



READING, WRITING, COMMUNICATION & MATHEMATICS POLICY

SLT responsible:	Assistant Principal (Learners with Additional Needs)
Last reviewed:	January 2018
Ratified by Governors:	n/a

Reading, Writing, Communication and Mathematics Policy

Rationale: We recognise that our students' attainment in literacy and numeracy are major factors in their capacity to learn in all subjects across the curriculum and that as such we all have responsibility for its robustly planned delivery. We recognise further that all teachers are teachers of literacy and numeracy and that they must be committed to developing RWCM skills in all students to help support learning and raise standards. In short we believe that:

- students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering.
- numeracy allows students to be proficient across the curriculum as it is an increasingly important aspect of a number of different subjects (e.g. science, geography, computer science)

Governors, leaders, managers and teachers will all ensure that explicitly planned literacy provision within the curriculum experience allows all students to be able to communicate effectively so that individual reading, writing, communication and numeracy (RWCM) should not act as a barrier to progress and attainment, regardless of background.

Audience: All stakeholders

Monitoring: The Governors and Principal will monitor this policy and ensure it is reviewed annually so that:

- both the whole school and departmental development plans have a clear focus on the delivery and monitoring of the RWCM agenda;
- delegated budgets and other funding streams are appropriately allocated as a resource for supporting the RWCM agenda;
- the school's self-evaluation procedures clearly demonstrate the impact of this policy on student literacy, underpinned by achievement and progress rates;
- learning and teaching strategies incorporate explicit literacy and numeracy opportunities to provide an equal opportunity for all students by identifying and meeting their diverse learning needs.

Procedures:

Across the curriculum

Students are taught in all subjects to express themselves accurately and with understanding. Students learn the technical and specialist vocabulary of individual subjects and how to use these words to excel. Students are taught the numeracy skills necessary for individual subjects and are given 20-minute numeracy challenge once a week.

Reading

We will aim to give students a level of literacy that will enable them to effectively meet the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading as texts become more demanding. In addition, we will work to encourage students to read for pleasure and to pick up the habits needed to become lifelong readers.

We will build on and share existing good practice, teaching student strategies to help them to:

- read with greater understanding;
- locate and use information;
- follow a process or argument;
- summarise, synthesise and adapt what they learn from their reading.

Writing

Students learn to use correct spelling and punctuation and to follow grammatical conventions. They learn to organise their writing in logical and coherent forms.

We will provide co-ordination across subjects to recognise and reinforce students' skills through:

- making connections between students' reading and writing;
- using the modelling process to make explicit to students *how* to write;
- being clear about audience and purpose;
- providing opportunities for a range of writing including extended writing.

Communication

We will teach students to use language precisely and coherently. They should be able to listen to others and to respond and build on their ideas and views constructively.

We will use strategies to teach students how to:

- participate orally in groups and in the whole class;
- use talk to develop and clarify ideas;
- identify the main points to arise from a discussion;
- listen for a specific purpose;
- discuss and evaluate.

Mathematics

We will encourage students to have a positive attitude towards problem-solving. Students will learn to explain their thinking clearly and using appropriate mathematical language and notation.

We will provide an opportunity to do this through a weekly "Number Time" challenge. The Mathematics department will provide support to staff in completing this; support and guidance on how to implement numeracy in different subject areas is also available in order for all staff to use common vocabulary and techniques.

Level of challenge

Students are entitled to our highest expectations and support. Some will need additional support with literacy and numeracy development and others will need to be challenged and extended. This will be reflected in both teacher planning and practising and through provision within departmental SOW, such as statistical analysis in geography.

English as an Additional Language (EAL)

Our EAL students need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. Targeted support from a specialist teacher in the use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context.

Special Education Needs (SEN)

All students with special educational needs are thoroughly supported in their learning and provided with challenges matched to their needs. Students with SEN with specific learning difficulties in the area of RWCM will be identified through a combination of KS2 data and a robust system of teacher assessment. They will be targeted with personalised intervention. This will enable them to progress at expected or better than expected rates.

Procedures and responsibilities

1. The Senior Leadership team will:

- provide a curriculum structure that supports the RWCM agenda;
- provide resources to enable the school RWCM objectives to be realised;
- develop a culture of thoughtful and effective provision at all levels, which sets the standards of expectation for staff, students and parents.
- provide the rationale for all staff accountability for providing support in the delivery of the RWCM agenda;
- provide the structure to monitor and evaluate the impact of the RWCM agenda on student progress and attainment;
- organise opportunities for professional development in RWCM provision, monitoring and intervention;
- promote parental involvement in literacy development through information sharing, parental engagement, study skills information and appropriate use of ICT;
- monitor the departmental implementation of the whole school marking policy with regard to specific literacy objectives, linked with the S.I.R. approach;
- monitor the use of key words as part of the lesson aims and objectives;
- monitor that lesson plans have explicit RWCM opportunities embedded in them;
- monitor that all departments have explicit RWCM opportunities embedded in their SOW;
- ensure dedicated curriculum time provides opportunity for development of RWCM skills for all of Year 7, all of Year 8 and 9C, and 10C classes;
- review the RWCM Policy regularly.

2. In conjunction with the DOL for English, the RWC lead teacher will ensure that:

- a forum is maintained to work on RWCM provision and share good practice;
- each department will have an RWCM lead who will in turn lead RWCM in their own department area;
- all staff are provided with up to date, accurate student reading ages in marksheets;
- all staff are provided with a literacy toolkit of generic support strategies for teaching RWCM at classroom level;

- train staff in the teaching of RWCM lessons to support learning in all subject areas;
- develop differentiated, well-resourced RWCM schemes of work across the year groups for RWCM lessons;
- the Accelerated Reader scheme supports progress in the reading ability for all of Year 7, all of Year 8 and 9C, and 10C classes.
- develop year 7 and 8 focus areas regarding numeracy and literacy across the curriculum
- staff are provided with CPD to enable them to deliver RWCM skills and knowledge needed

3. DOLs will:

- provide an appropriate SOW with RWCM opportunities to meet the needs of all learners' literacy and numeracy requirements;
- provide good practice as a model to encourage and inspire a range of literacy teaching styles to meet the needs of a range of students;
- identify areas of good practice in delivering effective RWCM in the classroom and ensure this is shared to help develop others;
- monitor and evaluate the impact of literacy and numeracy provision on student progress through quality assurance procedures. The progress of all students will be tracked and intervention strategies implemented to support expected or better than expected progress;
- ensure that all teaching staff in their department have a robust and reliable understanding of RWCM strategies and their implementation at classroom level;
- use student tracking data to plan curriculum activities and support personalised approaches to the provision of RWCM opportunities;
- ensure that school policies on RWCM, spelling and marking are adhered to in their areas of responsibility / subjects;
- ensure that literacy forms part of the RAP plan for all departments;
- ensure that all relevant subject specific key words for topics and examination command words are displayed and used in all classrooms in the area / subject.

4. Literacy Support Teachers will:

- monitor and support student progress in literacy through the use of tracking data;
- identify individuals and groups of students for additional literacy support and other intervention strategies;
- support literacy CPD through awareness of classroom strategies to meet the needs of individual or groups of students;
- encourage students to participate in literacy based learning activities through extended school activities and alternative curriculum activities;
- support classroom teachers by encouraging a literacy and numeracy focus by individual students to help them enjoy and achieve on a consistent level.

5. Subject teachers will:

- use literacy and numeracy data to assist the planning of lessons to meet the needs of all pupils and groups of pupils to ensure that knowledge development of literacy is targeted and secure;
- plan and deliver lessons that make use of RWCM strategies and student self assessment including using end of unit key word lists in order to support a student's understanding of their own literacy development and how to improve;
- create a classroom environment which supports the RWCM agenda and encourages active participation in lessons through subject specific word walls and through examination question command words;

- set and assess appropriate extended learning activities that have explicit literacy references;
- use explicitly referenced key words as part of every lesson alongside the aims and objectives;
- employ the use of technology to engage students in literacy development, make appropriate use of ICT to allow students to develop their RWCM skills;
- refer to the whole-school and department-specific “Words of the Week” in every lesson;
- ensure Literacy Marking policy is displayed in every classroom and stuck in every book;
- use consistent strategies across the curriculum to support extended writing;
- use consistent strategies across the curriculum around the use of the following words: explain, persuade, advise, analyse, describe, discuss, evaluate.
- use consistent strategies across the curriculum to support key mathematical functions

6. Parents/carers will:

- encourage their children to value and expand their RWCM skills within and beyond their work in HCC.
- be regularly given updates regarding their children’s reading age and level.
- support their children reading for pleasure at home.

7. Students will:

- bring a book to school each day to engage in Drop Everything and Read;
- independently use literacy support strategies displayed in the classroom environment to support their learning;
- focus on RWCM skills as a key driver to improving progress;
- respond in full sentences at every opportunity both verbally and in written form.

8. Sixth Form:

- DEAR does not run in Sixth Form lessons. Instead the “flipped teaching approach” will support the development of Sixth Form students in extended reading.
- Words of the Week that are shared with lower school students will not apply to Sixth Form. However, teaching rooms used for Sixth Form lessons will have word walls made up of key words that will be used regularly.
- The Sixth Form will follow the whole college literacy marking policy (see Assessment Policy).
- Teachers of Sixth Form will focus on developing extended writing via exam question response.