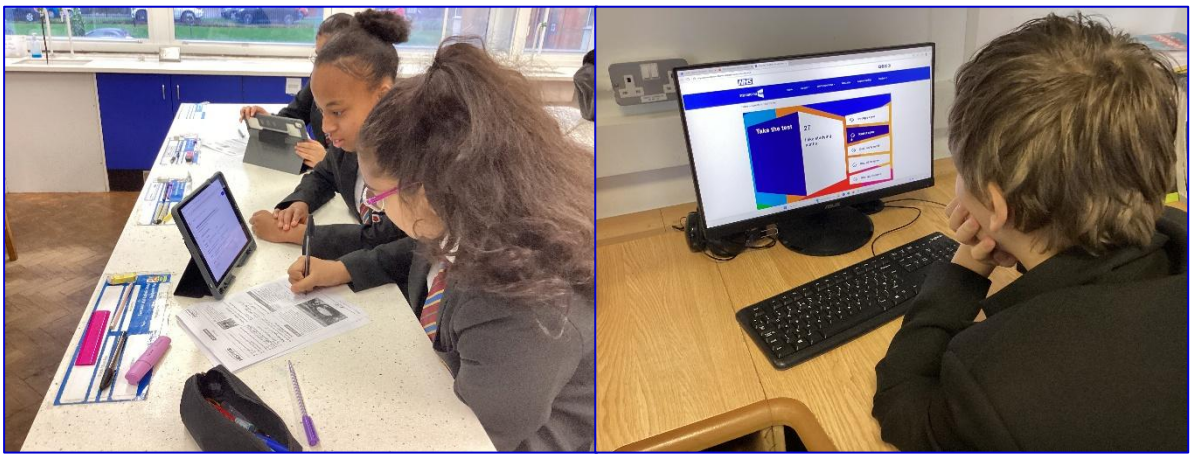
Saint John Wall Catholic School
A Catholic School For All

Mission Statement
'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Whole School Literacy and Numeracy Policy 2026 - 2027

"The house that King Solomon built for the Lord was sixty cubits long, twenty cubits wide, and thirty cubits high."
1 Kings 6:2-3

JUNE Ofsted Good Provider 2023

February Catholic Schools Inspectorate Report 'Good' 2024

Rationale

Good literacy and numeracy skills enable pupils to access the curriculum more effectively and are a strong predictor of academic success. Pupils will gain confidence as these skills improve; they will become increasingly effective learners, perform better in examinations and ultimately, will be more attractive to potential employers and also active citizens; well prepared for the next stage of education, employment or training.

Roles and Responsibilities

All teachers are teachers of literacy and numeracy; as such, teachers will plan and teach literacy and numeracy skills, in line with the Teaching and Learning Policy.

Literacy

The school's literacy priorities are:

- Develop pupils' oracy through structured talk
- Teachers model high quality spoken and written communication
- Reading widely and often. Reading is prioritised via ERIC (Everyone Reads in Class)
- Pupils are provided with the opportunity to access academic reading texts
- Tier Two vocabulary is prioritised to develops pupils' cross-curricular thinking, application of knowledge across subject disciplines, as well as strengthening pupils' academic ability for examinations
- Disciplinary Literacy which focuses on *subject* specific reading, writing, speaking and listening

- Teachers will guide pupils to improve targeted literacy skills, in particular enabling pupils to acquire a wide vocabulary that builds knowledge and provides the basis for subsequent learning. Teachers should promote and model different types of reading explicitly taught to pupils (e.g. skimming and scanning, summary, comprehension, analysis etc.).
- Teachers prioritise reading and encourage the use of standard English in written and verbal communication with correct use of grammar and punctuation. Subjects should expose pupils to academic reading texts from a wide range of diverse genres, and support pupils with strategies to enable them to decode new and unfamiliar words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which pupils are unlikely to encounter in everyday speech; be expected to use and spell them correctly.
- **Oracy**: Teachers have an excellent knowledge of what constitutes high-quality, accountable talk to support pupils' effectively across the curriculum with developing oracy. Teachers should provide opportunities for discussion and debate and provide feedback to develop pupils' oracy skills. This should be evident through department curriculum planning to show how progression of pupil reasoning through talk is developed.

GOSSIP - The school's expectations for developing clear written communication, marking, and proofreading work.

Marking for literacy
G rammar – *Read work and change the words that have been used incorrectly*.
O rganisation – *Put // where you need to use a new paragraph because of a change in topic, person, place or time.*
S entences – *Vary your sentences to include simple, compound or complex sentences.*
Sp elling – *Correct your spelling 3 times.*
I nteresting vocabulary - *Choose another word or phrase so that it is more interesting (Tier 2) / subject specific (Tier 3).*
P unctuation – *Add correct punctuation to your work for example: ! ? : ; .*

Numeracy

Teachers and support staff will provide opportunities to improve pupils' ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment, and adult life. This should include the vocabulary and spelling definitions of Mathematics subject specific terminology. Staff should encourage the use of standardised approaches to numeracy skills and will ensure that pupils are aware of the numeracy focus of a lesson, homework, or assessment.

The school's numeracy priorities are to enhance numeracy and implement strategies, with a particular focus on developing pupils:

- confidence and competence in mathematics
- ability to understand the importance of mathematics in everyday life
- ability to solve problems through decision-making and reasoning in a range of contexts including real-life scenarios
- practical understanding of the ways in which information is gathered and presented
- develop pupils' independence so that they can plan, monitor, and evaluate their mathematical thinking
- ability to apply mathematic knowledge and skills across the curriculum, in the following subjects:

Subject	**Mathematical content**
Computer Science and Enterprise	Pupils are expected to collect and classify data, enter values into data handling software, produce graphs/tables, interpret, and explain their results. Spreadsheets require algebraic, graphical skills involving constructing formulae, generating sequences, functions, and graphs. Pupils also apply mathematical skills to financial problems.
Design & Technology/Catering	Measurements are often needed in technology and construction which are based on spatial ideas, properties of shape, including symmetry. Design may need enlarging or reducing, introducing ideas of multiplication, scale, and ratio. The preparation of food involves measurement, timing and calculating cost which uses ratio and proportion.
Geography	Pupils apply mathematical knowledge for statistical enquiries involving primary/secondary data, interpretation of graphs, charts, and tables. Pupils use problem solving skills in real-life contexts such as the study of maps involving co-ordinates, angle, direction, position, scale, and ratio.

PE	Athletic activities use measurement of height, distance, time, data logging devices to quantify, explore, and improve performance. Ideas of counting, time, symmetry, movement, position, direction is used in athletics and competitive games.
Science	Scientific investigation and experiments require our pupils to use one or more of the mathematics skills of classifying, counting measuring, calculating, estimating, and recording in tables and graphs.

Cross Curricular Mapping

Curriculum alignment and coherence is paramount to pupils' application of mathematical knowledge and skill across the curriculum. To ensure a standardised approach to numeracy, and to maximise pupil achievement, the Maths department will initiate the sequence of learning, and this will be subject to curriculum review at least annually by all the aforementioned departments.

Although not imperative, other subjects may consider numeracy opportunities or links to further improve the implementation of the curriculum, they are:

Other subjects	**Mathematical opportunities/links**
Art	Symmetry, paint mixtures as a ratio.
English	Builds conceptual understanding.
History	Timelines, sequencing events.
MFL	Dates, counting in other languages.
Music	Sequencing, time signatures and rhythm.
RE	Interpretation/comparison of data from secondary sources, i.e., UK census data on religious observance.

Numeracy & Literacy

Similar language/words that are common across the curriculum, may have a different meaning in maths, leading to misconceptions in knowledge and understanding in problem solving questions (see table below). Using 'word of the week' and the Frayer Model, will further strengthen our pupils' understanding and numeracy application so that maths terminology can be used accurately.

e.g.	**Mathematics interpretation**	**Other interpretation**
Evaluate	Work out the numerical value	Consider evidence for and against
Compare	Use <, = or > to compare two values	Describe similarities and differences
Simplify	Collect terms or cancel down	Explain using less complex language
Translate	Move a shape laterally with no rotation or reflection	Write in a different language
Similar	Two or more shapes with the same angles and sides in proportion	Having some properties in common
Product	The result of a multiplication	An item
Function:	mapping in mathematics	A "feature" a "purpose"
Root	A point where a function is zero	Vegetable or a source of something

Inclusive book statement

- Parental Involvement: Parents are encouraged to be involved in their children's reading choices. Information about available books, including those with LGBTQ content, is shared with parents to foster open communication as and when the need arises.
- RSE Guidance Compliance: The selection of books aligns with the Relationships and Sex Education (RSE) guidance, ensuring that materials support the school's educational goals and moral framework.

Ratified by Governors: 12/10/2026
Review Date: 12/10/2027
(This policy will remain in force beyond the review date if no updates are required)