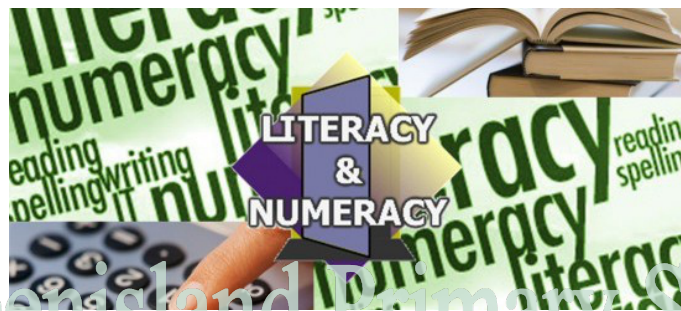




Joint Literacy and Numeracy Policy



Greenisland Primary School
Greenisland Primary School

Update due Sept 24



Introduction



Count, Read: Succeed
A Strategy to
Improve Outcomes in
Literacy and Numeracy

This policy is based on the Department of Education's 'Count Read: Succeed' strategy to improve outcomes in Literacy and Numeracy. It is set in the context of 'Every School a Good School'.

Purpose

Greenisland Primary School hopes that this policy will, “ensure that every learner fulfils his or her full potential at each stage of their development.” *Department of Education 2011.*

Our central purpose is to ensure our pupils develop the necessary literacy and numeracy skills to succeed at school, in life and at work. We aim to provide a firm foundation in these skills during their time in our school. We want our pupils to be competent in reading, writing, talking and listening and in using mathematics. This will be achieved through a consistency of approach, a shared understanding of standards and a desire to address under achievement.

Definitions

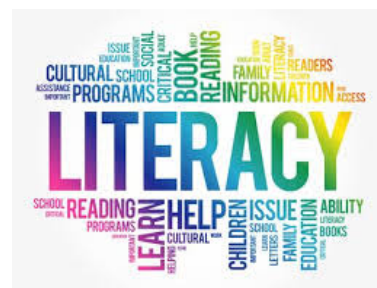
Literacy is the ability to read and use written information and to write appropriately and legibly, taking account of different purposes, contexts, conventions and audiences. It involves the development of:

- An integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum.
- Knowledge that allows a speaker, writer and reader to use language appropriate to different social situations.
- Formal and informal language across all areas of social interaction.
- The ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material.

In this policy the term literacy is used in a wide and inclusive way. The appropriate application of the term will vary with context. It can include ‘Language and Literacy’ when considering the Northern Ireland Curriculum, as well as the cross-curricular skill of Communication.

Guiding Principles

Principles specific to Literacy



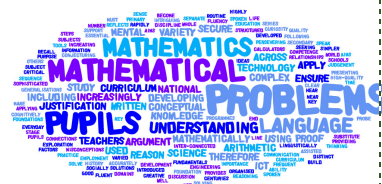
In Greenisland PS we believe it is important:

- to develop a positive attitude to literacy and communication as an enjoyable and interesting subject from the Foundation Stage through to the end of Key Stage 2;
- to enable pupils to communicate meaning in spoken language with increasing confidence and clarity, matching style and response to purpose and audience;
- children have opportunity to 'perform' for their peers and on occasion the wider community to develop skills and confidence in their communication;
- to develop pupils' listening and interpretation skills and to foster respect for the views of others;
- to develop pupils' ability to read, understand and engage with a variety of texts for enjoyment and learning;
- to enable pupils to communicate using written language effectively making and shaping text appropriately according to context, reader or audience;
- children should have opportunities to see adults (teachers) explicitly modelling, talking and listening, reading and writing for a variety of purposes and in real situations;
- children see clearly the purposes of talking and listening, reading and writing so that they can adopt goals for themselves;
- that the conventions of spelling, grammar and handwriting should be taught by example and through purposeful guided practice.

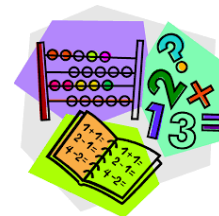
Through the literacy experiences provided we want children to develop a sense of wonder, a love for language, the habit of reading for pleasure and build their imagination, initiative and flexibility of mind.

Numeracy is the ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life. It involves the development of:

- An understanding of key mathematical concepts and their inter-connectedness;
- Appropriate reasoning and problem-solving skills;
- The proficient and appropriate use of methods and procedures (formal and informal, mental and written);
- Active participation in the exploration of mathematical ideas and models.



In this policy the term numeracy is used in a wide and inclusive way. The appropriate application of the term will vary with context. It can include 'Mathematics and Numeracy' when considering the Northern Ireland Curriculum, as well as the cross-curricular skill of Using Mathematics.



Principles specific to numeracy

In Greenisland PS we believe it is important:

- to develop a positive attitude to numeracy and using mathematics as an enjoyable and interesting subject from the Foundation Stage through to the end of Key Stage 2;
- to enable all pupils to experience success and pleasure through practical activities;
- to make our pupils aware of the importance of mathematics in everyday life;
- to develop the pupils' ability to think logically with confidence and independence of thought;
- to foster in the pupils an understanding of mathematics through a process of enquiry and experiment;
- that pupils apply mathematical concepts and skills with speed and accuracy;
- to encourage the pupils to express mathematical ideas fluently and in his/her own language, from their earliest days at school;
- to help develop an understanding of mathematics, through a wide variety of activities and resources;
- to foster an appreciation of mathematical pattern, the ability to identify relationships and the skill of interpreting and recording mathematical data;

Through mathematical activities, pupils should become aware of the fascination of Mathematics and develop imagination, initiative and flexibility of mind.

Practices



To support pupils' development of literacy and numeracy we in Greenisland Primary agree the following practices:

A. All the staff have high expectations of all pupils;

we will meet this requirement by:

- Rigorous analysis of PTE and PTM results against NRIT and under-achievers identified.
- Benchmarking.
- Discussion of data results with whole staff.
- Assessment Manager used by Key Stage 1 & 2 staff to track pupil progress.
- Differentiated teaching in classrooms/homework/planners.
- Ensure children know how to improve. (Marking for improvement and target setting.)
- Passing on Year Group Record and Class Analysis Sheets and targets to next teacher.
- Celebrations of pupil achievements and improvements.

B. The school has a written policy making clear that the development and promotion of literacy and numeracy are whole school priorities;

- The policy is reviewed on a two-yearly cycle.
- The policy clarifies for staff all roles and responsibilities in meeting the requirements.

C. There is a culture of accountability for literacy and numeracy outcomes at Senior Management Team level and throughout the school;

- Literacy and Numeracy co-ordinators are members of SLT.
- Literacy and Numeracy action plans are created, reviewed and reported on annually.
- All teachers take responsibility for the progress of all children in their class.
- Board of Governors are aware of targets and informed of achievements by the literacy and numeracy coordinators at the beginning and end of the academic year.

D. The School Development Plan has baseline positions, clear outcomes, annual SMART targets for literacy and numeracy, linked to action plans setting out the strategies that will deliver the intended improvements;

- Literacy and Numeracy both on SDP.
- SDP targets shared with staff and governors.
- Clear Action Plans for Literacy and Numeracy shared with staff/Gov.
- SDP evaluated at intervals.
- Focus for the year in Literacy and Numeracy is linked to PRSD.
- B of G involved in evaluating (via Curriculum Committee).
- Literacy and numeracy are priorities and are seen as essential parts of school strategic planning. They are the threads running through all aspects of the work of the school.



E. Every teacher has annually reviewed development objectives, linked to the School Development Plan (particularly, where appropriate, the literacy and numeracy targets);

- Class and individual pupil targets (for under-achieving children) in Literacy and Numeracy are set and evaluated each year.

F. Teachers undertake robust tracking and monitoring of pupils' work with a particular focus on literacy and numeracy, using statutory and other assessment tools alongside their own professional judgement;

- PTE/PTM Assessment analysed, and feedback given by Assessment Team
- Assessment Manager used by Key Stage 1&2 staff (traffic light system understood by all).
- IEP's drawn up by teachers and reviewed regularly.
- Class and pupil records passed between classes with under/low-achieving children identified.
- SEN teacher and class teacher work together.
- Guided reading records are used to plan for differentiation.
- SWST and NGRT used in Oct and May to monitor spelling and reading progress.

G. In conjunction with the Literacy and Numeracy Co-ordinators, there are opportunities for teachers to share and learn from good practice;

- There is a supportive environment/ethos.
- Year Group Teachers plan together.
- Dissemination to staff after courses attended.
- Teachers sharing resources and best practice.
- Displays used to share good practice including a whole school 'investigation' board for numeracy.
- Public Folder used to share resources.
- Photographic displays in class/ corridor/website/ twitter/ TV Screen celebrating success.
- Key Stage and whole staff meetings highlighting best practice and implementing the SDP.
- Literacy/numeracy observations. (Covid permitting)
- Regular 'Book Looks' of literacy and numeracy.

H. Arrangements, including for pastoral support and special educational needs, are in place to provide support as early as possible to pupils that need additional help;

- Induction Day for P1 parents. (Zoom during Covid)
- Transition support for P7 pupils/parents.
- Reading Together Partners with trained Classroom Assistants. (Covid permitting)
- Circle Time.
- Identify target children (low and under achievers).
- SENCO and SEN teacher supporting teachers.
- Buddy System in P1/P2 playground (Covid halted) and Friendship Stop in both playgrounds.
- IEPs are detailed and reviewed with parents as appropriate.
- Parental involvement.
- Intervening at point of need.

- Links with all support agencies e.g. LTSS, ASD service, Ed. Psychology, Speech and Language service, behavioural support.



I. The school develops effective links with the families and community it serves;

- School Website/Facebook/Twitter/ Learning platforms of Purple Mash and IXL includes literacy and numeracy work.
- School calendar of events.
- Pupils celebrate World Book Day, World Maths Day (Mathletics challenge) Roald Dahl's Birthday, World Poetry Day.
- Information evenings organised for parents, i.e. Phonics or decomposition sessions.
- Banking institutions delivering financial literacy sessions across KS1 and KS2.
- Parent interview sessions twice a year.
- Careers talks from parents for P7 pupils.
- Parents attend IEP discussion with SENCO.
- Up to date information on homework procedure for each year group detailed each September.
- Family literacy events promoting a love of reading (Males and Tales).
- Connections with the local university and other schools to share best practice.
- School events promoted in local press.
- Annual Book Fair welcoming families and community.

COVID PERMITTING – ZOOM/recorded session used where possible.



J. In primary schools, there is a systematic programme of high-quality phonics.

- Phonological awareness programme developed for P1 –P4 (Jolly Phonics)
- Jolly Grammar and Spelling programme used in P3- P7.
- All Foundation Stage and Key Stage 1 teachers familiar with this progression and of resources to support it.
- 'Sounds' tests carried out in Foundation Stage.
- IWB used for Jolly Phonics cd and DVD resources, Jolly Phonics app on ipad.
- Parents informed and invited to Jolly Phonics workshop.
- Training/refresher training for all staff provided regularly



K. The school has established a more investigative approach to mathematics.

- Increased focus on exploration and processes, rather than an end product.

- A priority being placed on HOW and WHY certain methods are employed in ‘Using Mathematics’ as opposed to a sole focus on knowledge and content.
- The teacher having the confidence to step back in lessons and resisting the temptation to explain every aspect of a child’s independent work.
- Children being encouraged to try things in different ways and justify various methods of reaching a solution.
- The importance of open-ended questioning is crucial.
- Plenty of opportunities for paired/team approach to tasks.
- Emphasis on real-life scenarios being provided to the children in lessons.
- An awareness that mistakes are very much part of the learning process and that risks should be taken in tasks.

The central role of teachers in supporting pupils’ development of literacy and numeracy.

Teachers, with appropriate support, have the central role in raising standards in literacy and numeracy to ensure that every child fulfils her or his potential, including by identifying and addressing underachievement quickly and in a systematic way.



Every School a Good School – a policy for school improvement identifies actions that will be taken to support high-quality teaching and learning and these will support the delivery of this strategy.

The five things that Greenisland Primary teachers will do to raise standards in literacy and numeracy are, in order:

1. Provide high-quality teaching for all pupils;

- having high expectations for all pupils and sharing these with pupils and their parents;
- employing effective, high-quality classroom teaching practice;
- undertaking robust tracking and monitoring of pupils’ progress, in particular to identify quickly any emerging underachievement; and
- engaging with, and reporting to parents, including through the annual pupil report.
- thoughtful planning and self-evaluation, plus reflection afterwards allows teachers to consider their own work and the outcomes of individual pupils.
- emphasising the role of the teacher as facilitator, model, monitor and assessor as well as being the expert in the room.

Teachers will employ a range of approaches to develop learning:

- whole class teaching
- explanation
- collaborative work in (mixed ability, mixed gender, ability, friendship) groups



- work in pairs
- individual, autonomous learning
- teacher/pupil or assistant teacher tutelage
- circle time /talk time
- field trips and visits*
- demonstration
- inviting expert visitors*
- practical activities
- low stakes whiteboard activities to practise concepts
- drama techniques
- structured play
- outdoor learning / play
- questioning
- thinking time and use of Think, Pair, Share
- agree success criteria with pupils through WALT or LI and WILF or SC
- marking for improvement, regular use of 2 stars and a wish
- opportunities for self and peer assessment and other Assessment for Learning strategies (Linked with Assessment policy)

*Covid permitting

In planning schemes of lessons, teachers will promote learning that is

- linked to existing skills and knowledge
- meaningful and realistic
- rooted in real-world contexts, e.g. financial capabilities
- progressive
- interesting and enjoyable
- carefully differentiated
- a balance of both support and challenge
- appropriately shallow, deep and profound
- a development from experience to reflection and then to creativity
- accessible to children with different abilities and strengths/challenges
- based on the full range of intelligences
- social and develops interdependence
- valuable in childhood (as well as preparatory for adulthood)
- a development from gathering information to its interpretation and then to application
- involving decision-making
- independent, encouraging a ‘have a go’ attitude
- both pragmatic and imaginative
- encouraging the development of inferential skills
- able to offer opportunities for assessment for learning
- designed to encourage risk taking and make use of trial-and-error approach.



High-quality teaching, with high expectations of success and effective use of data, will enable the majority of young people to achieve good standards of literacy and numeracy and fulfil their potential. However, there will be occasions where further intervention and support is needed for those young people identified through robust tracking and monitoring as underachieving.

Where a pupil is considered to be underachieving the next steps that need to be taken are set out below.

2. Addressing emerging underachievement: by the class or subject teacher

The class or subject teacher should monitor for, identify and address underachievement as soon as it begins to emerge by:

- identifying those pupils who are failing to fulfil their potential through classroom observation, assessment of pupils' outcomes and robust tracking of progress; and
- intervening to provide support to address emerging underachievement as soon as possible after a pupil of any age begins to experience difficulties with her or his learning.

The class or subject teacher will decide on the appropriate form of support, involving the pupil and their parents where appropriate. Support might take various forms, including group-based or individual intervention. In all cases the teacher will set targets and identify actions to meet the needs of each pupil requiring additional support.

This support for the pupil should be time-bound and reviewed against the original targets. Support will normally be provided from within the resources already available.

3. Address continuing underachievement with support from other staff in the school;

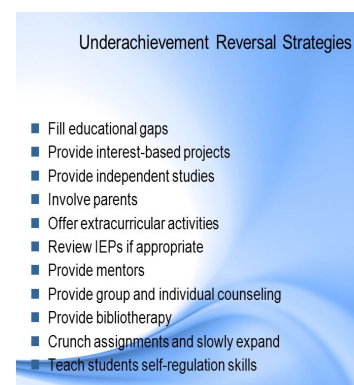
Pupils who continue to underachieve and experience difficulties with their learning should receive additional support from within the school. Class or subject teachers may decide to seek additional support from within the school when, for example:

- after several cycles of review and support the pupil is still underachieving;
- the extent of the underachievement has increased; or
- there has been an increase in the degree of special educational or pastoral needs of the pupil.



Once a pupil has been identified as making insufficient progress despite receiving additional in-class support, the teacher should:

- seek help in the intervention process from within the school; and
- review, together with their colleague(s) within the school providing the additional assistance, the actions that will be taken to support the pupil and the associated targets.



The identity of the other staff to assist the teacher will be a matter for the school to decide and could include:

- the literacy or numeracy co-ordinator;
- the school's SEN Co-ordinator or other SEN support staff;
- the principal, vice-principal, or a member of the school's Senior Management Team.

The support to be provided for the pupil will be time-bound and reviewed at the end of the process. It is for the teacher, working with the other school staff that is providing support and involving the pupil and their parents, where appropriate, to decide the nature, and number of cycles, of support and review.

A successful outcome is when monitoring and evaluation of progress shows that the pupil is performing at a level consistent with her or his potential.

Addressing continuing underachievement (with external help): by the class or subject teacher with support from outside the school;

Support by the class or subject teacher may be continued or adapted after the review process and more than one approach may be deployed. The teacher, working with the other school staff that are providing support, should seek help from outside the school if the pupil continues to underachieve.

To arrive at the decision that the teacher would benefit from external support to meet the needs of the pupil, the school must be satisfied that the pupil:

- has received appropriate on-going support from within the school; and
- is continuing to underachieve against the targets set.

4. Address continuing underachievement with support from outside the school;

To arrive at the decision that the teacher would benefit from external support to meet the needs of the pupil, the school must be satisfied that the pupil:

- has received appropriate on-going support from within the school; and
- is continuing to underachieve against the targets set.

5. Meet the needs of pupils after a non-statutory assessment through the SEN framework.

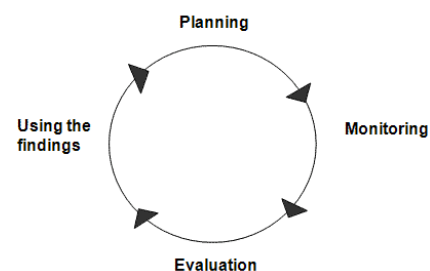
A non-statutory assessment (at Stage 3 of the Code) will identify any external support and resources required for the pupil, in addition to the school-based provision already in place.

The class or subject teacher, supported by the school leadership team, will continue to be responsible for meeting the pupil's needs.

Monitoring and Evaluation of Literacy and Numeracy

The evaluation of teaching and learning includes;

- Monitoring teachers' plans
- Children's records and samples of work through Book Looks
- Teacher assessments and class tests
- Evaluating PTE/PTM assessments
- Interviews with teachers and pupils
- Key Stage Meetings / Staff Meetings / Team Meetings
- Carry out observations and report back to colleagues
- Feedback to colleagues.



Role of the Co-ordinator

- Agree focus for curricular development of literacy and numeracy.
- Complete Action Plans and final review.
- Meet with SLT to present Action Plan as part of SDP.
- Share yearly Action Plans with BOG and review.
- Share yearly Action Plans with whole staff.
- Test for and organise Reading Together support for identified children.
- Provide guidance/training for classroom assistants in Reading Together.
- Analyse data and liaise with class teachers to identify underachieving children for numeracy withdrawal. Provide guidance to other teachers who are part of the intervention.
- Carry out classroom observations and report back to colleagues.
- Report back PTE /PTM analysis to whole staff and individual teachers.
- Organise events to promote Literacy and Numeracy
- Sampling of children's work and feedback to staff.
- Displaying best practice in numeracy investigations/whole school themes.
- Regular literacy displays.
- Participating in subject clusters with coordinators from other schools.
- Assist staff in administering PTE/PTM and using Assessment Manager.
- Attend courses and disseminate best practice.
- Keep up to date with recent curriculum innovations and relevant research and advise colleagues appropriately.
- Provide leadership, example and direction in sharing good practice.



Review date for Joint Literacy and Numeracy Policy

September 2023

