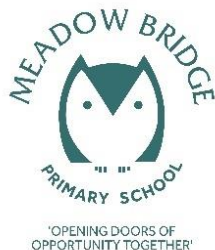




LITERACY & NUMERACY CURRICULUM POLICY

JUNE 2023



Literacy & Numeracy Curriculum Policy

Mission Statement

Meadow Bridge Primary School aims to foster a safe, happy and caring environment where each child's personal development is nurtured. Every child's educational journey is enhanced and their lives enriched through stimulating learning experiences. Equal emphasis will be placed on pastoral care and on ensuring each individual reaches his or her academic potential, equipping them for the future.

Aims

The purpose of this Policy is to ensure that we meet the aims outlined in the Northern Ireland Curriculum.

Although relating specifically to Literacy and Numeracy, our aims are also in line with the school's general aims of providing the pupils with a curriculum which will produce literate, creative, independent, enquiring, and confident individuals. We also aim to provide a stimulating environment with adequate resources so that pupils can develop their literacy and mathematical skills.

Literacy and Numeracy are key skills in school, but also life skills to be used in every person's day-to-day experience. We recognise the need for our children to be both competent and confident at Literacy and Numeracy so they will develop educationally and as effective members of society, ready for the workplace.

We recognise the attainment targets for Literacy and Numeracy as set out in the Northern Ireland Primary Curriculum but strive to ensure good cross-curricular and ICT links to ensure effective teaching and learning take place.

Our aim is that this Literacy and Numeracy Policy will help pupils to develop:-

- A positive attitude to all areas of Literacy and Numeracy;
- Flexibility that will help them adapt well to an ever-changing world;
- Personal qualities of perseverance;
- Confidence, independence, and co-operation with others;
- Enquiring minds and a spirit of curiosity which will help them to love learning;
- Problem solving skills that can be applied to a variety of curricular areas;
- The skills to work well independently and collaboratively;
- A high level of technological awareness and skills;
- An enjoyment for both subject areas that will continue through their educational careers.

The Importance of Language and Literacy

Literacy focuses on developing each child's ability to understand and use language as an integral part of learning in all areas in order to interact effectively with the world around them, to express themselves creatively and to communicate confidently (talking and listening, reading and writing) using a variety of skills and media. Language and Literacy are fundamental prerequisites for thinking, learning, and interacting in personal, social, and work contexts throughout life. Literacy is therefore a key to learning as well as a key to enjoyment and personal growth (NI Curriculum).

In Meadow Bridge Primary School we aim for all children to be able to:-

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to problem solve, self-monitor and correct;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres – be able to write in a variety of styles and forms, appropriate to the situation;
- develop the powers of imagination, inventiveness, and critical awareness;
- have a suitable technical vocabulary to articulate their responses.

The Importance of Numeracy and Mathematics

Numeracy is a life skill used in making everyday decisions and in virtually every work context. We use skills in Numeracy to plan our time, handle money, manage our own budgets, organise our homes and carry out DIY tasks. We are often confronted with data, frequently statistical, through television, radio and the media. Increasingly, adults are required to use numeracy skills in the workplace (NI Curriculum).

It is our view that Numeracy is much more than arithmetic ie knowing about number operations, learning number facts by rote. We believe that it includes the ability to:-

- use and apply mathematical skills (Processes in Mathematics) in a range of contexts;
- appreciate and understand information presented in charts and tables;
- gather information by counting and measuring;
- collate numerical information and select appropriate ways to display it;
- appreciate pattern within number;
- explore and understand properties of 2D and 3D shapes;
- appreciate concepts of position, movement, and direction;
- problem solve and display an ability to apply mathematical processes across the curriculum.

The Role of the Co-Ordinator

'Teachers are given the opportunity to share in the leadership of the school.' (ESAGS)

The Literacy Co-Ordinator (Miss Angela Campbell) and the Numeracy Co-Ordinator (Mr Alastair McCollum), along with all teaching staff, should be responsible for improving the standards of teaching and learning in Literacy and Numeracy.

The Role of the Co-Ordinator will be to:-

- Play a leading role in reviewing practice in the teaching of their subject;
- Review and plan policy documents as required;
- Exemplify good practice and promote quality teaching and learning in their subject;
- Plan and organise the curriculum for their subject throughout the school. Establish in association with other staff how good standards, continuity, and progression, can be achieved and sustained;
- Monitor and evaluate the implementation of policy and planning;
- Review resources;
- Regularly and systematically provide guidance to colleagues on content, methodology, and resources;
- Provide Curriculum Reports and Action Plans for development to SLT;
- Oversee the assessment and recording of pupils' progress;
- Attend relevant in-service training, advising and prompting others regarding training, and disseminating information thus gained to the whole staff;
- Chair discussions on the subject at staff meetings;
- Organise and lead training days and advise and co-ordinate the acquisition of new materials;
- Work, when appropriate, alongside colleagues in their classes to give practical support;
- Maintain a Co-Ordinator's file of evidence/minutes of meetings;
- Liaise/meet with Heads of Key Stages to ensure Action Plans are being implemented and appropriate monitoring is taking place; and
- Anything else deemed necessary to ensure the effectiveness of the teaching of their subject.

Child Centred Provision

Planning

Through our planning structure, we ensure that we provide a broad and balanced curriculum for Literacy and Numeracy in Meadow Bridge Primary School.

At present we have three levels of planning:

Long-Term

Yearly overviews of topics and activities are in place for each strand of Numeracy and Literacy, showing continuity and progression throughout Foundation, Key Stage 1, and Key Stage 2.

Throughout the year, staff meet in Key Stages or as a whole school and discuss any necessary changes to long-term planning in relation to any new Literacy and Numeracy initiatives. Data also plays a key role in informing how we plan at this level.

Medium-Term

Teachers collaborate in year-groups to produce Half-Termly and/or monthly planners detailing specific learning intentions and success criteria for Literacy and Numeracy across all curricular areas.

Evaluations of Half-Termly/monthly Literacy and Numeracy plans are compiled within year-groups and reviewed by the Subject Co-Ordinators and School Principal. These evaluations are used to inform future planning.

Short-Term

Each member of staff produces their own Short-Term Planner document (weekly plan) which outlines daily activities, resources required, and differentiation as appropriate, which are relevant to their specific class and its needs.

Short-Term Planners and Teaching Folders, containing short daily, individual self-evaluations are presented to the Subject Co-Ordinators/Head of Key Stage/Vice-Principal/Principal as per the Weekly Monitoring timetable.

Culture of Improvement

A school culture of achievement, improvement, and ambition exists with clear expectations that all pupils can and will achieve to the best of their ability.

Learning Intentions and Success Criteria are shared in our classrooms through age-appropriate means (such as the use of WALT and WILF, etc.) so that pupils understand what they are learning and how they can succeed in their work. Work is differentiated so that pupils can feel confident completing tasks whilst also being suitably challenged within their learning where necessary. Thorough marking of work allows pupils to be praised for success and individual feedback to be given when necessary. The use of Assessment for Learning means individual targets can be set to help pupils strive for personal goals. Motivational rewards are also used to encourage children to reach their full potential.

Special Educational Needs (SEND)

In Meadow Bridge Primary School, teachers are aware that pupils have different experiences, interests, and strengths, which will influence the way in which they learn. We are also aware that pupils may experience a wide variety of Special Educational Needs that must be catered for in the classroom according to the Code of Practice and the current SEND Policy of Meadow Bridge Primary School (see SEND Policy).

Once teachers have identified pupils with specific difficulties within Literacy and Numeracy that require special help, they must employ reasonable adjustments within their own classroom setting. Teachers must also give consideration to the pupils' own access to the Curriculum (see Accessibility Policy) and their level of need.

Working alongside the SEND Co-Ordinator, teachers should establish targets for individual children as well as glean advice for support within Literacy and Numeracy. Teachers have established provision mapping through the year-groups where they can identify different resources or activities that will provide support for specific children and instances.

Meadow Bridge Primary School places a strong emphasis on the 'voice of the child' where they are involved in the discussions surrounding their teaching and learning and can provide input to their future targets and attainment goals. Teachers must also consider data from PASS assessments to inform these discussions.

Teachers must utilise Classroom Assistants or extra adults in their classrooms to provide support and help where appropriate to these pupils.

Early Intervention

Effective interventions and support are in place to meet the additional needs of pupils and to help them overcome barriers to learning.

In Meadow Bridge Primary School, we recognise the need to cater for children with Special Educational Needs (see existing SEND Policy). These needs are reflected within IEPs/PLPs set by the child's teacher and discussed with the SEND Co-Ordinator and the child's parents. Tasks are approached in such a way that all children have achievable goals.

Work is differentiated to assist all children in terms of:-

- Expected Learning Outcomes;
- Tasks;
- Teaching Methods;
- Resources.

Pupils with Special Educational Needs may be identified by:-

- Class Teacher Observations;
- Standardised Test Scores/Data Analysis;
- Difficulties with General Classwork;
- Reports from Transferring Schools.

Under-achievers and low achievers receive one-to-one or small group interventions appropriate to their needs. Where appropriate or relevant, these include:-

- Use of Lexia Programme;
- Reading Partnership;
- Learning Support Withdrawal Groups;
- Maths Recovery.

Classwork and Homework are differentiated to meet the individual needs of these children.

Some pupils may also receive support from external agencies to assist with their specific educational needs. The school has strong lines of communication with parents. This communication exists through consultations with class teacher(s), SEND Co-Ordinator, and Learning Support teachers.

High Quality Teaching and Learning

Literacy and Numeracy Provision

We aim to deliver a broad and balanced curriculum through careful planning not just for Literacy and Numeracy, but across the whole curriculum. Children are provided with opportunities to develop knowledge, understanding and skills specified in the statutory requirements of the NI Curriculum. Teachers have high expectations for all pupils at their individual level.

Continuity and Progression

Careful planning ensures that pupils have experiences across:-

- a) each of the five aspects of Numeracy; and
- b) the four modes of communication in Literacy.

Progression through the levels of attainment is ensured by using the Lines of Development in Primary Maths and the guidance material for Literacy from the EA with the content taken from the Northern Ireland Curriculum.

Continuity is ensured by the whole staff agreement on:-

- Compatibility of teaching approaches;
- Development of schemes of work;
- Appropriate teaching strategies;
- Classroom organisation;
- Resources and materials;
- Assessment and recording procedures;
- Mathematical language and conventions (Numeracy);
- Co-Ordinator Action Plans and subsequent training/dissemination.

Literacy

The school provides a balanced Literacy programme across all four modes of communication (Talking, Listening, Reading, and Writing).

We focus on developing each child's ability to understand and use language, both spoken and written, across all areas of learning. We aim to develop skills which will enable children to interact effectively with others, to express themselves creatively and communicate confidently.

Children are engaged in active learning strategies through independent, paired and group activities. Through text, sentence and word level work, children develop a range of strategies which enable them to read and write independently for different audiences and a variety of purposes. Throughout the school, a structured Linguistic Phonics programme is in place to develop children's decoding skills for reading, writing, and spelling and the teaching and learning of High Frequency Words.

Numeracy

Pupils are provided with a variety of opportunities to develop and extend their mathematical skills.

Through practical work and written activities pupils develop the curricular areas of Number, Shape and Space, Measure, and Handling Data, through exploring and manipulating their immediate environment. They acquire and develop mental maths strategies and progress towards being able to problem solve and communicate their ideas mathematically and with confidence. Teachers make the teaching of mathematical processes and concepts as interesting and as relevant as possible, placing emphasis on interactive and collaborative activities.

Pupils engage in:-

- The Development of Mental Strategies;
- Written Methods;
- Practical Work;
- Investigational/Problem Solving Work;
- Mathematical Discussion and Development of Mathematical Language;
- Consolidation of Basic Number Skills and Number Facts.

Approaches to Teaching and Learning

At Meadow Bridge Primary School we strive to attain high quality classroom practice across the Key Stages. We do this by:-

- Implementing the Northern Ireland Curriculum for Literacy and Numeracy which promotes challenging, engaging, relevant, enjoyable, media-rich, skill integrated, active, enquiry based, varied, investigative, and cross-curricular learning opportunities.
- Providing pupils with a variety of opportunities to develop and extend their Literacy and Numeracy skills. We use a range of learning strategies that address a range of learning styles. Adopting a variety of teaching strategies such as group, paired, individual and whole-class activities and teaching throughout all year-groups, and mental maths strategies in all maths lessons, we ensure high quality teaching. Teaching strategies match the level of understanding of the pupil, the age and ability of the pupil, the nature of the topic and the resources available. Clear Learning Intentions are discussed at the beginning of each lesson, Success Criteria agreed upon and the active involvement of pupils in their own learning will be sought using effective questioning. At the conclusion of a lesson, Assessment for Learning strategies and pupil reflection will be used to assess understanding and progress during a plenary session.
- Using 'Every School a Good School' as a framework which identifies the use of high quality modelled, shared, guided and independent work, throughout all classes.
- Effective Planning.
- Differentiation - in line with the Code of Practice, the special needs of individual pupils will be catered for by the class teacher. These needs are reflected within IEPs/PLPs. Effort is made to ensure that classwork and homework are carefully differentiated, enjoyable and challenging to meet the needs of all, including those from diverse linguistic and cultural backgrounds. Teachers also take account of the information they receive from the previous teacher, as well as their own observations and assessments, when deciding on the most appropriate tasks for each pupil. The use of GL Assessment Data also guides teachers as they plan and prepare suitable lessons for their learners within their classrooms.

- We feel that it is important that pupils have the opportunity to develop their skills through other subjects, to make connections between Literacy and Numeracy and the real world. We aim to promote active learning and develop the thinking skills and personal capabilities of all children. Pupils will be involved in activities which promote the skills of managing information, problem solving and being creative, whilst developing their abilities of working with others and self management.
- ICT is an integral part of the planning and delivery of the Literacy and Numeracy Curriculum. By incorporating ICT, we intend to extend and enhance the teaching and learning experiences of all children. Each classroom is equipped with an ActivPanel, teachers can use ActivInspire software, online resources and downloadable software as teaching resources. Details are included in the ICT Policy. Some use is also made of television programmes, DVDs/Online Media, and calculators when appropriate.

Assessment

Assessment is regarded as an integral part of teaching and learning and it is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class on an ongoing basis. Teachers use formative, summative, and diagnostic assessment methods.

In Meadow Bridge Primary School, we are continually assessing our pupils, and recording progress, thus allowing us to match the correct level of work to the needs of the children.

Information for assessment is gathered in the following ways:-

- Pupil Observations;
- Communication with Pupils;
- Marking Work;
- Weekly 'Check Up';
- Class Tests;
- Accelerated Reader Data;
- PTE/PTM/CAT;
- End of Key Stage Assessment.

We use data compiled from GL Assessment packages from PTM, PTE and CAT diagnostic tests to inform our future planning.

Assessment in Foundation Stage involves regular observations and written records being made on each child by the teacher and classroom assistant. The adults are looking for how the child's knowledge, understanding, and skills are developing through practical and written mathematical activities. On a daily, weekly, and six-weekly basis these observations are reviewed and action is taken to ensure future planning supports the learning for each child. Throughout the year informal testing is carried out both practically and in written form to monitor progress further.

Self-Evaluation

Teachers examine the effectiveness and quality of their teaching and learning strategies through a process of rigorous and honest self-evaluation. Individual teachers and year-groups evaluate and reflect on their practice on a weekly basis. Key Stage and whole staff meet regularly to identify strengths and prioritise relevant areas for development. Staff then plan and implement actions for improvement and monitor to evaluate the outcomes.

Analysis of school performance data from PTE and PTM is carried out by Subject Co-Ordinators in the third term, with the rest of the teaching staff carrying out analysis the following September. Self-evaluation is an ongoing process which is critical to improving standards in the school.

Effective Leadership

School Development Planning

The Meadow Bridge Primary School Development Plan provides clear and realistic targets for improvement in Literacy and Numeracy. All staff are involved in the process of auditing and evaluating provision for Literacy and Numeracy and Action Plans are written and reviewed annually by Subject Co-Ordinators. Annual updates on Action Plans are provided by Subject Co-Ordinators to SLT and the School Board of Governors.

Use of Data

Statutory Assessment

Teachers continually assess the levels of progression of individual pupils in the cross-curricular skills of Communication and Using Mathematics. These are based on teachers' professional judgement and confirmed by CEA tasks. End of KS1 (P4) and End of KS2 (P7) outcomes are reported to the Department of Education and are benchmarked against schools in a similar FSM category.

Realistic Key Stage targets are set and agreed by teachers, Co-Ordinators and SLT by looking at the levels achieved by the previous year-group and carefully analysing all available data for the incoming group of children.

Non-Statutory Assessment

Progress Test in English (PTE) and Progress Test in Maths (PTM) assessments are carried out in the third term for Years 3 to 7. These *non-statutory* diagnostic tests inform teachers of strengths and areas for development at whole school, Key Stage, class, and pupil levels. Information is recorded annually and targets are set and agreed with Head of Key Stage and Subject Co-Ordinators and Assessment Co-Ordinator. These targets and outcomes are reviewed in February and June.

P4 and P6 complete Cognitive Ability Tests (CAT) to identify how pupils perform against their expected ability. Specific interventions are put in place for under-achieving children by the class teacher, and targets for improvement are set. Guidance for supporting under-achieving children may be sought from Literacy or Numeracy Co-Ordinators, SEND Co-Ordinator, or relevant outside agencies.

Professional Development of Staff

Literacy and Numeracy Co-Ordinators have sought out their own professional development and training via 'cluster groups'/link schools, to assist them in their role. They endeavour to disseminate any relevant information to the staff through email, handing out resources and in-school training.

Two parent volunteers have completed the Reading Partnership Training Programme and continue to use this to support below-average readers in Years 3 and 4.

Three members of teaching staff have completed the Maths Recovery Training Programme to use in early intervention scenarios with small groups of children from Years 3 and 4 where appropriate.

Teachers are encouraged to develop and disseminate good practice in the teaching and learning of Literacy and Numeracy through:-

- PRSD;
- Observations, eg staff may request to observe a Reciprocal Reading lesson and adopt some of the strategies in their classroom;
- Whole School, Key Stage and Year Group Staff Meetings where 'in-school' training is provided;
- Local Schools within 'Cluster Groups'.

Through annual appraisals with the Principal and the PRSD process, teachers are given the opportunity to discuss their own personal development and receive feedback. This is often a positive experience where good practice is identified and encouraged.

There has been extensive staff development in the curricular areas of Literacy and Numeracy. All staff have attended training and been given time to reflect and implement the following areas:-

- Guided and Reciprocal Reading (including the use of a Task Board);
- Modelled Writing/Stages of the Writing Process;
- Problem Solving and Differentiation;
- Handling Data and the use of relevant ICT software.

Our aim is to consolidate and build on all the hard work undertaken by the staff and children over the years. We will continue to revisit Literacy and Numeracy as part of our SDP and monitor it through monthly evaluations, and termly by the Co-Ordinators.

Monitoring and Evaluating

Monitoring and Evaluating are fundamental parts of the teaching and learning in our school and are the responsibility of all the teachers. The Literacy and Numeracy Co-Ordinators and SLT oversee the progress made towards meeting the targets set out in their Action Plans.

Progress is monitored through:-

- The Co-Ordinators carrying out 'book scoops';
- Displays of work;
- Informal discussions with staff;
- Formal discussions with staff through Literacy and Numeracy Curricular Teams;
- Discussions with pupils;
- Staff Meetings with a Literacy and Numeracy focus;
- Review of teachers' planning by Co-Ordinators and SLT;
- Examining Standardised Assessment Data (PTE/PTM);
- End of Key Stage Assessments and Benchmarking Data;
- Reviewing Whole-School Progression, ensuring that continuity, development, progression, and differentiation are evident.
- Parents' Questionnaires.

Literacy and Numeracy Action Plans are evaluated at the end of each academic year and used to establish future areas for school development.

We acknowledge and appreciate the support of the Board of Governors in all aspects of school life.

They are kept up-to-date with standards of achievement in Literacy and Numeracy through annual meetings with Co-Ordinators as well as a specific Governor being assigned to each curricular as a 'Champion Governor'. These specific Governors act as a link-person to the subjects and are kept abreast of any changes or requirements to the curricular area.

A School Connected to its Local Community

Links with Parents

Meadow Bridge Primary School enjoys good working partnerships with parents. Parents are encouraged to take an active role in their children's education.

Parent Consultations are conducted in October and March and teachers report on pupils' progress, pastoral concerns, and specific areas for development. Formal written Annual Reports are issued in June.

The school operates an 'open door' policy where parents can seek advice and guidance from teachers as required. Teachers are strongly encouraged to make use of a spoken conversation in the first instance rather than communicating via note or online means.

Parents are encouraged to oversee and ensure the completion of Literacy and Numeracy homeworks set on a weekly basis. Teachers may provide information/video tutorials regarding Literacy and Numeracy curricular areas set as homework via Seesaw.

Parent Questionnaires are used to provide feedback to staff on various curricular areas which inform the School Development Plan.

Links with Other Schools

Subject Co-Ordinators may attend staff development clusters for Literacy and Numeracy with other local primary schools to discuss any new initiatives and share effective practice.

Meadow Bridge Primary School maintains strong links with feeder nursery schools and post-primary schools. Primary 1 teachers receive transition forms for incoming pupils which detail communication, basic numeracy and social skills. This allows teachers to ensure a smooth transition to Primary 1.

Currently we engage in cross-phase meetings with a number of post-primary schools. This has been highly informative in terms of promoting more effective progression and continuity for our Primary 7 pupils. When pupils transfer to their post-primary schools, a copy of their report and relevant assessment scores are sent.

There is often the opportunity for Primary 6 and Primary 7 pupils to visit post-primary schools to engage in a range of activities and experience life at these schools. Alternatively, speakers or groups of past pupils from local post-primary schools may visit Meadow Bridge Primary School to speak to the Primary 7 year-group.

Links with the Community

We aim to develop links with the local community through:-

- Entering local Literacy and Numeracy competitions;
- Use of the School Library Service;
- Author Visits and Workshop Sessions;
- Inviting Visitors into school to support Topic Work.

World Book Day and National Numeracy Day events are held each year to raise the profile of Literacy and Numeracy throughout the whole school.

Links with External Agencies

The following links exist with external agencies to help promote and support the teaching of Literacy and Numeracy:-

- Literacy Peripatetic Service;
- Educational Psychologist;
- Speech and Language Unit (Beechlawn);
- ASCET;
- C2K;
- EWO;
- Travelling Book Fair.

Resources

Curriculum Resources

Class Teachers have worked hard to collect and collate a set of resources which are applicable for their own year-group. Many resources are teacher-generated (especially in Foundation and KS1) and most teachers make use of other online commercial materials. However, most year-groups would still hold a set of dedicated Literacy and Numeracy textbooks that they would use to deliver effective lessons, teaching, and learning.

A variety of reading schemes are used across Primary 1 to Primary 7 for the purposes of teaching Guided Reading. These are kept and stored in two central resources in the school.

ICT Resources

ICT is important in supporting the teaching and learning of Literacy and Numeracy. Each class is timetabled in the ICT Suite and there is a small set of iPads in every classroom. There is a Promethean ActivPanel in every classroom and in the ICT Suite. Beebots can also be used by classes throughout the school.

Subject Co-Ordinators may highlight and direct teaching staff to various websites or online activities that lend themselves well to these formats.

Aims

Talking and Listening

Talk is central to learning. It is used constantly to acquire, explore, develop, and express knowledge and understanding. The skills of active listening, negotiation, and decision-making are also important aspects of the learning process.

1. To develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context, and purpose.
2. To recognise and develop the relationship between talking and listening, reading, and writing.
3. To engage the pupils in different types of talk for different purposes. Such purposes include explaining, describing, instructing, narrating, collaborating, influencing, discussing, creating, planning, arguing, persuading, speculating, questioning, responding, exploring, informing and expressing feelings.
4. To create a classroom atmosphere where pupils' talk is valued and where enjoyment is seen to be an intrinsic feature of learning.
5. To provide opportunities for pupils to experience a range of roles and contexts for talking and listening, eg poetry, drama, oral presentations through other curriculum areas.
6. To develop detailed planning and careful management of all oral activities, to ensure that they are purposeful, challenging and enjoyable, eg group discussion, active listening, seeking information and following instructions and dramatic presentations.
7. To encourage the development of personal qualities and social skills when making contributions within a small group or class, or for a later audience, and the appropriate use of voice and quality of speech. Children should experience opportunities for one-to-one, group, and whole class talking and listening.
8. To develop strategies and procedures within oral work agreed by every teacher in the main school.
9. To plan strategies to allow time for pupils to reflect on their achievements and performance as talkers and listeners.
10. To promote the value of their own and other dialects and using them where they are appropriate to context and purpose.
11. To use specific talking and listening learning outcomes to inform assessment and attainment in all subjects.

Literacy

Aims

Reading

Reading allows pupils access to countless avenues of exploration and sources of knowledge. It equips them with the ability to understand the ideas of others in the past, present and future, and can be an enjoyable experience. Perhaps most important of all, reading develops pupils' potential as learners.

1. To promote reading as a purposeful and enjoyable activity across the curriculum.
2. To recognise and exploit the links between reading, writing, talking and listening to enhance language development, eg Report Writing: (1) Read and locate relevant information; (2) Take notes, plan, draft, revise and re-draft; (3) Present oral presentation to audience.
3. To use a variety of teaching and learning strategies to support and extend pupils' reading development, eg shared reading, guided reading, reciprocal teaching in other curriculum areas, reading aloud for fluency and expression.
4. To monitor pupils' chosen books regularly to ensure that the reading level is both appropriate and challenging, through the use of Running Records/Accelerated Reader data.
5. To provide a range of relevant reading resources from a variety of cultures in all classrooms for information and enjoyment.
6. To teach pupils how to read, comprehend and respond to fiction and non-fiction texts through modelled, shared, guided and independent reading.
7. To encourage pupils to extend their vocabulary in all subject areas.
8. To encourage pupils in all subject areas to access a wide range of resources in both the school and public libraries.
9. To develop the ability to locate and use printed and other sources of information as part of a learning task, eg project work through use of KWFL grid.
10. To use specific learning intentions to improve the quality of planning, teaching, assessing, and differentiating.
11. To encourage parents to become closely involved in positively supporting their child's reading development, eg the implementation of guided reading approach, reciprocal reading, etc.

Literacy

Aims

Writing

Writing can serve several purposes. It can:-

- be a record for future reference or development;
- provide the teacher with evidence of learning;
- help pupils clarify and develop their thinking;
- communicate opinions and beliefs;
- express thoughts, feelings, and imaginings;
- support and result from both oral work and reading;
- be an enjoyable experience.

1. To promote independent writing (free choice/structured), to help young writers get underway with writing.
2. To scaffold children's understanding of writing through the promotion and use of the writing process (Familiarisation, Problem Solving, Modelled, Shared, Guided and Independent).
3. To provide opportunities across all subject areas for pupils to experience a wide repertoire of writing forms.
4. To provide real audiences for writing, both inside and outside the classroom, so that pupils are motivated to write and also realise the relationship between writers and readers, eg letters, etc.
5. To model and provide examples of the type of writing required.
6. To demonstrate a variety of planning strategies so that pupils can select the one which best suits their purpose and way of thinking, eg concept mapping.
7. To promote re-drafting of a text as an integral part of the writing process for presentation purposes.
8. To develop collaboration, mutual support, and constructive criticism between pupils over their writing so that pupils can understand the relationship which exists between writers and readers.
9. To encourage pupils to proof-read and edit their work for the secretarial aspects of spelling, punctuation, and syntax.
10. To use the Marking Policy consistently and effectively so that all pupils receive consistent messages from all teachers across each year-group.
11. To respond positively to a piece of writing initially, followed by guidance about how to improve what is being presented by the writer. The extent of correction should be in direct proportion to the confidence and competence of the writer.
12. To use ICT for composing, editing, revising, proof-reading and presentation purposes.

Aims

Our pupils should:-

- develop and hold a positive attitude to Maths and Numeracy.
- through the development of Numeracy, children will make the connections to and see the relevance of maths to their everyday lives.
- have a sense of the size of a number and where it fits into the number system.
- know by heart number facts such as number bonds, multiplication tables, etc.
- use what they know by heart to figure out numbers mentally.
- calculate accurately and efficiently both mentally and on paper.
- recognise when it is appropriate to use a calculator and be able to do so effectively.
- make sense of number problems, including non-routine problems and recognise the operations needed to solve them.
- explain methods and reasoning using correct mathematical terms.
- judge whether answers make sense and have strategies for checking.
- suggest suitable units for measuring and make sensible estimates of measurements.
- explain and make predictions from graphs, diagrams, charts, and tables.
- develop spatial awareness and an understanding of properties of 2D and 3D shapes.
- use ICT to enhance the teaching and learning.

General Key Principles for Numeracy

As a staff we have agreed the following as the General Key Principles for Numeracy:-

- The development of mathematics is an integral part of School Development Planning.
- Teachers should plan to ensure a broad and balanced curriculum for mathematics.
- Teachers should use an appropriate range of teaching strategies.
- There will be appropriate use of ICT if suitable programmes are available.
- Mathematical skills will be incorporated across the curriculum.
- All teachers have had, and will continue to have, professional development as necessary.
- We will endeavour to foster positive attitudes towards maths.
- Teaching and learning will take account of the key role of language within maths.
- Pupils will be encouraged to become increasingly independent and to exercise choices and make decisions about their learning.
- Support for learning extends beyond the school context to include the role of parents and occasionally the Board of Governors.

- There are arrangements to ensure that pupils make appropriate progress in maths.
- Assessment is an integral part of the teaching and learning process and is used to inform future planning.
- The importance and relevance of maths in everyday life is promoted.

The following are the Key Principles for each of the Attainment Targets:-

Mathematics and Numeracy Key Principles

Processes

Opportunities will be provided for pupils to:-

- work collaboratively so that through discussion they can develop their mathematical language and organise their thinking.
- record their work in a variety of ways.
- select the appropriate mathematics and resources required for a task.
- engage in a range of meaningful problem solving and investigative activities.

Number

Opportunities will be provided for pupils to:-

- consider and discuss appropriate strategies for mental calculation.
- acquire a sound understanding of place value.
- develop their estimation skills and use these skills to estimate answers before completing calculations.
- develop and consolidate written computational skills using a balance between practice and application in meaningful contexts.
- use calculators appropriately.
- explore and identify patterns and explain their reasoning when making generalisations.
- search for patterns and use relationships in investigative work.

Measure

Opportunities will be provided for pupils to:-

- use a range of appropriate measuring equipment.
- estimate and make appropriate comparisons.
- discuss the units of measurement, equipment, and accuracy required when undertaking measuring tasks.
- appreciate that all measurement is continuous and approximate.
- use decimal notation when recording metric measurement.

Shape and Space

Opportunities will be provided for pupils to:-

- handle shapes and discuss their properties through appropriate planning of practical activities.
- construct and investigate shapes, including the use of ICT.
- appreciate the importance of size and scale.
- visualise and represent shapes.
- appreciate the relationship between shape and space.
- explore position, movement, and direction, in meaningful contexts.

Handling Data

Opportunities will be provided for pupils to:-

- select, collect, organise, display, and interpret data.
- apply handling data skills across the curriculum using ICT when appropriate.
- discuss, make decisions, and give reasons in relation to data handling activities.