NORBURY HIGH SCHOOL *for* GIRLS

Literacy and Numeracy Policy

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Staff resp. for review: **COD/KUN/SENDco**

Numeracy Policy Updated on 06/07/26 by KUN

Literacy Policy Updated on 03/07/2026 by COD

Norbury High School for Girls

Cross-curricular Literacy and Numeracy Policy (including library information)

The Importance of Literacy

- Literacy, by definition, refers to reading, writing, speaking and listening skills
- All Norbury High students have the right to develop an appropriate level of literacy; literacy gives our students greater power to engage in society; it has a direct impact on their achievement and is critical in terms of assessment; the development of literacy skills is therefore a whole college and cross-curricular responsibility; ICT is an important aspect of literacy; this includes reading from the screen, word processing and desktop publishing
- A literacy team (which comprises of whole school literacy coordinator and the library manager) meets regularly to promote reading and literacy across the college

Reading

The culture within the school encourages and supports sustained reading of texts:

- Students are encouraged to read their own books in Literacy lessons as well as in form times
- All year 7, 8 and 9 students do a Bedrock reading test to support and track their reading ages at the start of the year at Norbury High. This will be subsequently tested on a termly basis to track their reading progress
- All year 7 and year 8 students are enrolled in Bedrock Vocabulary, an application designed to support literacy and academic vocabulary which underpins all subjects at Norbury High
- The library has an area that is designated for quiet and comfortable reading and for set times of the day
- Two designated *reading rooms* for quiet reading are provided to students in KS3 and KS4
- Members of staff act as role models, discussing their reading with students, and publicise books they have enjoyed and used for research; staff are encouraged to display the Norbury High ‘Mr/Ms is reading’ poster on their classroom/office doors sharing their current reading books with students as well as incorporate email signatures that state what they are currently reading

- Members of staff aware of and monitor the level of reading material employed in their lessons

Writing

Writing is encouraged which is grammatically and technically accurate and shows critical consideration and understanding. In order to encourage such writing:

- Members of staff actively praise and reward written work which meets these standards and good writing is celebrated in displays
- Students write for a range of purposes; where appropriate reflective discussion of written work takes place
- Staff focus on spelling, punctuation and grammar, according to the whole school marking policy (this is included in all student and teacher planners; it is also displayed in classrooms)
- Year 7 & 8 Literacy lessons will focus on developing more accuracy in punctuation and grammar.

Speaking and Listening

- Students are taught to recognise, understand, use standard English for appropriate effect and impact
- Students are encouraged to listen sensitively to others and contribute to paired, group and class discussion, as well as participating in presentations to the class or year group

Approaches to Develop Literacy

To develop literacy, students are given the basic skills necessary to access texts. Students are identified and developed as follows

- All Key Stage 3 (KS3) students are tested using the Bedrock system upon entry to ascertain individual reading and spelling ages; this information is made available to all teaching staff. The Literacy Coordinator will work with SENDCo to identify, monitor and support those students with weak reading ages in year 7, 8 and 9 through intervention sessions
- SENDCo will ensure that appropriate provision is made for students who need to use lip-reading or symbols; non-sighted methods of reading such as Braille; technological aids in producing written work; aids to allow access to practical activities related to literacy; or who need to acquire information in a non-visual way or non-aural way
- All year 7 and 8 students are enrolled in Bedrock Vocabulary, an application designed to support literacy and academic vocabulary, which underpins all subjects at NHSG. Bedrock is monitored through weekly feedback from the site, as well as a reward system to encourage participation from English teachers
- Students are encouraged to become part of/create a literacy community by taking part in the Literacy Leaders programme; a small number of selected students will

also take part in the literacy steering group which asks students to reflect and offer input on the way that literacy is being taught in the school. As part of the Literacy Leaders programme students are encouraged to support each other's development of literacy by attending workshops with students from across the key stages; students who take part in the project also have literacy checklists to support other students in lessons with their literacy
- Every week, students will be exposed to new vocabulary through 'Word of the Week' posters and will be awarded achievement points for appropriate usage; there is a space in students' homework planner to record this

Making Literacy Part of the Curriculum

All staff have a responsibility to ensure that

- Students are given the skills and guidance to understand and respond to print, electronic and multi-modal texts
- Literacy is taught consistently across all curriculum areas, with planned use of good quality, appropriate and challenging texts
- Differentiation of texts is reviewed regularly
- Literacy use is highlighted with a 'literacy icon' where appropriate during lessons
- Literacy use is highlighted in marking
- Each department is supported in helping students access the curriculum by members of the Learning Support Department
- Spelling and use of subject specific keywords are promoted through the curriculum
- Technical words related to each subject are reviewed during lessons
- Key words to be used in the lesson are placed on the board at the beginning of each lesson or are visible on displays where possible; students learn how to say and spell them as well as understand a correct definition for each
- Key words and definitions are visible in the classroom and reinforced in lessons
- Annual continuing professional development (CPD) raises staff awareness of the importance of literacy in their subject area

The Library

The Role of the Library

- To open before school, break, lunchtime and after school for student use
- To provide opportunities for service and supervises work undertaken by students
- (e.g. library assistants)
- Support the teaching of the curriculum by providing resources (be it books or other media) for staff and students across all subject areas

- Be a central and vital part of school life by providing books for recreational as well as educational reading and encourage a love of reading for pleasure in all students regardless of ability
- Enhance information skills and support independent study
- Maintain a calm and attractive environment for study and reading
- Advise on and monitor the use of ICT in the library context
- Provide an inclusive opportunity for all students to have equal access to resources for their educational needs

Library Resources

- Provide up-to-date relevant resources to support the curriculum, personal and social education and recreational interests across all ages and abilities
- Organise library resources to maximise their use and enable easy access
- Operate the library management system to ensure efficient loans, requests and retrieval of resources
- Encourage use of outside libraries and sources of information wherever necessary and encourage and promote home reading
- Ensure that material deemed sexist, racist, homophobic or otherwise offensive or sexually explicit is not accommodated; however, challenging material will not be excluded simply because it is challenging, and the library will offer some material that may be outside the reader's normal life experience -this will be to broaden and add depth to their studies, knowledge and understanding
- Some books may be restricted to older year groups at the librarian's choice and discretion (this will never be based on the length of the book or higher-level text within, but rather the social or emotional content of text)

Promoting Reading

- Provide a wide range of fiction and non-fiction to encourage all ages and abilities
- Encourage students to stretch and develop their reading abilities
- Provide the latest best fiction and non-fiction wherever possible and be able to recommend books to students by staying informed on current books
- Encourage reading and discussion of books by various means e.g. book reviews, literary websites, summer reading schemes, book fairs, author visits, World Book Day, etc.
- To foster a love of reading for pleasure
- To support all students in the school and ensure that the library meets their reading tastes and levels
- Bedrock used to encourage friendly inter-house competitions amongst year 7, 8 students; year 7s are rewarded for participation on the scheme and celebrated at the end of year

Information Skills

- Encourage information and study skills and impart transferable information retrieval skills using a variety of media
- To teach library skills to allow students to become independent library users

Environment

- Maintain order and create a purposeful environment in the library so as to encourage independent learning and reading
- Display books and students' work wherever possible to stimulate interest
- Ensure that the library is a pleasant, tidy and welcoming environment where students feel happy and at ease

ICT

- Assist staff and students in the use of ICT for research and in evaluation of resources
- Maintain the library management system (Eclipse) and ensure that the catalogue remains up to date and valid
- Supervise the proper use of facilities by students and to choose and train a team of library assistants to help at break and lunch
- Promote the use of ICT as an integral part of all library curricular and extracurricular activities

The Role of the Reading Test

The Bedrock test is a standardised, adaptive, termly assessment to measure reading skills against the national average. We will be using this in Key Stage 3 to identify where gaps are and where intervention may be needed, and then to monitor its impact and progress made. The test is also adaptive, responding to pupils' ability as they complete the test so that more able readers are challenged and weaker ones remain engaged.

We hope to promote reading and use the data obtained through the system to encourage the strong readers to push themselves further and intervene with the weaker readers in order that they may eventually feel able to access the entire curriculum available to them.

- All of year 7, 8 and 9 are tested at the start of the academic year and twice more, in order to have a consistent and accurate reading age for students
- Targeted special educational needs (SEND) and English as an additional language (EAL) students identified as weak readers from KS3 by SEN and EAL departments

Initial responsibilities and logistics

Literacy coordinator:

- To coordinate and liaise with IT department and English teachers in order to establish Reading Ages in the year 7, 8 and 9
- To track the progress of students' reading level in year 7, 8 and 9 and intervene where necessary
- To liaise with SEN and EAL teachers in their running of the scheme with select SEN and EAL students in other years

Library

Library manager:

- To ensure that reading age books are being colour-coded and made available to the students
- To support teachers and students in the selecting of appropriate books
- To give students a welcoming space where they can read and take tests when necessary

Learning Support Department

SENDco and SEND administrator:

- To work with select SEND students and track their progress throughout the year and provide intervention where necessary

EAL Department

- To work with select EAL (English as an Additional Language) students and track their progress throughout the year and provide intervention where necessary

Cross-curricular Numeracy Policy

At Norbury High School we have established a whole school programme to ensure that every student at Norbury High leaves as a numerate adult. The main aim is to provide a cross-curricular numeracy programme that embeds a growth mindset in all our students.

We believe that the ability to communicate and interpret through numbers is a skill which should be recognised as essential and achievable for all students and as such it should be encouraged in all curriculum areas.

Norbury High aims to create a culture that ensures numeracy is accessible and enjoyable across the curriculum. This ranges from tackling the basics of handling and counting money, up to specific and challenging skills such as confidently reading graphs and problem solving with numbers.

What is numeracy at Norbury High School?

- Confidence with numbers and measures
- Understanding of the number system and the knowledge of basic number facts such as number bonds, times tables, doubles and halves
- Confidence with both the numeracy and literacy aspects of telling the time
- A repertoire of techniques to independently solve problems in a wide range of contexts
- Confidence to use a calculator thoughtfully
- Being able to handle money and understand how it will prepare them for life beyond school

Role of all staff/departments

All staff/departments have a responsibility to

- Promote a ‘growth mindset’ culture
- Provide opportunities to reinforce key numeracy skills during a lesson, such as telling the time
- Be aware of the numeracy skills necessary for their curricular area
- Liaise with the numeracy coordinator/maths department if necessary
- Look for opportunities to support the use of advanced numeracy for gifted and talented students
- Attend CPD sessions to raise awareness of the importance of numeracy in their subject area

Role of the Mathematics Department

The Mathematics Department recognises that it is the largest user of numerical skills in the school and so has a key role in improving standards of numeracy. We aim to do this by

- Identifying students requiring numeracy intervention
- Ensuring schemes of work across Key Stages 3 and 4 develop numerical skills
- Updating the curriculum mapping each year to show the numeracy requirements of other curriculum areas, and when these areas are covered in maths
- Supporting other departments/teachers as necessary
- Promote the ‘growth mindset’ concept

Approaches to develop numeracy

- All students are tested on entry to Norbury High to tier students in sets according to their ability
- Year 7 curriculum focuses on Numeracy for first term to allow students to become more confident
- Year 7 students are tested on timetables and intervention is delivered if required
- Students have access to TTRockstars to increase fluency in their times table
- All students in KS3 have compulsory times tables practice included in their Sparx homework
- Numeracy activities are delivered throughout the year during timetabled lessons, morning maths problems during form time
- CPD sessions are held to train Norbury High staff in the development of numeracy in their subjects
- Gifted and Talented students are also given the opportunity to participate in UKMT Maths Challenges (Yr 7-10), including follow on rounds for any students that qualify
- Resources have been developed for all teachers at Norbury High to support students understanding of numeracy and its application in the classroom
- Regular assessments are held in maths classes to motivate and allow students to track their own progress in numeracy; this also ensures that students are working in the set that best suits their ability
- A numeracy audit has been completed to establish cross-curricular links
- ‘Learning walks’ carried out by Numeracy Coordinator to provide feedback to teaching staff on improving Numeracy instruction in lessons outside of the maths department
- An interest in Numeracy is promoted throughout the school in the run up to NSPCC Number Day, where students have the opportunity to fundraise while taking part in mathematical challenges and activities