



Literacy and Numeracy Policy

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Next review date: June 2022

Staff resp. for review: SHN/CCH/SENDco

Numeracy Policy Updated on 14/06/2021 by SBH

Literacy Policy Updated on 28/06/2021 by CCH

Realising potential, nurturing leaders of the future

Norbury High School for Girls

Cross-curricular Literacy and Numeracy Policy (including Learning Resource Centre information and details of Accelerated Reader programme)

The Importance of Literacy

- Literacy, in 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, an accelerated reader coordinator and the LRC 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 at the beginning of English lessons as well as in form times
- All year 7 students are enrolled on Accelerated Reader (AR) to support and track their reading progress on arrival at Norbury High
- Media literacy and how to read media texts is part of the curriculum in all key stages
- The LRC has an area that is designated for quiet and comfortable reading; this is open during break and lunch times; before school (8:10-8:30) on Monday, Wednesday and Friday and every day after school for at least 30 minutes
- Members of staff act as role models, discussing their reading with students in order to 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
- 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
- Good quality, cursive handwriting is targeted in year 7 and encouraged in all years
- 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)

Speaking and Listening

- Students are taught to recognise, understand, use and manipulate standard English
- 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 Accelerated Reader system upon entry to ascertain individual reading and spelling ages; this information is made available to all teaching staff
- Appropriate targets are set and work is matched to ability. All targets must be SMART i.e. **specific, measurable, achievable, realistic and time-related**
- The Accelerated Reader coordinator monitors and supports those students with weak reading ages in year 7 through intervention sessions
- The learning support department monitors and supports those students with a reading age of below 8 years in years 8 and 9
- 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
- Verbal reasoning and non-verbal tests (CATS) are administered to all year 7 students on entry; these results are distributed to staff to inform the planning and delivery of the curriculum
- 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 the Word of the Week; 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
- Members of staff make reference to literacy where appropriate, during lessons and 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 key words 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 Learning Resource Centre

The Role of the Learning Resource Centre (LRC)

- 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
- Accelerated Reader system used to encourage friendly inter-form competition amongst year 7s; 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 Accelerated Reader (AR)

AR is a software program that motivates students to read and helps teachers track their progress. The AR scheme encourages students to read and embrace texts at the appropriate level for them based on an extremely sensitive STAR reading test taken online. A student simply picks a book at her level and reads it at her own pace. The AR software manages student records to track reading performance based on quizzes and tests available to them after completing each book. This data gives teachers valuable information to identify problem areas, track students' progress and inform intervention where appropriate.

The purpose of AR is to instil a love of reading in students enrolled on the scheme. 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.

AR Cohort

- All of year 7 (enrolled on arrival for one academic year)
- All of year 8 and year 9 are tested at the start of the academic year, in order to have a consistent and accurate reading age for students
- Targeted special educational needs (SEN) and English as an additional language (EAL) students identified as weak readers from KS3 and year 10 by SEN and EAL departments

Initial responsibilities and logistics

AR Coordinator

Ms C. Chong:

- To coordinate and liaise with LRC and English teachers in order to establish AR in the year 7 English curriculum module and support English teachers in implementing the scheme in lessons
- To track the progress of students' reading level in year 7 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

LRC

Ms S. Spears:

- To ensure that AR 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 AR tests when necessary

Learning Support Department

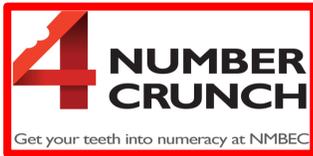
SENDco and SEND administrator:

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

EAL Department

Ms L. Krebs:

- 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 'Number Crunch' – a whole school programme to ensure that every student at Norbury High leaves as a numerate adult. The main aim for 'Number Crunch' is to support 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.

'Number Crunch' aims to create a culture at Norbury High that ensures numeracy is accessible and enjoyable across the curriculum.

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

Role of all staff/departments

All staff/departments have a responsibility to

- Promote a 'growth mindset' culture
- Have a numeracy champion to share good practice within their curriculum area
- 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 coordinators/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
- Deliver numeracy intervention sessions both on and off timetable
- 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 catch up students are identified and numeracy activities are delivered throughout the year for students working at level 3 and below
- An additional assessment of year 7 students and their ability to tell the time is completed and students with difficulties are offered additional support
- CPD sessions are held to train Norbury High staff in the development of numeracy in their subjects
- Cipher Challenge and Countdown Club are run for all students but with a focus on gifted and talented students
- Number Crunch surgery is run twice a week during the lunch break to support students with homework and any numeracy related work
- 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
- Annual student surveys are carried out to determine their perception of numeracy at Norbury High
- The 'Growth Mindset' concept is promoted through assemblies and posters across the school
- Parental engagement is encouraged through parent/daughter maths mornings

An equality impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics, i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.