



Literacy and Numeracy Policy

Created January 2026

1. Purpose & Context

Literacy and numeracy are essential for educational success, personal development, and future pathways. This policy sets out a whole-school approach aligned with:

- The Northern Ireland Curriculum
- *Count, Read, Succeed*
- *Every School a Good School (ESaGS)*
- *ETI Inspection Framework*

It reflects the DENI vision that “*Every learner fulfils their potential at each stage of development*” and will incorporate forthcoming TransformEd Literacy guidance.

2. Whole-School Approach

- Literacy and numeracy are embedded across all subjects.
- The School Development Plan includes baseline data, SMART targets, actions, and monitoring.
- All staff contribute to maintaining high standards of literacy and numeracy.

LITERACY

1. Vision & Objectives

The school’s approach is grounded in the *Science of Reading (SoR)* and prioritises:

- Raising attainment for pupils significantly below expected levels
- Supporting C/D borderline GCSE English pupils
- Ensuring explicit reading instruction, accessible assessments, and consistent whole-school practice

Key focus areas: vocabulary, morphology, comprehension, questioning, and structured reading routines.

2. Principles

- Tiered provision with clear referral, entry and exit criteria
- Alignment with English Schemes of Work and assessment
- Use of a Record of Concern for referrals
- Central tracking of access arrangements and dyslexia-friendly resources
- Short, frequent, evidence-based interventions
- Ongoing professional learning focused on explicit, structured literacy teaching

3. Identification, Data & Monitoring

Identification draws on:

- Classroom assessment
- PTE & CCEA Adaptive Tests
- NGRT
- SEN profiles
- Amira (Y8)
- Diagnostic tools

Data from SEN, interventions and classroom performance is merged centrally. Half-termly reviews involve intervention teachers, English teachers and SLT.

4. Tiered Literacy Provision

Tier 1 – In-Class

- Explicit instruction, modelling (WAGOLs), SoR routines
- Differentiation and strategic use of trained CLAs

Tier 2 – Targeted

- Structured boosters aligned with SoR
- 4–5 × 40-minute withdrawal sessions weekly
- Y10 literacy intervention

Tier 3 – Specialist

- Diagnostic assessment (e.g., dyslexia)
- 1:1 or very small-group intensive support

5. Curriculum & Assessment Alignment

- English SoW includes explicit reading instruction and SoR routines
- Assessments use scaffolding, WAGOLs and differentiated formats
- Amira Y8 data used to inform grouping and intervention

6. Staff Professional Learning

Focus areas:

- Science of Reading
- Morphology and vocabulary tiers

- Questioning and explicit instruction
- Coaching for KS3 English and SEN teachers
- Dyslexia training

The Literacy Lead and CLAs participate in English Department meetings.

7. Staffing and Accommodation

- **Literacy Lead (4 days, Room 23)** – identification, grouping, monitoring, parent communication, professional learning
- **Literacy Learning Mentor (FT, Room 115)** – small-group and in-class support
- **CLAs (Rooms 19 & 23)** – 1:1, small-group intervention, dyslexia support, Y8 Amira
- **SLT** – oversight of SEN, curriculum, strategy, training and resourcing

8. Implementation Plan

Current: Y8 Amira, SoR training, coaching, new SoW, boosters, morphology initiatives, monitoring

Short-Term: Cross-curricular literacy, reading/spelling programmes, coaching, dyslexia resources, referral streamlining

Long-Term: Reporting model, reading for enjoyment, literacy-rich environments, streamlined assessment, reading mentors, strengthened transition

NUMERACY

Definition

Numeracy is the ability to apply appropriate mathematical skills confidently in a range of contexts, supporting further education, employment and adult life.

Numeracy Strategy – Core Aims

- Improve numeracy skills for all pupils
- Build confidence and competence across subjects
- Ensure a consistent, high-quality numeracy environment
- Strengthen communication and collaboration between staff
- Provide effective intervention and staff development

How the Strategy Is Delivered

- KS3 pupils complete diagnostic and predictive tests to inform planning
- SEN and newcomer needs addressed by teachers and the Numeracy Co-ordinator
- Targeted interventions via Numeracy Withdrawal or team teaching
- A range of learning approaches (ICT, problem-solving, group work)
- Primary liaison to understand prior learning
- Consistent cross-curricular expectations and terminology
- Support for transferability of mathematical skill

4. Teaching & Learning

- Literacy and numeracy embedded across all subjects
- Evidence-based and differentiated strategies
- Progression in talking, listening, reading, writing and mathematical application
- Use of ICT to support learning

5. Assessment & Monitoring

Assessments include:

- PTE/PTM
- NGRT
- Transition tests
- Amira (Y8)

Data informs planning, grouping and intervention. Literacy Lead and Numeracy Co-ordinator track and report progress to SLT.

6. Intervention Framework (3-Stage Model)

Stage 1 – Quality First Teaching

Whole-class approaches including learning intentions, success criteria, structured language and active learning.

Stage 2 – Targeted Group Intervention

Time-bound programmes such as:

- IXL
- MyMaths

- Paired reading/guided writing

Stage 3 – Individual Intervention

Intensive 1:1 programmes tailored to individual needs.

Additional Literacy and Numeracy Supports

Literacy

- Year 8 Amira AI Reading
- FFT Reading Assessment (GPC, decoding, fluency)
- EAL interventions
- Dyslexia interventions using MacMillan and specialist CLA support
- Park Outreach for weakest Y8 pupils

Numeracy

- IXL personalised online programme (KS3 & KS4)
- Numeracy Ninjas weekly for all KS3 and KS4

KS4 Provision

GCSE D/C borderline pupils receive targeted literacy and numeracy support through English and Mathematics Departments, with additional intervention provided where required.

7. Inclusion

- SEN and EAL pupils receive appropriate adjustments and interventions
- High-attaining pupils are challenged appropriately

8. Literacy and Numeracy Roles and Responsibilities

| Role | Key Responsibilities |
|---|--|
| Governors | Ensure strategic emphasis on literacy and numeracy in the School Development Plan. |
| Vice Principal Curriculum (D. Farquhar) | Set high expectations; monitor progress; allocate resources; ensure compliance with DENI and ETI guidance. |
| SLT Learning, Teaching & Assessment / SLT Maths Link (J. Young) | Monitor pupil progress and intervention impact; meet regularly with Numeracy Co-ordinator; report to VP. |

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| SLT SEN / SLT English Link (C. McGorman) | Monitor pupil progress and intervention impact; meet regularly with Literacy Lead; report to VP. Liaise with CL English to ensure synergy in delivery of Literacy |
| Curriculum Leaders English and Mathematics | Ensure Literacy and Numeracy provision is in line with English and Mathematics curriculum requirements and that curriculum embeds Literacy and Numeracy and provides quality first teaching. Liaise with Literacy Lead and Numeracy Co-ordinator to ensure provision of intervention by English and Mathematics staff is monitored and has impact. |
| Whole-School Data & Testing Co-ordinator (E. Forbes) | Manage GL and CCEA adaptive testing; provide tracking data to SLT and Literacy/Numeracy staff; profile KS3 classes and track progress. |
| Literacy Lead (R. O'Boyle) FT | <ul style="list-style-type: none"> - Lead and implement whole-school literacy strategy and policy. - Monitor and evaluate interventions (e.g., Amira, FFT Reading Quest). - Manage data analysis and reporting. - Liaise with SLT, LSC, external agencies. - Ensure effective communication and resource management. - Keep up to date with literacy developments. |
| Numeracy Co-ordinator (C. Gillis) Co-ordinator role (x1) Intervention (x1) | <ul style="list-style-type: none"> - Lead and implement whole-school numeracy strategy and policy. - Monitor and evaluate interventions (e.g., IXL). - Manage data analysis and reporting. - Liaise with SLT, LSC, external agencies. - Ensure effective communication and resource management. - Keep up to date with numeracy developments. |
| English Department Staff: Su – x1 for KS3 Fr – x1 for KS3 Wa – x1 for KS3 | Deliver small-group and 1:1 literacy interventions; track progress; maintain records; ensure safe, engaging learning environment; liaise with Literacy Team. |

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|---|---|
| <p>Wt – x2 for KS3 and x1 for KS4 TOTAL – 6 periods in English</p> <p>Additional x3 periods per week for Go, Br, Wa and Fr re KS4 Language exam.</p> <p>Learning Mentor FT CLA FT x2</p> | |
| <p>Maths Department Staff Cg – x1 for KS3 Gf – x1 for KS3 Ha – x1 for KS4</p> <p>Additional x3 periods per week for Ha re KS4 Unit exams.</p> <p>CLA support: R.Campbell x3 for KS3 M.Mercer x3 for KS3 S.Geddis x2 for KS3 Z.Patterson x1 for KS3 K.Seaton x1 for KS3</p> <p>Senior School Learning Mentors x 2 who work with approximately 9 pupils</p> | <p>Deliver small-group numeracy interventions; tracking progress; maintain records; ensure safe, engaging learning environment; liaise with Numeracy Team; support cross-curricular numeracy.</p> |
| <p>All CLs / Subject Teachers</p> | <p>Embed literacy and numeracy in subject teaching; model high standards in spoken and written language; teach technical vocabulary; promote links between speaking, listening, and writing.</p> |

8. Partnerships

- EA SEND
- Park Outreach
- Amira (DE Study)

9. Review

The policy is reviewed annually to ensure alignment with DENI, ETI and best practice.

