



Literacy & Numeracy Policy

Schedule for Developing, Monitoring and Review Policy

Approval by the Board of Governors:

December 2019

**The implementation of this
Policy will be monitored by:**

Principal, SLT, Literacy & Numeracy
Coordinators

Monitoring and Reviewing:

Triennially and as required following any
change to provision.

This policy is drawn up in consultation with: the principal, teachers, governors, parents and children. This policy has been created to reflect the targets set in our School Development Plan and annual Literacy and Numeracy Action Plans. We have been guided by two important documents from DENI: *Every School A Good School* (June 2008) and *Count, Read: Succeed* (March 2011) - A Strategy to Improve Outcomes in Literacy and Numeracy.

"Therefore ensuring that all children reach their full potential at each stage of their development"

Ref: Count, Read: Succeed

The policy document 'Count, Read: Succeed' recognises that teachers are the key to raising standards by meeting the needs and aspirations of children through high quality teaching and learning and the particular importance of the teaching of Literacy and Numeracy. It also recognises that teachers need to have flexibility to draw on their own professional judgement and use a broad and balanced range of approaches to develop Literacy and Numeracy.

Our central purpose at Glengormley Integrated Primary School, is to ensure our children 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 children to be competent in reading, writing, talking and listening and in using mathematics.

"Literacy and Numeracy are at the very heart of the Northern Ireland Curriculum. Developing Literacy and Numeracy therefore must be central elements of a school's delivery of the Northern Ireland Curriculum..."

Ref: Count, Read: Succeed

This policy aims to reflect our Literacy and Numeracy provision in line with the four characteristics of effectiveness as set out in 'Every School A Good School'.

- i. Child Centred Provision
- ii. High Quality Teaching and Learning
- iii. Effective Leadership
- iv. A School Connected to its Local Community

This policy outlines consistency of approach, a shared understanding of standards, a desire to address underachievement and to ensure that all children develop their potential. It also outlines the school's principles and practice for the promotion of Literacy and Numeracy, both across the curriculum and within the Areas of Learning.

It clarifies the responsibilities for all stake holders ensuring the support and development of language skills as regards Numeracy and Literacy. It reflects classroom practice in relation to the statutory learning experiences within our Northern Ireland Curriculum. We endeavour to raise standards for all, close the performance gap, develop the staff, improve the learning environment and transform education management. Research has shown that where a broad and balanced curriculum is provided, there is a stronger chance of standards in Literacy and Numeracy being raised, as opposed to schools where there has been a concentration of effort in only Literacy and Numeracy.

"Staff in the school are aware of the need to provide a meaningful context for Literacy and Numeracy learning through a broad and balanced curriculum."

Ref: Count, Read: Succeed Para 4:8

At Glengormley Integrated Primary School we define Literacy as:

"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:

- a. an integrated approach to the acquisition of talking, listening, reading and writing skills across the curriculum;
- b. knowledge that allows a speaker, writer and reader to use language appropriate to different social situations;
- c. formal and informal language across all areas of social interaction; and
- d. the ability to read, understand and use information in multiple formats and platforms, including traditional print and on-screen material."

Ref: Count, Read: Succeed Para 1.7

At Glengormley Integrated Primary School we define Numeracy as:

"The ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings throughout life, including the workplace. It involves the development of:

- a. an understanding of key mathematical concepts and the inter-connectedness;
- b. appropriate reasoning and problem-solving;
- c. the proficient and appropriate use of methods and procedures (formal and informal, mental and written); and
- d. active participation in the exploration of mathematical ideas and model."

Ref: Count, Read: Succeed Para 1.10

PRINCIPLES OF LITERACY AND NUMERACY:

In Glengormley Integrated Primary School we believe that:

- All children, regardless of gender or ability, should be given opportunities and experiences necessary to develop Literacy and Numeracy to their full potential.
Ref United Nations Convention on the Rights of Child: Articles 2 & 29;
- Each teacher plays a pivotal role in developing Literacy and Numeracy acting as a model, facilitator, initiator, monitor and assessor and therefore should have a consistency of approach, a shared understanding of standards and a desire to address underachievement;
- We will develop the children's ability to use language to think, explore and communicate their ideas effectively;
- Teachers must employ a range of strategies for learning which best fit the purposes and needs of the children in their class;
- The classroom atmosphere should be such that children feel confident, relaxed and safe to ask for help when they need it.

Ref United Nations Convention on the Rights of Child: Articles 12 & 19;

- Literacy and Numeracy is embedded in the curriculum;
- ICT and the use of digital technologies is used across the curriculum as an integral part of the learning and teaching process to ensure the development of the children's Literacy and Numeracy skills;
- Children's work should be celebrated and appreciated through publication, i.e, for classroom and corridor displays, entrance to competitions, displays for the wider community, etc.

PRINCIPLES SPECIFIC TO LITERACY

In Glengormley Integrated Primary School 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 children to communicate meaning in spoken language with increasing confidence and clarity, matching style and response to purpose and audience;
- To develop children's listening and interpretation skills and foster respect for the views of others;
- To develop children's ability to read, understand and engage with a variety of texts for enjoyment and learning;
- To enable children to communicate using written language effectively making and shaping text appropriately according to context, reader or audience;
- Children should have opportunities to see adults 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; and
- That the conventions of spelling, grammar and handwriting should be taught by example and through purposeful guided practice.

PRINCIPLES SPECIFIC TO NUMERACY

In Glengormley Integrated Primary School 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 children to experience success and pleasure through practical activities;
- To make our children aware of the importance of mathematics in everyday life;
- To develop the children's ability to think logically with confidence and independence of thought;
- To foster in the children an understanding of mathematics through a process of enquiry and experiment;
- The children apply mathematical concepts and skills with speed and accuracy;
- From the earliest days at school, to encourage the children to express mathematical ideas fluently and in his/her own language;

- Through a wide variety of activities and resources, help to provide an understanding of mathematics; and
- To develop an appreciation of mathematical pattern, the ability to identify relationships and the skill of interpreting and recording mathematical data.

The Principal, Senior Leadership Team and Curriculum Leaders support the development of the Literacy and Numeracy skills by ensuring that:

- a. All staff have high expectations of all children;
- b. The school has a written policy making clear that the development and promotion of Literacy and Numeracy are whole-school priorities;
- c. There is a culture of accountability for Literacy and Numeracy outcomes at Senior Leadership level and throughout the whole school;
- 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;
- e. Every teacher has annually-reviewed development objectives, linked to the School Development Plan (particularly where appropriate, the Literacy and Numeracy targets);
- f. Teachers undertake robust tracking and monitoring of children's work with a particular focus on Literacy and Numeracy, using statutory and other assessment tools alongside their own professional judgement;
- g. In conjunction with the Literacy and Numeracy co-ordinators there are opportunities for teachers to share and learn from good practice;
- h. Arrangements including pastoral support and special educational needs are in place to provide support as early as possible to children who need additional help;
- i. The school develops effective links with the families and communities it serves; and
- j. In Glengormley Integrated Primary School there is a systematic programme of high-quality phonics.

a) *All the staff have high expectations of all children. In order to meet this requirement, we in Glengormley Integrated Primary School carry out the following practices:*

- Internal standardised procedures.
- Class/topic/end of term tests.
- Observations of practical activities.
- Discussion with children.
- Formative and summative assessment procedures.
- Rigorous analysis of PTE and PTM.
- List of low and underachievers collated based on analysis of CAT4 and PTE/PTM scores and target groups identified and planned for.
- Staff will use Assessment Manager to track children's progress.
- Differentiated work is given to children in class and as homework.
- Differentiated activities are outlined in planners.
- We bench-mark against N.I. End of Key Stage results.
- A clear marking policy has been devised and staff will all adhere to the policy.
- All children are given verbal and written feedback which outlines how to improve upon their work.
- Voice/involvement of children in target setting as and when appropriate.
- Assessment files and portfolios are passed to the next teacher.
- Children's achievements are celebrated.
- Sharing of good practice.
- Teachers regularly evaluate plans to inform planning and reflect on children's learning.
- We are currently developing progressive schemes of work which incorporate the appropriate levels of progression for Communication and Using Mathematics.

CHILD CENTRED PROVISION

In Glengormley Integrated Primary School we aim to ensure that the child is at the centre of our provision for Literacy and Numeracy. Teachers planning will provide opportunities for the children to develop and practise their skills in Literacy and Numeracy across all areas of the curriculum.

Our planning will be monitored and evaluated on an ongoing basis to ensure provision and progression of all children.

Through data analysis, target setting and assessment for learning (AFL) we expect all children to reach their full potential in Literacy and Numeracy. Within class, teachers differentiate learning to accommodate all levels of ability.

The children will be given opportunities to use, develop and apply their Literacy and Numeracy skills in all aspects of school life. Through thematic teaching approaches, play/activity based learning, ICT, creative and expressive studies, within class and through extra-curricular activities children will become ready for life after Glengormley Integrated Primary School.

HIGH QUALITY TEACHING AND LEARNING

In Glengormley Integrated Primary School we believe that children learn best when learning is interactive, practical and enjoyable. Teachers will make use of a wide range of teaching methods, balancing whole class, group and individual activities, to engage children in effective learning in Literacy and Numeracy. Teachers have the central role in raising standards in Literacy and Numeracy to ensure every child fulfils his or her own potential.

We will ensure that:

- There is a broad and balanced curriculum to promote all three interdependent modes of language and the areas of maths;
- We have an emphasis on Literacy and Numeracy across the curriculum;
- Teachers will use adaptable, flexible teaching strategies (modelled, shared and guided) that respond to the diversity within their classroom;
- Teachers will have high expectations of all children and differentiation will be well planned to support children's learning;
- Assessment and other data are used to effectively inform teaching and learning across the school and in the classroom to promote improvement. The class teacher will monitor for, identify and address underachievement as soon as it begins to emerge;
- Whole school evaluations will be carried out by teachers using objective data and will lead to improvement;

- The use of benchmarking data will be used as a measurement to compare the performance of our school against similar schools;
- The use of digital technology is used effectively to promote learning in Literacy and Numeracy; and
- Assessment for Learning (AFL) strategies, thinking skills and personal capabilities, play / activity based learning, creative and expressive studies and collaborative learning are all used to enhance teaching and learning in Literacy and Numeracy in Glengormley Integrated Primary School.

'Every School A Good School - A Policy for school improvement', identifies actions that will be taken to support high-quality teaching and learning.

The five things that class teachers must do to raise standards in Literacy and Numeracy are, in order:

- Provide high-quality teaching for all children;
- Address underachievement as soon as it emerges;
- Address continuing underachievement with support from other staff in the school;
- Address continuing underachievement with support from outside the school; and
- Meet the needs of children after a non-statutory assessment through the SEN framework.

Ref: Every School A Good School - a policy for school improvement p44-45

All teachers have a responsibility to familiarise themselves with the Programmes of Study and levels of attainment for Communication and Using Mathematics.

All teachers:

- Should plan for clear learning outcomes in which each child can develop their Literacy and Numeracy skills as laid down by the Programmes of Study;
- Have a responsibility to follow the agreed Literacy and Numeracy schemes of work and to use the agreed teaching approaches.

The teachers, drawing on their professional expertise, will use a variety of teaching strategies including whole-class teaching, co-operative small group work and individual work, differentiated as appropriate. This varied approach recognises that different

children and young people learn in different ways and there is no single approach to teaching that will suit all children.

The pace and challenge of the work is planned so that all children have the opportunity to learn effectively, make appropriate progress and achieve success. Children should understand the intended learning outcomes and success criteria against which their progress will be assessed. Children should have the opportunity to evaluate their own progress.

Each teacher will set high expectations for all children to fulfil his or her individual potential. Children who have already been identified as having a special educational need should have their individual requirements accommodated through appropriate differentiation, drawing on any support already in place. This personalised approach to learning should enable all children to experience and build on success as they develop their Literacy and Numeracy skills to the best of their ability.

Each teacher will work within the whole school approach of this policy and draw on the support available within the school from the Numeracy and Literacy curriculum leaders. The individual class teacher will be responsible ensuring effective planning and communication with any support staff. Teachers will inform, engage and work in partnership with parents / carers.

In the teaching of Literacy and Numeracy, the teacher fulfils a number of roles:

Model - the teacher's role is the central element in fostering positive attitudes towards Literacy and Numeracy.

Facilitator - providing a supportive and stimulating environment, organising purposeful activities and enabling the children to develop their Literacy and Numeracy skills.

Initiator - providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of the child's' Literacy and Numeracy skills.

Monitor - observing and recording the development of skills in Literacy and Numeracy.

Assessor - evaluating and assessing the development of skills in Literacy and Numeracy.

b) The school has a written policy making clear that the development and promotion of Literacy and Numeracy are whole-school priorities.

- The joint Literacy and Numeracy Policy has been drawn up in collaboration with all staff and we plan to review it bi-annually.
- The policy clarifies all roles and responsibilities to support its effective implementation.

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 clear about their responsibilities. (see Co-ordinator's file)
- Literacy and Numeracy Co-ordinators devise Action Plans and these form an integral part of school development planning on an annual basis.
- Action Plans are reviewed bi-annually by all staff and adjustments made to ensure that targets can be met.
- All teachers take responsibility for the progress of all children in their class.
- Co-ordinators evaluate progress and this evaluation is presented to the Board of Governors.
- Board of Governors are aware of targets and informed of achievements by the co-ordinators at the end of the academic year.
- Co-ordinators lead audit at beginning of a new School Development Cycle.

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.

- In collaboration with all the stakeholders the School Development Plan is drawn up in a three-year cycle.
- A whole school meeting is held at the end of the summer term to evaluate previous SDP targets and a whole school meeting is held at the beginning of a new school year to set new SDP targets.
- Co-ordinators maintain termly logs to promote their subject and to monitor progress towards School Development targets.
- The Board of Governors are informed of the evaluation of school development targets annually.
- Targets are devised in consultation with staff.
- Clear Action Plans for Literacy and Numeracy are devised by the Literacy and Numeracy Co-ordinators.
- The action plans for Literacy and Numeracy are shared on the school Central Resource Library for internal use.

- There are scheduled time-tabled meetings based on Literacy and Numeracy with teachers and Literacy and Numeracy Co-ordinators.
- We bench-mark against N.I. End of Key Stage results.
- Effective teaching and learning is monitored through sharing of good practice, trusted-colleague network and whole school feedback.
- Co-ordinators gather evidence of children's work ensuring progression.

e) Every teacher annually reviews development objectives, linked to the School Development Plan (particularly, where appropriate, the Literacy and Numeracy targets).

- Teachers will use Literacy and Numeracy targets as part of their PRSD objectives where appropriate.

The co-ordinators for Literacy and Numeracy, class teachers and classroom assistants are greatly encouraged to continue their professional development by attending appropriate in-service whether provided externally or devised within school.

Teachers include targets for Literacy and Numeracy in their PRSD cycle. Assistants have training opportunities which include specific steps for improving their support to children in Literacy and Numeracy.

The Co-ordinators conduct lesson observations and share the good practice observed, with all teachers.

The Teacher Tutor supports beginning teachers as well as students on school experience. She observes lessons, provides feedback and shares good examples seen, with all teachers.

f) Teachers undertake robust tracking and monitoring of children's work with particular focus on Literacy and Numeracy, using statutory and other assessment tools alongside their own judgement.

Monitoring and evaluating are integral parts of the teaching and learning in Glengormley Integrated Primary School and are the responsibility of all members of staff. The Principal, Senior Leadership Team, Literacy and Numeracy Curriculum Leaders and teachers will oversee the progress we are making towards fulfilling our aims to ensure children fulfil their potential in the areas of Literacy and Numeracy.

- Formative and summative assessment procedures.
- End of Key Stage Assessment results.
- Internal standardisation procedures.
- Class / topic / end of term tests.

- Observation of practical activities.
- Discussions with children
- PTE/PTM/CAT4 assessment tests are used throughout the school from P3 onwards.
- P1 baseline is carried out.
- Running records are administered termly as required.
- CBA analysed and used diagnostically.
- Salford Reading Diagnostic Test is used with most children with a reading age below 10 years.
- NGRT Reading Test from P3 onwards.
- TTS Numeracy Support Programme.
- IEPs are drawn up and reviewed bi-annually by teachers and SENCO.
- Quality marking of children's work including the use of Assessment for Learning (AFL) strategies.
- Information given to parents / carers about a child's achievement and progress.

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

- Teachers discuss their planners sharing concerns or good classroom practice during directed time.
- Weekly planners are available electronically.
- 6 weekly planners are evaluated and are available in the Co-ordinators file.
- Co-ordinators provide feedback from monitoring of planners.
- Teachers disseminate the good practice from courses and provide staff training.
- Teachers share resources.
- Displays used to share practice.
- Co-ordinators observe teachers and provide opportunities for feedback and support.

h) Arrangements, which include pastoral care and special educational needs, are in place to provide support as early as possible to children that need additional help.

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

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

Teachers will liaise with the SENCO and Learning Support Assistants to develop educational plans suited to individual needs. They will also liaise with outside agencies such as:

- Educational Psychologists
- Literacy Teaching Support Service (LTSS)
- Educational Welfare Officers (EWO)
- Inclusion and Diversity Service (IDS)
- Multi-Agency Support Teams (MASTs)
- Speech and Language Service
- EA's Special Educational Needs Department
- EA's ASD Service
- ASD Services for Children - Health and Social Care Trust
- Primary Behaviour Support Service

It should be noted that low achievement is different from underachievement. Low achievement is where a child is achieving to the full extent of his or her ability, but is well below average compare to their peers.

Arrangements to address underachievement include:

- Baseline assessment in P1.
- Induction programme for P1 and new children.
- Transition programme for P7 children.
- Reading Partners and Fast Forward programmes are in place.

- TTS Numeracy Support programme is in place.
- Parent interviews in October and February include IEP review meetings.
- Meetings are arranged for the parents of children additional needs as necessary.
- Liaison with outside agencies. (As above)
- Circle time and class meetings

i) *The school develops effective links with the families and communities it serves.*

In Glengormley Integrated Primary School we believe that links between school, parents/carers and wider community are essential. We believe that as children progress in school parents/carers play an important role in encouraging their child's education and development. Parents/carers can have a significant influence on their child's achievement by encouraging them to do well, taking an interest in and encouraging their child's education. Children and parents/carers are encouraged to work in partnership with the school to enable children to fulfil their potential.

We promote and encourage strong links with parents through:

- School Website, Facebook, Twitter, Seesaw
- School calendar of events
- School events promoted in local press
- School premises used for events
- Parent Teacher Association
- Parent Interviews
- Parent Surveys
- Home/School communication book, as required
- A written formal report in June
- Information shared for intervention programmes
- Liaison with outside agencies
- Assemblies and visitors
- School concerts and participation on local community events
- School trips
- Joint activities with other schools
- Extra-curricular activities
- Book fairs
- Literacy and Numeracy event days

- Curriculum Information handouts
- Parent volunteers

Links with the community include:

- Class visits to Glengormley Library;
- Participation in competitions to promote Literacy and Numeracy;
- Visits to local post primary schools;
- Visits to school by local people e.g. police, fire, ministers, businesses

j) In Glengormley Integrated Primary School, there is a systematic programme of high-quality phonics

- There is a phonological awareness programme developed for P1 children
- There is a phonics programmes devised from P1 - P4
- Key Stage 2 spelling programme has been developed.

LINKS WITH OTHER POLICIES

- Special Educational Needs Policy
- Assessment Policy
- ICT Policy
- Homework Policy
- Pastoral Care Policy

POLICY REVIEW

This will be reviewed every 3 years or as appropriate in light of new legislation or recommendations. The review will be undertaken by the Board of Governors and the staff of the school, including the Senior Leadership Team and the Literacy and Numeracy Curriculum Leaders.