



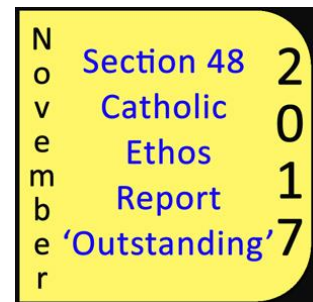
Saint John Wall Catholic School

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

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



Rationale

Good literacy and numeracy skills enable pupils to access the curriculum more effectively and is 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 not only be more attractive to potential employers but also active citizens; well prepared for the next stage of education, employment or training.

Expectations

Literacy: Teachers and support staff will provide guidance for pupils as to how to improve targeted literacy skills, in particular enabling pupils to acquire a wide vocabulary to build knowledge and subsequent learning. Staff should prioritise reading and encourage the use of Standard English in written and verbal communication with correct use of grammar and punctuation. Staff will ensure that pupils are aware of the literacy focus of a lesson, piece of homework or assessment. 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. Staff are expected to model high quality talk to develop pupils' skills of communication to improve reading and writing outcomes.

Numeracy: Teachers and support staff will provide opportunities for pupils to improve targeted numeracy skills. Staff should encourage the use of standardized approaches to numeracy skills and will ensure that pupils are aware of the numeracy focus of a lesson, piece of homework or assessment. Pupils should be aware of the application of numeracy for specific subjects.

Roles and Responsibilities

In line with the Teaching and Learning Policy for 2019 – 2020, teachers will plan and teach literacy and numeracy skills as part of each lesson either delivered as an integral part of the subject or as an 'add on' at the start or end of the lesson. Where possible, both literacy and numeracy skills will be developed across the curriculum but as a minimum, the following subjects will focus on the following skills.

Numeracy knowledge and skills	Literacy knowledge and skills
<ol style="list-style-type: none"> 1. Vocabulary and spelling – including definitions of Maths subject specific terminology. 2. Students will regularly practise times tables. 3. Opportunities for mental maths (working out in their heads before using a calculator). 4. Key skills – tables/ graphs/ reading scales/ units/ MMR/ standard forms/ SF & DP/ symbols/ equations/ shapes/ measures. 5. Problem solving and misconceptions. 	<ol style="list-style-type: none"> 1. Vocabulary which builds a body of knowledge within subjects and transferrable across the curriculum. 2. Exposure to reading texts from a wide range of diverse genres. 3. Different types of reading explicitly taught to students (e.g. skimming and scanning, retrieval, summary, comprehension, analysis etc.). 4. Strategies taught to enable students to decode new and unfamiliar words. 5. Spellings for subject/unit specific words along with their accompanied meanings. 6. Spoken language – students will be required, wherever possible, to speak in full sentences and using Standard English.
Subjects with a numeracy priority focus	Subjects with a literacy priority focus
Maths, Science, Geography, Music, PE, Business Studies, ICT, Food and Catering, Engineering	RS, English, History, MFL, Media, Art, Health and Social Care, Children’s Play, Travel and Tourism

Pupils will write L or N in the margin of their exercise book to indicate an activity with a specific Literacy or numeracy focus.

Marking Symbols

Sp	Spelling mistake
//	New paragraph needed.
^	A word missing – the word could be added by the teacher or used as part of the closing the gap activity.
QWC	Quality of written communication needs to improve
P	Punctuation mistake

Literacy focus of the week –Tier 2 vocabulary to enable pupils to understand examination vocabulary with increased confidence.

GOSSIP – Expectations for developing clear written communication

- G – Grammar
- O – Organisation
- S – Sentences
- S - Spelling
- I – Interesting vocabulary
- P – Punctuation

Ratified by Governors: 02/10/2019

Review Date: 02/10/2022

(This policy will remain in force beyond the review date if no updates are required)