Literacy & Numeracy Policy

Reviewed November 2022

Context:

The stated vision of the Department of Education for N Ireland (DENI) is 'To ensure that every learner fulfils his or her potential at each stage of his or her development.' (DENI 2010).

This has been enunciated in the overall aim of the N Ireland Curriculum (DE 2008), which says, 'The N Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.'

The School Improvement policy document, 'Every School a Good School,' (DENI 2009) has outlined indicators of what will be recognised as effective performance under four headings:

- **Child centred provision**
- **High quality teaching and learning**
- **Effective leadership**
- **A school connected to its local community.**

The Inspection and Self Evaluation Framework (ETI) assesses provision to be most effective when:

- through high quality learning and teaching the pupils are able to achieve and apply very good standards in literacy, numeracy and information and communication technology (ICT) within and across the curriculum;

- through appropriate intervention and support, most pupils demonstrate consistent progress commensurate with their abilities and the barriers they face in learning;

Rationale

At Belfast Boys' Model School, we believe that pupils' literacy and numeracy skills are the key to educational progress, to social integration and to personal development and happiness.

This policy document will outline the strategies and approaches we will support and develop to ensure that each child becomes equipped with the necessary mathematical and linguistic knowledge, understanding and skills to cope with the demands of further and higher education, the world of work and adult life.

COUNT, READ, SUCCEED

This strategy document recognises the role of school leaders, pupils and parents in supporting pupils' development of literacy and numeracy, the following paragraphs are particularly relevant to this policy document:

4.5 The School Development Plan will identify the actions and resources to be used in support of the identified priorities, including those relating to literacy and numeracy. Governors should satisfy themselves that their School Development Plan places sufficient emphasis on developing literacy and numeracy; that it contains robust and challenging annual targets; and that it identifies how the targets will be achieved. The School Development Plan should be supported by a whole-school policy on literacy and numeracy, along with other policies and action plans as appropriate.

In the training provided to prepare aspiring leaders, and in the support provided to existing leaders, it is important that the centrality of literacy and numeracy to learning across the curriculum is emphasised.

4.8 To support pupils' development of literacy and numeracy skills the principal, in particular, must ensure that:

a. all the staff have high expectations of all pupils;

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 Management Team level and throughout the 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 pupils' 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 for pastoral support and special educational needs, are in place to provide support as early as possible to pupils that need additional help;

i. the school develops effective links with the families and community it serves.

4.16 It is essential that the whole-school approach to the development and promotion of literacy and numeracy skills is broad and balanced and promotes progression. Decisions on pedagogy are, properly, a matter for professionals in schools and classrooms, drawing on research and advice from those with particular expertise. Teachers should have flexibility to develop their classroom practice within the whole-school approach. They should be supported by the school and the statutory education bodies to enable them to learn from new evidence and emerging best practice and share their own successful approaches. Nevertheless, there must remain an emphasis on teachers using a range of strategies to meet the needs of every child. There is a danger that over-emphasis on a single approach could lead to the under-use of other options that might help the widest possible spectrum of pupils.

4.18 A broad and balanced curriculum is essential to develop well-rounded and well educated pupils. However, the development of literacy and numeracy skills is of such fundamental importance that teachers and schools will wish to draw on their professional judgement to assure themselves that all their pupils spend the necessary time developing these skills, including through cross-curricular approaches. This will be particularly important where pupils are under-achieving and schools may need to prioritise work to develop literacy and numeracy.

Role of the Literacy/Numeracy Co-ordinator

The Literacy/Numeracy Co-ordinator should be responsible, in consultation with the Principal, teachers and parents, for improving the standards of teaching and learning in Literacy/Numeracy through:

Monitoring and evaluating Literacy/Numeracy:

- Monitor pupil progress
- Management and analysis of relevant data
- Provision of Literacy/Numeracy (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff
- Auditing and supporting colleagues in their CPD
- Taking the lead in policy development
- Purchasing and organising resources
- Keeping up to date with recent Literacy/Numeracy developments
- Maintaining contact with all concerned: Principal, Senior Leadership in the school, teachers, other staff, parents, and pupils
- Ensuring channels of communication are open and active with all relevant outside agencies, including DENI, EA, CCEA, etc.

Roles and Responsibilities of the Literacy/Numeracy Intervention Teacher

The Literacy/Numeracy Intervention Teacher should be responsible, in consultation with the Literacy/Numeracy Coordinator, for improving the standards of teaching and learning in Literacy/Numeracy through:

- Leading small group literacy/numeracy interventions
- Reviewing relevant data
- Monitoring progress of pupils throughout intervention
- Maintaining records of pupil attendance/pupil data
- Establishing a safe, engaging learning environment for all pupils
- Maintaining contact with members of the Literacy/Numeracy Team

Role of all Teaching Staff

All staff must demonstrate an understanding of and take responsibility for promoting high standards of literacy. Students should be taught in all subjects to express themselves correctly and appropriately using 'Standard English', and to read accurately and with understanding.

Teachers should:
- Act as a role model for literacy in all aspects of their professional activities – including spoken and written language
- Develop literacy through their subject, including reading, writing, grammar, argument and comprehension
- Promote pupils' appreciation of the links between speaking, listening and writing and the value of each, wherever possible
- Teach the technical and specialist vocabulary of specific subjects and how to use and spell these words
- Have consistently high standards of written work
- Have consistently high standards of oracy in the classroom

Language and Literacy: English with Media Education

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

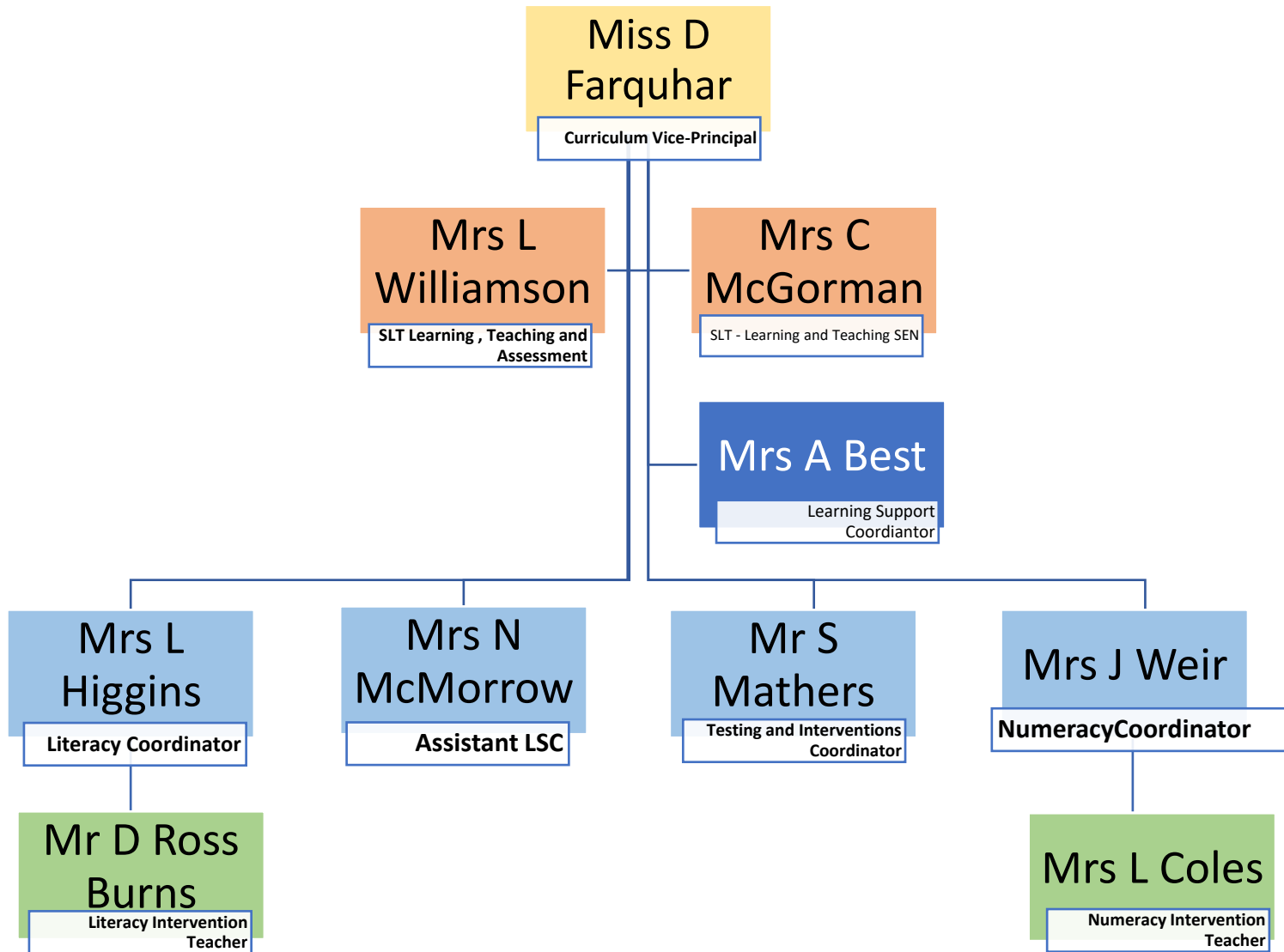| Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Through engagement with a range of stimuli, including peers, poetry, prose, drama, non-fiction, media and multimedia, which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by: expressing meaning, feelings and viewpoints; talking, to include debate, role play, interviews, presentations and group discussions; listening actively and reporting back; reading and viewing for key ideas, enjoyment, engagement and empathy; writing and presenting in different media and for different audiences and purposes; participating in a range of drama activities; interpreting visual stimuli including the moving image; developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created; developing their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar; analysing critically their own and other texts; using a range of techniques, forms and media to convey information creatively and appropriately.	Pupils should have opportunities to: **Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential,** for example, *discuss what they would have done or how they would have felt when faced with a situation in a novel; produce a digital portfolio highlighting their personal qualities.* (Key Element: **Personal Understanding**) **Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion,** for example, *in role-play, empathise with someone whose experience is different from their own.* **Develop the ability to use language (including body language) effectively in communicating with and relating to others,** for example, *explore situations in which tone, choice of words, gesture and facial expression can alter meaning and impact.* (Key Element: **Mutual Understanding**) **Explore the use of language and imagery in conveying and evoking a variety of powerful feelings,** for example, *comment on a film, novel, performance or poem which has stimulated a personal insight.* (Key Element: **Spiritual Awareness**) **Explore issues related to Personal Health** Consider the effectiveness of language in current health campaigns, for example, *explore the use of imagery and emotive language in posters, leaflets, television, etc.* Create a campaign to promote a health and safety issue for example, *misuse of substances.* Improvise a scene demonstrating peer support or peer pressure about a health related issue. (Key Element: **Personal Health**) **Explore issues related to Moral Character** Demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses, for example, *discuss moral choices of real-life and fictional characters.* Take responsibility for choices and actions. (Key Element: **Moral Character**)	Pupils should have opportunities to: **Use literature, drama, poetry or the moving image to explore others' needs and rights,** for example, *consider the needs of a fictional character; participate in a role play involving conflicting rights.* (Key Element: **Citizenship**) **Explore the power of a range of communication techniques to inform, entertain, influence and persuade,** for example, *compile and justify a list of top ten television advertisements or web sites for young people; create an innovative lifestyle article or feature for young people.* **Consider how meanings are changed when texts are adapted to different media,** for example, *compare and contrast a film and book version of the same story.* (Key Element: **Media Awareness**) **Explore how different cultures and beliefs are reflected in a range of communication methods,** for example, *investigate local oral traditions and dialects; compare and contrast how the culture and lifestyle of different countries are represented in stories, poems, images, etc.* (Key Element: **Cultural Understanding**) **Explore issues related to Ethical Awareness** Investigate and evaluate communication techniques used to explore a relevant ethical issue, for example, *track coverage of the same issue in a range of media; design and produce own current affairs programme or news sheet for a young audience.* (Key Element: **Ethical Awareness**)	Pupils should have opportunities to: **Investigate the importance of communication skills in life/work situations,** for example, *participate in interviews and self-marketing; develop an advertising campaign for a local company or product; investigate jobs in companies in Northern Ireland and elsewhere in which good communication is essential to business.* (Key Element: **Employability**) **Plan and create an effective communication campaign,** for example, *produce promotional literature with eco-friendly guidelines for a visit to a natural/cultural heritage site; present the case for preserving a local site/building; participate in a model youth assembly or parliament about a global issue.* (Key Element: **Education for Sustainable Development**) **Explore issues related to Economic Awareness** Explore the impact of economics on the lives of people, for example, *debate whether you should buy items produced by child labour; consider reasons and consequences of financial difficulties of a character in literature.* (Key Element: **Economic Awareness**)
Learning Outcomes The learning outcomes require the demonstration of skills and application of knowledge and understanding of English with Media Education. Pupils should be able to:	• research and manage information effectively, including Using Mathematics and Using ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual and written formats (including ICT and the moving image) showing clear awareness of audience and purpose and attention to accuracy.		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that, **across the key stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.*

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Language and Literacy: English with Media Education

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Mathematics and Numeracy: Mathematics with Financial Capability

The minimum content is set out below. The statutory requirements are set out in **bold** under **Knowledge, Understanding and Skills** in column 1, under the **Curriculum Objectives** and **Key Elements** in columns 2, 3 and 4 and in the **Learning Outcomes** at the bottom. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Developing pupils' Knowledge, Understanding and Skills	(Objective 1) Developing pupils as Individuals	(Objective 2) Developing pupils as Contributors to Society	(Objective 3) Developing pupils as Contributors to the Economy and the Environment
Pupils should have opportunities, through the contexts opposite, to develop: knowledge and understanding of • Number • Algebra • Shape, Space and Measures • Handling Data; knowledge and understanding of personal finance issues; and skills to enable competent and responsible financial decision making; the application of mathematical skills to real life and work situations; the creative use of technology to enhance mathematical understanding; by demonstrating: • creative thinking in their approach to solving mathematical problems; • increasing competence in mental mathematics skills; • increasing competence in pencil and paper methods; • increasing confidence in the use of mathematical language and notation; • practical skills using technology.	Young people should have opportunities to : **Investigate a personal and class lifestyle study of time,** *for example, time spent in school, doing homework, watching TV or taking exercise.* (Key Element: **Personal Understanding**) **Work collaboratively in problem solving, taking account of others' viewpoints to reach consensus.** (Key Element: **Mutual Understanding**) **Demonstrate an ability and willingness to develop logical arguments,** *for example, justify how they arrived at a conclusion or solution to a problem.* (Key Element: **Moral Character**) **Explore issues related to Personal Health** *Investigate aspects of health and healthy living, for example, body temperature, heart rate, breathing rate, nutritional requirements, food choices, special diets, road safety, substance misuse, life expectancy. Investigate incidence of diseases and recovery rates, for example, heart disease, cancers, chicken-pox, influenza, etc.* (Key Element: **Personal Health**) **Explore issues related to Spiritual Awareness** *Be aware of the infinite nature of number and space and the prevalence of pattern, for example, the Fibonacci series in the natural world, harmonics in music, 'golden ratio', Islamic tiles, etc.* (Key Element: **Spiritual Awareness**)	Young people should have opportunities to: **Analyse and interpret information patterns relating to local and global trends,** *for example, population profile (including age, gender, religion and ethnicity), indices of development, voting patterns, crime rates, etc.* (Key Element: **Citizenship**) **Critically examine the use and misuse of mathematics to justify/support particular attitudes/opinions in different media, and the interpretation of data,** *for example, investigate the use of numbers in marketing strategies, advertising and opinion polls.* (Key Element: **Media Awareness**) **Explore issues related to Cultural Understanding** *Explore how mathematics have been used and developed in other parts of the world, for example, Egyptian fractions, Russian multiplication, Roman numerals; how European digits derived from Arabian numbers.* *Explore elements of geometry using patterns from different cultures, for example, Amish quilt designs and Islamic patterns.* *Apply mathematical problem solving skills to contexts faced by developing countries, including mathematical games from these cultures.* (Key Element: **Cultural Understanding**) **Explore issues related to Ethical Awareness** *Research and interpret statistics in relation to social and economic issues, for example, compare and contrast aid versus arms expenditure or aid versus debt repayments, hospital waiting lists, child labour, etc.* (Key Element: **Ethical Awareness**)	Young people should have opportunities to: **Examine the role of mathematics as a "key" to entry for future education, training and employment.** *Explore how the skills developed through mathematics will be useful to a range of careers, for example, jobs involving computation, checkout operation, data analysis, education, financial services, quantitative problem solving, research, surveying, construction, etc.* (Key Element: **Employability**) **Apply mathematical skills in everyday financial planning and decision making,** *for example, cash and non-cash methods of payment for goods and services, to include relevant examples such as mobile phone tariffs and e-shopping; the role of banks, building societies, credit unions and the post office; sources of income; savings; dealing with debt and credit; exchange rates.* (Key Element: **Economic Awareness**) **Explore issues related to Education for Sustainable Development** *Understand the need to manage renewable and non-renewable resources, for example, investigate the savings and benefits of energy conservation measures etc.* *Investigate the various costs and benefits of waste management, for example, by analysing the cost/benefit of recycling glass, paper, garden waste and other waste.* (Key Element: **Education for Sustainable Development**)
Learning Outcomes The Learning Outcomes require the demonstration of skills and application of knowledge and understanding of Mathematics. Pupils should be able to:	• demonstrate mental mathematical capability with simple problems; • decide on the appropriate method and equipment to solve problems–mental, written, calculator, mathematical instruments or a combination of these; • demonstrate financial capability in a range of relevant everyday contexts; • research and manage information effectively to investigate and solve mathematical problems, including Using ICT where appropriate; • show deeper mathematical understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.		

NB: *Teachers may develop activities that combine many of the statutory requirements, provided that,* **across the key stage**, *all of the statutory aspects highlighted in* **BOLD** *(including each of the* **Key Elements***) are met.*

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Literacy

Count, Read, Succeed (paragraph 1.7) defines Literacy as:

"The ability to read and use written information and to write appropriately and legibly, taking into 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 area 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".*

At Belfast Boys' Model school, there is a clear understanding that skills acquired in the English classroom should be developed across all subject areas

> ***"Every teacher, regardless of the subject they teach, must promote and model high standards of literacy and numeracy",*** **Count, Read, Succeed.**

The following principles underpin the approach taken at the Belfast Boys' Model School supporting the promotion and development of Literacy/ Communication:

- The effective use of data and teacher observation to identify and set the targets for all pupils.
- Enable the pupils to develop the knowledge, understanding and skills specified in the statutory requirements of the N. I. Curriculum.
- Rigorous self-evaluation promotes improvement.
- In the BBMS teachers promote and model high standards of literacy in all subjects. (Count Read Succeed 4.29)
- Teachers have high expectations for ALL pupils.
- Quality whole class teaching, set in the context of a rich language curriculum promoting all four interdependent strands of language: talking, listening, reading and writing.
- Effective use is made of print material, moving images and digital technology to support pupils' learning.
- Teachers use a variety of teaching strategies including whole class teaching, cooperative small group work and individual work, which is differentiated where appropriate.
- Self-evaluation to promote improvement.
- Assessment for Learning strategies and Thinking Skills and Personal Capabilities are infused across the Curriculum.
- In the English Department and across the school, modelled, shared and guided strategies are used to develop language and literacy.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

Reading

In order to develop their skills in Reading pupils:

- Read a range of texts for information, ideas and enjoyment
- Use a range of strategies to read with increasing independence
- Find, select and use information from a range of sources
- Understand and explore ideas, events and features in texts
- Use evidence from texts to explain opinions

Writing

In order to develop their skills in Writing pupils:

- Talk about, plan and edit work
- Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way
- Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes
- Write with increasing accuracy and proficiency

Talking and Listening

In order to develop their skills in Talking and Listening pupils:

- Listen to and take part in discussions, explanations, role plays and presentations
- Contribute comments, ask questions and respond to others' points of view
- Communicate information, ideas, opinions, feelings and imaginings using an expanding vocabulary
- Structure talk so that ideas can be understood by others
- Speak clearly and adapt ways of speaking to audience and situation
- Use non-verbal methods to express ideas and engage with the listener

(*Assessing Communication at Key Stage 3: Guidance p1)*

The Role of the Literacy Coordinator

- Work with the Senior Leadership Team to determine a strategy for dealing with Literacy across the curriculum and to ensure the effective development and implementation of a whole school Literacy Policy;

- Establish lines of communication and ensure that there is constructive liaison between the English teachers and teachers of other subjects;

- Monitor the implementation of the whole school Literacy strategy;

- Evaluate the effectiveness of the strategy and make modifications where necessary;

- Facilitate amendments to the Literacy strategy in the light of evaluation and curriculum changes.

- Monitor all intervention techniques, including Literacy Support and withdrawal classes, and assess its impact for each individual pupil
- Contribute to the writing of IEPs for each pupil regarding Literacy intervention strategies
- Liaise with the Learning Support Coordinator/Assistant Support coordinator when external support is required

Numeracy

Belfast Boys' Model School defines Numeracy as the ability to apply appropriate mathematical skills and knowledge in familiar and unfamiliar contexts and in a range of settings to cope confidently with the mathematical demands of further education, employment and adult life.

Numeracy **includes** Mathematics and the cross-curricular skill of Using Mathematic.

The school's Numeracy Strategy ensures that:
- all pupils improve their numeracy skills as they progress through the school
- all pupils are confident and competent in the use and application of mathematics in all subject areas, as and when it arises
- all pupils work in an environment conducive to raising standards of numeracy
- good communication exists in support of each pupil
- appropriate staff development is disseminated to ensure all staff share responsibility for Numeracy, where applicable, and pupils receive high quality support in this area.

This is achieved by ensuring that:

- all Key Stage 3 pupils complete diagnostic and predictive tests to inform planning for all staff
- those pupils with Special Educational Needs, including Newcomers, are addressed individually, firstly by the classroom teacher and then by the Numeracy Co-ordinator in collaboration with the SENCO. Intensive intervention through Numeracy Withdrawal and/or team teaching is established

- clear guidance is given to help teachers address the needs of individuals, both within the Mathematics Department and in cross-curricular areas at Key Stage 3 and 4
- a wide variety of activities and experiences including ICT, group work, problem-solving and communication with one another are employed and developed
- teachers are increasingly aware of the teaching strategies used in primary schools and the mathematical skills acquired by pupils
- links are established with primary schools to enhance our planning process in the delivery of Numeracy
- Information is provided on appropriate expectations of individuals and/or particular groups.
- teachers are aware of how pupils are taught particular skills in mathematics lessons, so that pupils can be encouraged to utilise these skills in various subjects.
- teachers are aware of the differences that exist, in similar topics, between mathematics and other subjects, so that these differences can be explained to pupils to aid understanding.
- a consistent approach exists to learning Numeracy skills in all subjects
- pupils are aware of the transferability of skills, so that they make effective use of the Numeracy skills they have, in a range of contexts.

In general, it is the responsibility of the Mathematics Department to teach basic skills, but by working more effectively with other teachers in the school, standards should be raised for all pupils. Every child is catered for to improve their Numeracy skills, with this strategy at the core.

The role of the Mathematics teacher is to:

- be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects;
- provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups;
- through liaison with other teachers, attempt to ensure that students have appropriate Numeracy skills by the time they are needed for work in other subject areas;
- seek opportunities to use topics from other subjects in Mathematics lessons.

The role of the Numeracy Co-ordinator is to:

- work with the Senior Leadership Team to determine a strategy for dealing with Numeracy across the curriculum and to ensure the effective development and implementation of a whole school Numeracy Policy;

- establish lines of communication and ensure that there is constructive liaison between the mathematics teachers and teachers of other subjects;

- establish lines of communication and ensure that there is constructive liaison between the mathematics teachers and feeder primary schools;

- monitor the implementation of the whole school Numeracy Strategy;

- evaluate the effectiveness of the strategy and make modifications where necessary;

- facilitate amendments to the numeracy strategy in the light of evaluation and curriculum changes.

- monitor all intervention techniques, including Numeracy Withdrawal classes, and assess its impact for each individual
- contribute to the writing of IEPs for each pupil regarding Numeracy intervention strategies
- liaise with the SENCO when external support is required

The role of teachers other than Mathematics is to:

- ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly;

- be aware of appropriate expectations of students and difficulties that might be experienced with Numeracy skills;

- provide information for Mathematics teachers on the stage at which specific Numeracy skills will be required for particular groups;

- provide resources for mathematics teachers to enable them to use examples of applications of Numeracy relating to other subjects in mathematics lessons.

Literacy and Numeracy Provision

CHILD CENTRED PROVISION:

The following indicators from ESaGS will be reflected in the school's approaches:

- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.
- A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.
- A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.
- Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.
- There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.

Inclusion:

We aim to provide for all pupils so that they reach their full potential in Maths/English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and those with special educational needs in order to take steps to improve their attainment. Gifted (defined as the top 5-10% of any given year group) children will be identified and suitable learning challenges provided.

e.g.

- *How and when pupils are identified*
- *The in -class strategies used to ensure all pupils are being challenged and able to achieve targets set for them*
- *The role of the Classroom Assistant, if appropriate*
- *Involvement of parents*
- *Range and variety of resources used, including uses made of technology.*

Intervention is offered to all students as part of the "3 Stage Approach".

Stage	Strategy	Pupils	Type of Support
Stage 1	Quality First Teaching	Whole Class	Good practice as described in the NI Curriculum (Learning Intentions, success criteria, a structured language programme including a phonic element, modelled, shared and guiding teaching strategies, active learning strategies as appropriate)
Stage 2	Small Group Withdrawal/or additional support in class	Just Below Average	Structured, time-bound and evaluated approaches targeted as the pupils' needs (paired reading, guided writing programmes, PiXL, My Maths and CLA involvement)
Stage 3	One-to-one	Struggling	Approaches based on the identified needs of the individual pupils, structured, time bound and evaluated (individual programmes targeting numeracy/reading and writing)

1. Numeracy:

- Firstly, the pupils will be identified for intervention using scores from their most recent assessments and PTM data, which will be completed by the Testing and Interventions Coordinator. This will then be followed up with the Mathematics teachers from each class, in order to ensure that the pupils picked based on the data are suitable for intervention. Pupils can also be identified by the Head of Year/Head of Mathematics and verified through conversation with the pupil's Mathematics teacher.
- Pupils will be identified for intervention on a termly basis. As above, identification will be based on when the data highlights a specific need, or the Head of Year/Curriculum Leader requests additional support for that student.
- Numeracy intervention will seek to address the key skills that pupils require, particularly around the area of Number work. Intervention will occur in a variety of ways, but mainly through the use of IXL. Numeracy should aim to form a more solid foundation for the study of Mathematics for each pupil and as such, should work alongside this. Pupils will be monitored using recent assessment results (Common Assessments and Class Tests) alongside PTM data for each year, to identify whether there has been any impact over the duration of the intervention.

2. Literacy:
   - Literacy support targets the pupils who are struggling with their reading and writing skills or who are on a 'below average' stanine. (GCSE C-D borderline)
   - Pupils are identified through teacher recommendation and data such as PTE (STANINES)
   - Literacy intervention will focus on improving the reading and writing skills of the pupils.
   - Groups will be withdrawn from class to complete IXL Literacy Intervention
   - Pupils will also attend Literacy Support with the Literacy Coordinator and CLAs. This intervention will take place before school (8:30-9am)
   - Pupils will complete a baseline assessment and after the intervention they will complete a post intervention assessment, to monitor progress and value added.
   - Support will also be given to SEN pupils with identified literacy needs

Equal opportunities

All pupils are provided with equal access to the English/Maths curriculum. We aim to provide suitable learning opportunities regardless of ability, ethnicity or home background.

HIGH QUALITY TEACHING AND LEARNING:

The following indicators from ESaGS will be reflected in the school's approaches:

- A broad and relevant curriculum is provided for the pupils.
- An emphasis on literacy and numeracy exists across the curriculum.
- Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
- Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
- Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
- Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.
- Teachers reflect on their own work and the outcomes of individual pupils.
- Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

Subject organisation

The English and Mathematics Curriculum is delivered using the requirements in the N. Ireland Curriculum.

The Use of ICT

Opportunities to use ICT to support teaching and learning in Literacy/Numeracy will be planned for and used as appropriate.

Assessment and Target-Setting

Work will be assessed in line with the Assessment Policy. In addition to this base line testing will be carried out using Progress Test in English and Progress Test in Maths. The transition test will be used early in Year 8, with following up testing at the end of Years 8,9 and 10.

Intervention programmes

EFFECTIVE LEADERSHIP:

The following indicators from ESaGS will be reflected in the school's approaches:

- An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.
- Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
- School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.
- Teachers are given the opportunity to share in the leadership of the school.
- The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management, and working relationships
- School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itsel

The Board of Governors

Regular reports are made to the governors on the progress of English/Maths provision and on the standards being achieved by the school.

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY:

The following indicators from ESaGS will be reflected in the school's approaches:

> - Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves.
> - The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school.
> - The school uses its involvement in particular programmes (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools.
> - Good relationships and clear channels of communication are in place between the school and the education agencies that support it.
> - The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal groups.

Parental involvement:

Parents can support their children through:

- *Attendance at parents' nights or information sessions*
- *Encouraging reading and discussing topical issues with their children at home*
- *Supporting homework*

Community links include:

- *Local cultural events*
- *Connecting to local businesses, the library, local hospital workers, the PSNI, Fire Service, the local book shop, etc.*
- *Having useful and active links with the local post-primary schools*
- *Links with West Belfast Partnership and Greater Shankill Partnership*

CONCLUSION:

This policy is in line with other school polices, including:

- Assessment Policy, Learning and Teaching Policy
- SEND Policy
- E-safety and Acceptable Use Policy
- Curriculum Policy

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Better English (2011) https://www.etini.gov.uk/publications/better-english

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REVIEW OF POLICY:

This policy document will be reviewed and monitored on an annual basis.