects
- CPD opportunities to support the whole school literacy and numeracy approach
- Deliver assemblies to address key issues and the importance of key skills in literacy and numeracy

Teachers and Learning Support Assistants

- Use the 'SPaG' stamp consistently across the curriculum in line with the marking and assessment policy
- Display, and draw regular attention to the fortnightly literacy and numeracy focus
- Provide a dictionary/ thesaurus in the classroom and areas that students can access
- Have calculators and mathematics aids appropriate to their subject area
- Develop and use strategies to support the teaching of writing, speaking, listening, reading and numeracy skills
- To establish the reading requirements and writing styles the students will need to be familiar with, in order to succeed

- To use summative data in English to be familiar with the literacy and numeracy levels of students in their teaching groups, and match task and materials accordingly
- To ensure students with good levels of literacy and numeracy are provided with appropriately challenging tasks and materials
- To provide targeted literacy and numeracy interventions with either 1:1 or small groups for identified students
- To communicate with staff regarding students who have difficulties in literacy and numeracy

Skills Coaches

- To include strategies to promote literacy and numeracy in mentoring and form time
- To support students with their literacy and numeracy skills when completing college applications or any paperwork needed for their next steps
- Careers interviews to address speaking, listening, reading and writing

Senior Leadership Team

- To keep staff updated with literacy and numeracy initiatives in English and maths
- To support literacy and numeracy initiatives in all subjects and access effective resources to support delivery
- To suggest strategies to support the teaching of literacy and numeracy across the curriculum through coaching, peer observations and team teaching
- To initiate lesson based research and encourage the sharing of good practice within INSET/CPD sessions
- Literacy and numeracy policy monitored through work scrutiny, learning walks, lesson observations, summative data, progress data and learning environments
- Ensure the Examination Officer is aware of students who require access arrangements in their national and mock examinations

Impact

The effectiveness of our literacy and numeracy policy will be measured by how well our students develop knowledge and skills across the curriculum and, ultimately, how well they achieve. This may be reflected in results from national tests but also, in some cases, by the personal progress made by an individual. It will also be measured by how well staff develop their knowledge and skills in the workplace and implement this. Some key ways impact can be measured are:

- National exams including GCSE and Functional Skills English and maths results
- Analysis of targeted numeracy and literacy interventions
- Engagement with EP and access arrangements testing
- Student progress and attainment

- Confidence in oral communication based on speaking and listening activities
- Engagement of staff with online learning platforms to refine numeracy and literacy skills eg. BKSB
- Quality of staff literacy through evaluation and monitoring of academic reports, case studies, reporting and recording systems