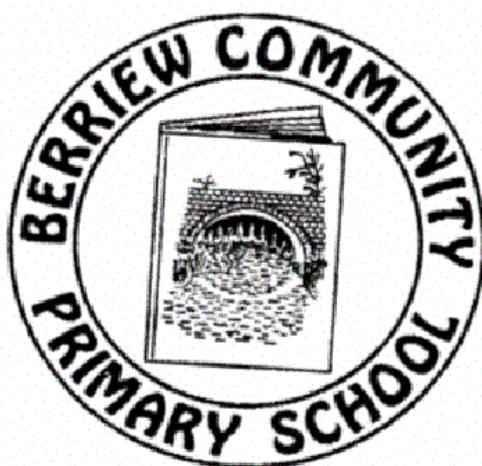


# BERRIEW COMMUNITY PRIMARY SCHOOL



## Literacy and Numeracy across the Curriculum

This policy was reviewed on \_\_\_\_\_

by \_\_\_\_\_ (Gov.) \_\_\_\_\_ (teacher)

and approved by the governing body on \_\_\_\_\_.

Signed \_\_\_\_\_ Chair \_\_\_\_\_ Head

Date of next review: \_\_\_\_\_

Amendments made  see appendix for details

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## Aims of LNF:

- to support teachers of all subjects in identifying and providing opportunities for learners to apply numeracy and literacy across the curriculum in accordance with the requirements of the LNF.
- to determine learner progress in numeracy and literacy and the next steps.
- to ensure effective cross curriculum planning for skills
- to provide a framework for continued development, clearly setting out annual expected statements in numeracy and literacy and progression indicators for learners with additional learning needs

**Implementation of the LNF became a statutory curriculum requirement from September 2013, with assessment against the LNF becoming a statutory requirement from September 2014.**

### **Definition of Literacy**

“Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English and Welsh.

Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively.

Literacy is based on reading, writing and oral language development across all subject areas."

(National Literacy and Numeracy Framework information document 120/2013)

*Literate pupils have essential life skills, and are able to apply these skills across the curriculum in different subject areas and in real-life contexts. They can understand the world around them. They have an understanding of written and spoken language. Literate pupils can interpret what has been written or said, and can draw inferences from the evidence around them. They can communicate accurately, fluently and persuasively.*

### **Definition of Numeracy**

‘Numeracy is not the same as mathematics. Numeracy is proficiency with number that is acquired through being taught mathematics well. Although pupils usually learn their numeracy skills during mathematics lessons, to be fully numerate they must be able to apply these skills in other subject areas and real-life contexts.’

(Estyn Report: Improving numeracy in KS2 and KS3, April 2010)

*‘Numerate individuals are able to function responsibly in everyday life and contribute effectively to society.*

*Numerate pupils are able to handle numbers fluently in mental, oral and written work, exploit patterns within number when calculating and approximating; measure and calculate accurately and estimate reasonably, using appropriate units of time, length, area, volume, mass, capacity, angle and related compound measures; use calculators accurately and appropriately; use an increasing range of skills to identify, analyze and describe practical problems or tasks involving numerical data; read, extract, interpret and analyze numerical and statistical data from a range of sources and presented in a variety of forms; and select appropriate techniques to represent data.’*

## **Curriculum Planning**

The LNF is first and foremost a curriculum planning tool that supports all teachers to embed numeracy and literacy in their teaching of the curriculum.

Current curriculum planning has been adapted to support cross curricular planning using the LNF and tasks are set that aim to introduce, consolidate, apply and make progress in specific numeracy and literacy skills.

Although the LNF identifies age-appropriate numeracy and literacy skills, planning will need to take into account the different abilities of the pupils.

The development of skills should be progressive with each skill, having been taught in language or mathematics lessons, then practised and consolidated elsewhere as required by the skill itself or the individual child.

## **Responsibilities of the school Numeracy/Literacy Co-ordinator**

- Attend training in order to implement the Literacy and Numeracy Framework (LNF) and keep up to date on any new initiatives
- Ensure implementation of the school policy
- Regularly audit the current use of numeracy and literacy across the curriculum
- Work with staff to ensure that all teachers are aware of the content of the LNF and the teaching and learning strategies in numeracy and literacy that are appropriate to the whole curriculum
- Assist classroom teachers in identifying opportunities for the application of numeracy and literacy skills from the LNF, within their schemes of work
- Raise awareness of the resources available to support and challenge pupils of all abilities
- Monitor and evaluate the delivery of the LNF throughout the school
- Highlight the need and arrange for any necessary training
- Develop the use of rich tasks to embed and assess literacy and numeracy skills.

## **Responsibilities of the subject coordinators**

- Consider how your subject can contribute towards the LNF
- Ensure that schemes of work include the relevant skills from the LNF
- Ensure that the skills from the LNF are delivered consistently within the subjects of language and mathematics
- Ensure all staff are aware of the numeracy and literacy resources available and how they might link to specific subjects

## **Responsibilities of the class teacher**

- Use the LNF as a starting point for medium term and weekly planning
- Reinforce and develop pupils' numeracy and literacy skills
- Be aware of individual pupils' numeracy and literacy needs and address those needs appropriately
- Develop and update own skills, knowledge and understanding of mathematics
- Use the numeracy methods that are agreed within the school's mathematics policy
- Use the literacy methods that are agreed within the school's language policy
- Gauge the level of difficulty of a task in terms of numeracy and literacy and differentiate appropriately
- Provide feedback to the Co-ordinator where an individual pupil's progress in numeracy or literacy is causing concern
- Provide a narrative report to parents on pupil's numeracy and literacy progress across the curriculum, (assessed against the expectations of the LNF from September 2014)
- Provide many and varied opportunities for pupils to develop their literacy and numeracy skills across the school day and across all subjects in the curriculum

## **Involving governors**

- Governors are made aware of the LNF and of any developments within the school in respect of its implementation
- The school has a named Governor for literacy and numeracy across the curriculum
- Governors are given an opportunities to observe good practice in the delivery of the LNF across the curriculum

## **Assessment**

The LNF is primarily a curriculum planning tool. It is also an assessment tool and is intended to be used formatively by schools and individual teachers to support learner progress and curriculum planning. It will be used to identify learners' current strengths and areas for development, to be shared by teachers. Progression through the LNF will demonstrate how learners are performing against the expectations for numeracy and literacy at the end of each academic year.

From September 2014 teachers will use the LNF to assess and report to parents on individual progress. These reports will be narrative, not a 'best-fit' approach, will form the basis for informed discussion with learners, parents/carers and will identify the next steps for improvement.

## **The LNF and the national tests**

In addition to the LNF and the formative, narrative assessments made against it national numeracy and literacy tests are in place. The numerical processes and numerical reasoning tests and the

reading test will be taken by all pupils unless there are exceptional circumstances. The school will inform the parent/carer and the LEA of any disapplied pupils, giving reasons, and in accordance with Welsh Government guidelines. Similarly, if it is considered appropriate that a child takes the test of an age group below that of his/her peer group, the decision will follow discussion with parents/carers, as a progress score will not then be available for that child.

The numerical processes and literacy tests will provide summative data, which will be collected and analysed in school, using the diagnostic tools available, and nationally (as part of the national accountability model.) This data will give teachers clear indicators of skill development and progress, and will contribute to the annual judgements teachers make about learners' skill acquisition. The data will also be used to inform school improvement.

Assessment against the LNF and the outcomes of the two numerical and the literacy tests will give different perspectives on learners' progress, reflecting the fact that they are assessing slightly different aspects of the same skills. For example the processes test is a snapshot, summative view while the reasoning test and assessment against the LNF will draw on a far broader range of evidence. Where test results seem to contradict outcomes against the LNF or the reasoning test, teachers will need to consider the reasons for any difference and address them appropriately.

Other related policies

This policy should be used in conjunction with the following policies:

- Language policy
- Mathematics policy
- Assessment, Recording and Reporting Policy
- Policy for children with Additional Learning Needs
- Calculation policy
- Calculator policy
- Marking policy